

Addiewell Primary School



Positive Relationships Policy

We are a Rights Respecting School and have carefully considered articles 28, 31 and 36 of the United Nations Convention on the Rights of the Child (UNCRC) in creating this Promoting Positive Relationships and Behaviour Policy.

Article 28 "Discipline in schools must respect the children's dignity"

Article 31 "Every child has the right to relax, play and take part in a wide range of cultural and artistic activities"

Article 36 "Governments must protect children from all other forms of bad treatment"



Rationale

At Addiewell Primary School, we believe that strong, effective relationships are essential for maintaining a positive ethos and creating the right environment for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in a safe and respectful environment.

The rationale of our policy is that positive behaviour should be recognised and rewarded and that negative behaviours should be discouraged and changed for the better through the fair and consistent approaches detailed in this policy.

The policy outlines strategies for building and maintaining positive relationships and behaviour throughout the school. The purpose of the policy is to share our expectations of all pupils, to clarify what positive and negative behaviours might look like and to support staff in creating a safe, caring environment in and around the school.

We understand that all behaviour is communication and our procedures and daily actions are underpinned and informed by **West Lothian Council's Positive Relationship Policy, Nurturing Approaches and Restorative Approaches**, links below:

https://www.westlothian.gov.uk/media/2141/ExclusionPolicy/pdf/Promoting_Positive_Relationships_in_West_Lothian_Educational_Establishments.pdf,

<https://education.gov.scot/improvement/Documents/inc55ApplyingNurturingApproaches120617.pdf>,

A progressive health and well-being curriculum has been developed and aims to promote an understanding and development of the well-being indicators in each child. Children self-report using the well-being indicators and this can lead to improved relationships and support from adults (Trusted Adult Conversation)

<https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

In consultation with pupils, parents, carers, staff and other partners we have identified examples of positive and negative behaviours.

Positive behaviours include:

- effort and hard work
- positive attitude
- organisation of resources for learning
- showing respect

Negative behaviours include:

- inappropriate language

- intentionally hurting others
- spitting
- fighting/ play fighting
- rude gestures
- vandalism
- inappropriate comments to children or staff

Nurture Principles have a positive impact on wellbeing, attainment and behaviour and we strive to provide a nurturing environment for every pupil at Addiewell Primary School. The six Principles of Nurture are:

- Children's behaviour is understood developmentally
- The classroom/playroom offers a safe base
- Nurture is important for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children's lives



Vision, Values and Aims

Vision

'Aim High, Reach Out and Go Far'

Values

Respect
Ambition
Responsibility
Tolerance
Resilience
Kindness

Aims

- Help all learners reach their full potential by focusing on attainment, achievement and excellence.
- Provide a nurturing environment where every learner is valued, supported and challenged.
- Foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- We promote a positive learning environment where learners are encouraged to respect others and self-regulate their own behaviour.

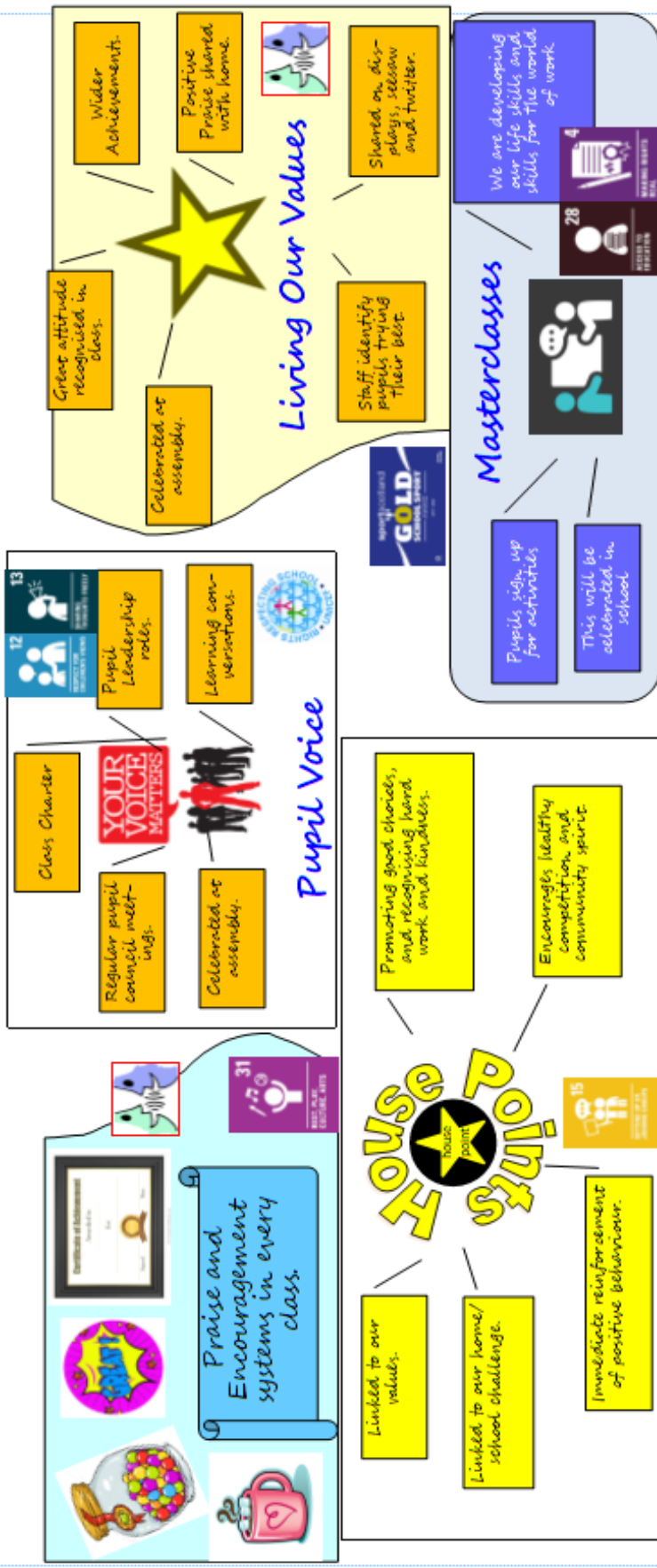
In fulfilling these aims, we will enable all children to become successful learners, confident individuals, responsible citizens and effective contributors who are empowered to take their place in society, now and in the future.



Addiewell Primary School—Positive Relationships Policy

Aim High, Reach Out and Go Far

Our School Values — Respect, Ambition, Responsibility, Tolerance, Resilience, Kindness



Where choices are not positive we have systems in place to support us to make better choices next time...

Restorative Con-versations held by all staff to de-velop talking about problems and finding so-lutions together.

Most behaviour is dealt with at the point it hap-pens by Class Teachers and Pupil Support Workers.

Whole school approach for supporting positive be-haviour

Our aim is to support children to understand the consequences of their actions and make better choices next time.

RED LINES

Some behaviours are serious enough to warrant SLT involvement and may im-plicate consequences:

- Involves Physical Violence
- Threatens the safety and property of others
- Seriously disrupts learning

SLT will decide a course of action, starting with:

- Restorative conversations with all parties in-volved
- Loss of break/extra playtime
- Convince made with parents

Better Relationships— Better Behaviour— Better Learning



Roles and responsibilities

A Partnership Approach

As a Rights Respecting School, we believe that every member of the Addiewell Primary School community has the right to a positive environment where they can feel safe and are ready to learn. Positive relationships develop when learners fully engage with the learning and teaching in their environment and interact with their peers and staff in a respectful manner.

We strive to work in partnership with all stakeholders to promote positive relationships and behaviour, ensuring fairness and consistency. Pupils, parents, carers, school staff and senior leaders all have key roles and responsibilities that will contribute to consistent and appropriate support for every child.

The Role of the School

- Value every learner
- Build positive and trusting relationships
- Be positive role models
- Be consistent and calm with approaches
- Be fair and equitable
- Raise the profile of behavioural awareness
- Raise the profile of our charter, values and The United Nations Rights of the child
- Take immediate action to support learners and involve learners and parents

The Role of the Learner

- Make choices that keep me and others safe
- Be ready to learn
- Be respectful to peers, staff, equipment and the environment
- Follow instructions sensibly and responsibly
- Be a role model by living our shared values of Respect, Ambition, Responsibility, Tolerance, Resilience and Kindness
- Recognise how our behaviour, language and tone impacts on others
- Take part in the school's positive relationships systems
- Take responsibility for your actions

Reward systems

To support every child at Addiewell Primary School, we promote positive relationships and behaviour in a variety of different ways. Children are also recognised for demonstrating positive behaviours in the following ways:

- Addiewell Ace Certificates for achievements in and out of school.
- Class recognition systems e.g. group points, recognition boards
- Positive comments on Seesaw (P1 – 3)
- Recognition at stage and whole school assemblies
- Verbal recognition in the classroom, playground and throughout the school
- House Points and a reward for the house with the most points each month
- Displays of work throughout the school
- Sharing achievements on Seesaw, Twitter and Facebook
- Positive comments on written work

Dealing with Conflict and Issues

Where choices made by pupils are not positive and go against our school values we have systems in place to support pupils to make better choices next time.

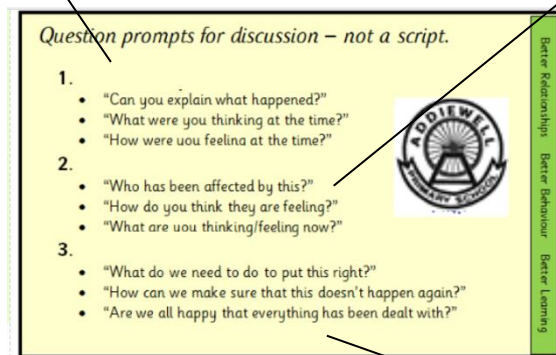
Most behaviours can be dealt with at the point it happens by class teachers and Pupil Support Workers.

Promoting positive relationships and behaviour within the class is the responsibility of all staff. It is the role of the class teacher to investigate classroom incidents and for support staff to investigate playground incidents.

Our school uses a Restorative Approach where pupils are encouraged to talk through disputes or social difficulties with each other, conversation led by an adult. This ensures all points of view are heard and that children can build empathy, understanding and responsibility through the process.

All staff will use *discussion*, *positive reinforcement* and *encouragement* as the first step in raising a pupil's awareness of their behaviour, especially if this is impacting on others in the school community. Staff use calm and consistent talking and make clear the behaviour that should change, so that everyone can feel safe and ready to learn. Staff should refer to Class Charters and School Values, allowing pupils the chance to change their behaviours.

Restorative Conversations held by all staff to develop talking about problems and finding solutions together.



Pupils responsible for own behaviour and the harm it has caused.

Relationships restored and issues addressed by the people involved.

If a positive change does not follow, the pupil will take part in a Restorative Conversation or reflection task. Children may be offered further time and space to reflect on their actions, either supported by an adult, in a quiet space or with a Senior Leader. It may be appropriate to contact home so that a shared approach is taken with the pupil.

Red Lines

Some behaviours are serious enough to warrant Senior Leadership Team involvement and an immediate consequence:

- Physical Violence
- Behaviour which threatens the safety of others
- Behaviour which seriously disrupts learning

The Senior Leadership Team will decide on appropriate course of action which may include:

- Spend break / lunch inside school completing reflection sheet
- Phone call home to parents
- Meeting with parents

Incidents which may have posed a risk to Health and Safety are recorded by the witnessing adult on Sphera, the Council's recording system, and investigated by the Head Teacher.

Allegations or Incidents of Bullying are recorded on SEEMIS and investigated by Senior Leaders.

Monitoring and review

This policy was shared with parents and carers for consultation and has been finalised in February 2023

The agreed policy will be regularly reviewed to ensure that it reflects the needs of our school community and current guidelines from West Lothian Council and the Scottish Government.

Next review date: August 2024