

Peel Primary School Promoting

Positive Relationships Policy

Delivering Excellence and Equity to Raise Attainment

Living our Values through our School Rules

Kindness, Determination, Respect

Many thanks to the parents, carers, staff and pupils who were available to help shape and review our relationships policy.

Rationale:

Peel Primary School strives to promote a school ethos that is purposeful, has high standards and expectations and is built on good relationships. By working with pupils and parents together we aim to create a safe and well organised environment, where young people engage and meet their full potential in positive learning environments.

The promotion of positive behaviour is enhanced through the climate of the classroom; positive, respectful relationships; effective classroom management and high quality learning and teaching. Learners should have a clear understanding of what is expected of them in terms of both behaviour and learning.

Aim of our Toolkit: To put our Vision and Values into action and make sure everyone is being treated the way they would want to be treated themselves.

School Rules

Ready (to learn)

Respect(to all)

Responsible (to all)

Pupil Consistencies

Ready to learn

Polite, Respectful

Honest

Kind

Good listening

Visible Adult Consistencies

Calm, Consistent and Kind

Attention first to those who display positive behaviour

Relentless Routines

Script Difficult Conversations

Praise in Public, Reprimand in Private

Agreed rewards to recognise 'Over and Above' behaviours

(defined as Achievement, Resilience & Contribution)

1. Praise (verbal, stickers, house points, VIP certificate, HT, DHT and PT stickers etc)
2. Positive note home (maximum of 1 per week)
3. Positive phone call home (maximum of 1 per week)

Nurturing Principles

At Peel Primary School, we use a whole school nurturing approach: a key approach to supporting behaviour, wellbeing, attainment and achievement. As a nurturing school, we strive to promote positive wellbeing and build positive relationships through the six nurturing principles:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- The importance of **nurture** for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in children's lives.

See **Appendix 1** for Nurturing Classroom Checklist

Restorative Approach

At Peel Primary School we promote a climate in which children have the opportunity to accept accountability and seek to repair any harm caused in a situation, through use of the restorative approach.

The restorative approach:

- Allows each child involved to share their version of events.
- Provides the opportunity to hear about, and face up to the harm and distress they have caused others.
- Allows children to see how the other person involved might feel.
- Leads to more positive relationships between pupils and staff.
- Identifies a solution to repair any damage caused.

This approach may include having a restorative conversation. This should happen as soon as possible after an incident has occurred, using open body language and a calm tone of voice. More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. The following questions should be used during a restorative conversation:

Restorative Approach Questions

What happened?

What were your thoughts at the time?

What have your thoughts been since?

Who has been affected by what happened?

How have they been affected?

What do you need to happen now?

Anti-Bullying

In consultations with our children, staff, families and community, Peel Primary School have reviewed and refreshed our anti-bullying process and procedure.

Our definition of bullying is both behaviour and impact. It is unwanted and intentional verbal, social or/and physical behaviours that cause others to feel hurt, threatened, frightened or left-out. It can happen face-to-face or online.

Our school procedure is set out in the following diagram.

Promoting Positive Behaviour Flowchart

Agreed Interventions with unwanted behaviours

Determination (to learn)
Kindness (to all)
Teamwork (working with all)

Flyby Reminder

- **Discreetly** and quietly pass by the child and remind them of the instruction and the behaviour you are looking for.

Warning

- **Quietly** issue a warning (I've spoken to you once now ...) and remind the child about making positive choices.

Reflection Time

- Pupil will fill out a reflection sheet at the next appropriate break or lunch time and this will be kept by the class teacher for future discussions. This will be in designated area of the school.
- A member of staff will check in with the pupil during this time to investigate the incident which led to the reflection time.

Respond

- Pupil will be given time to talk through their version of events, whilst also identifying the unwanted behaviours that led to the reflection time. This will be done when the reflection sheet is complete and an agreed time with the adult involved.

Repair

- 2 minute conversation to restore a positive ethos in the classroom/playground setting. This will be done with the person that dealt with the incident, as soon as possible.

Immediate consequences for low level behaviours

- Thinking Time in agreed place
- Some sort of imposition, e.g. Sent to the end of the line
- Class Consequence
- Act of kindness

*Interruptions
Off task
Distracting others
Out of seat*

Immediate consequences for medium level behaviours

- Chat with parents
- Restorative conversation
- Thinking time in agreed place
- Act of kindness

*Progressively worse
behaviour as day
progresses
Not following direct*

Immediate consequences for high level behaviours

- SLT Support
- Family meeting / Solution Circle
- Positive Response Plan
- Restorative Meeting

*Fighting/violence
Swearing
Shouting
Throwing objects*

N.B. Distressed behaviours should be dealt with separately. (see below)

Distressed Behaviour

As a nurturing school, we recognise that all behaviour is communication. We respect the dignity of each child and believe that staff should model calm, respectful communication and use of de-escalation skills where possible, to resolve a situation involving a distressed child. We take time to know our children as individuals and we work as a team to ensure that teaching strategies and learning environments are appropriate to their needs. A number of our pupils with additional support needs have an individual behaviour response plan which should be followed during times of distressed behaviour.

See **Appendix 2** for example of Individual De-escalation Response Plan

ASN pupil planning and expectations

Peel Primary is an inclusive setting and meet the needs of all learners that attend Eliburn ELC and Peel Primary School. All pupils who have a diagnosed additional need will have individual plans to help facilitate their learning. Whilst we recognise that behaviours can be linked to additional needs, staff and parents will work together to ensure that unwanted behaviours are dealt with in an appropriate manner and discussed with the pupils to help them understand to the best of their ability. Staff will follow the plans that are updated throughout the year and use the policy for continuity as pupils complete their journey at our setting.

Playground Expectations

To ensure our learners are safe, respected and ready to learn in the playground, a set of clear expectations has been developed by all staff and pupils at Peel Primary School to form our Playground Charter. To ensure pupils have a clear knowledge of our expectations, our playground charter is displayed in every class and should be referred to during restorative conversations involving playground incidents. Pupils who are spotted following the playground charter are rewarded.

Playground Charter

- Use Gentle hands and feet
- Tell an adult if you see a conflict rather than getting involved
 - Listen to others and follow instructions
 - Play fairly and show good sportsmanship
 - Include everyone
- Respect peers, adults and equipment

Article 2- We have the right to be treated with respect and fairness

Article 12- We have the right to be listened to

Article 19- We have the right to be safe

Article 31- We have right to rest and play

Funtastic Friday (Skills sessions)

As a Rights Respecting School, we strive to ensure that the rights of our children are respected. In line with Article 31 of the UNCRC, which says that children and young people have the right to have fun in the way they want to, we offer every class a 'Funtastic Friday' slot of thirty minutes every week. During this time, pupils can take part in skills activities of their choice as we believe that this is vital to a child or young person's health and happiness.

Over and Above Behaviour

At Peel Primary School we have high expectations for our learners. 'Over and above' behaviour is behaviour that goes beyond the minimum standards. Focusing on behaviour that is 'over and above' creates an immediate shift in expectations, giving children something more than the bare minimum to achieve.

Positive Notes and Phone Calls Home

Sending home a positive note or making a positive phone call home is a great way to recognise and acknowledge this behaviour as well as communicating the message with parents and carers. The positive note or phone call home is of high level recognition and it is therefore important that this is sincere recognition for only those pupils who have gone over and above **consistently** in the last week or series of lessons.

Celebrating Success at TOG

Most Fridays are a time when pupils come together to discuss school updates, invite visitors to the school or celebrate festivals and religions. This is done through our 'Together Time'. Pupils also have the opportunity to share the successes with their peers.

Appendix 1

Nurturing Classroom Checklist

1. Children's learning is understood developmentally :

Lessons and tasks are clearly differentiated to suit the needs of each learner	
Learners have access to a variety of resources to support their learning	
Regular E&E meetings held to identify further supports/interventions for our learners	

2. The classroom offers a safe base:

There are clear routines visible in the classroom, for example, welcome, visual timetable, class roles etc	
The classroom has designated safe areas that children can go to if they find the general classroom areas overwhelming or challenging. Children and young people have a choice in how they use these areas.	
The classroom is kept tidy and free of clutter for health and safety reasons, to ensure an aesthetically pleasing environment and to set a good example for children.	
Resources are clearly labelled and easily accessible to encourage independence and children are taught to tidy up after themselves.	
There is a clear furniture layout which allows an appropriate amount of space for activities.	

3. The importance of nurture for the development of wellbeing:

An emotional check-in system is available for children to use on a daily basis.	
Nurturing snack is timetabled daily.	
Every child has a designated trusted adult.	
Trusted adult booking system in place and time allotted for trusted adult conversations to take place.	
Children's HWB tracked through GIRFEC WBI self-reporting survey.	
Relationships and Behaviour Policy embedded into daily practice.	

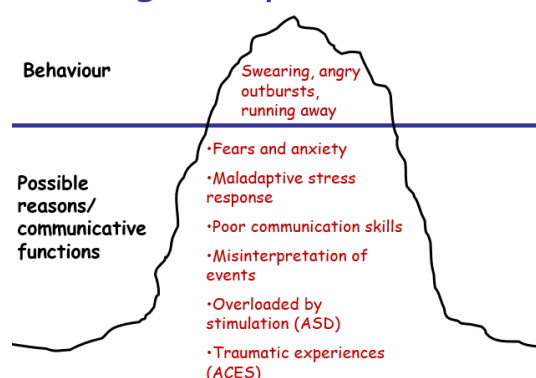
4. Language is a vital means of communication

Use of warm and welcoming language	
Opportunities for listening and talking regularly planned for	
Restorative conversations held after a conflict or incident to allow children a chance to communicate how they feel/explain what has happened	
Shouting is avoided. Calm, respectful communication and use of de-escalation skills employed where possible, to resolve a situation involving a distressed child. (A child who is shouted at is more likely to exhibit problem behaviour, thereby eliciting more shouting. It's a negative cycle.)	

5. All behaviour is communication

De-escalation techniques put into practice during times of distress.	
Consider reasons for negative or distressed behaviour (see diagram below):	

Iceberg metaphor



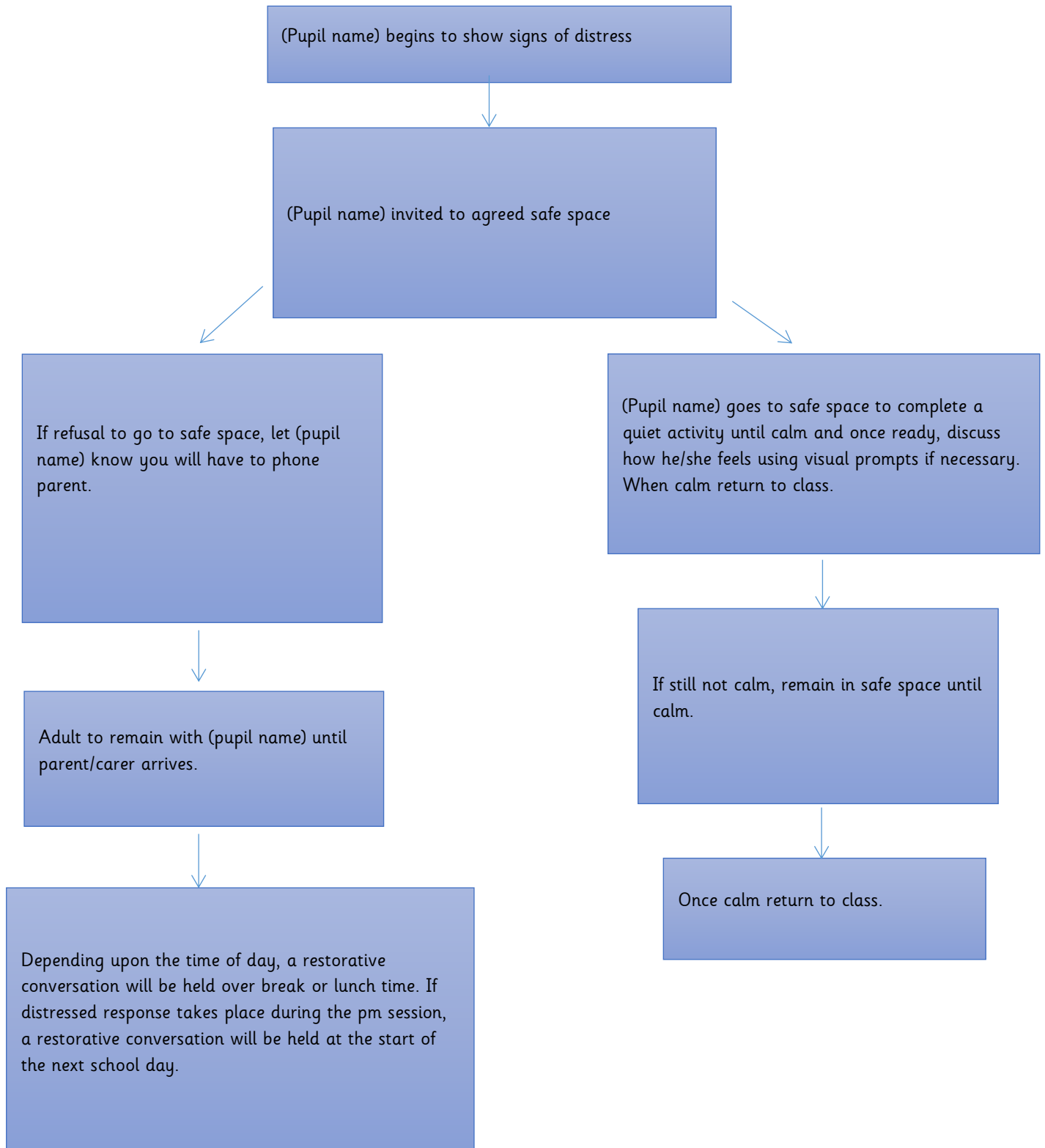
6. The importance of transition in children's lives

Talk about up and coming change and transitions in a positive and exciting way, and acknowledge and help children express their feelings and emotions about the change.	
Use stories as an opportunity to explore transitions.	
Think about the way the situations overlap, not just abrupt endings and beginnings. For example, moving from one activity to another involves getting resources ready, which children could be involved in as part of the transition process.	

Appendix 2

Individual De-Escalation Response Plan

During episodes of distress, steps from the following flow chart must be followed. De-escalation strategies should be applied and can be found on the back of this sheet. **Only one adult (unless adult has asked a second member of staff for support)** to be with pupil during distress. All other staff to remain calm and neutral.



De-escalation Advice

In our role as caring teachers, reasoning with an angry child is often our immediate response however, if a child is in a heightened state, reasoning is not possible. Our aim instead should be to reduce the level of agitation so discussion then becomes an option and a better outcome is achieved.

Early Intervention

De-escalation techniques are most successful when used early, before the child becomes physically aggressive. To do this, it is necessary to be aware of, and spot early signs of agitation, such as: balled fists, fidgeting, staring at another child etc. These signs should not be ignored and you should never turn your back on an angry child in the hope that they just calm down.

Techniques include the following:

Appear calm and self-assured

Make sure you are not displaying the same signs of agitation that can be seen in the child: unclench your fists, do not hold eye contact and avoid standing square to the child.

Maintain a neutral facial expression

Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly.

Allow space

Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive.

Lower your voice and keep your tone even, speaking in a calm manner.

It is hard to have an argument with someone who is not responding aggressively back to you.

Distraction and diversion are extremely useful.

When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by asking them questions about their interests or playing a game.

Give choices

Repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.

Acknowledge Feelings

Acknowledging the child's feelings shows that you have listened to them, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.

Restorative Approach

Give child take up time rather than backing them into a corner either physically or mentally After any outburst or incident, always make time to debrief, repair and rebuild, or the relationship will flounder and may deteriorate. Problem-solve the situation and teach new behaviours where needed.

Ensure any consequences are appropriate to what has happened and remember that it is the fact that behaviour is challenged that is important rather than the severity of what happens. Resolving conflicts is one of the most important skills to model.

N.B. Individual response plans will be based on the needs of each individual pupil in consultation with parent/carer. This is just one example.

