



# Wester Cleddens



## Primary



# Promoting Positive Relationships Policy

2018



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## Promoting Positive Relationships



### Rationale

Wester Cleddens Primary values are 'Safe, Respected and Learning', this sits alongside our school vision which aims to ensure that pupils are all 'Happy Together, Learning Together and Achieving Together'. To ensure that we are continuing to embed our values and vision throughout the school, we have recently updated our Promoting Positive Behaviour Policy to create a Promoting Positive Relationships Policy. As a school, our pupil role and staffing has changed, including the establishment of an Education Learning Resource at Wester Cleddens and we need to ensure that our Policy reflects this change.

### Aim

The aim of Wester Cleddens Primary School's Policy is to ensure the following:

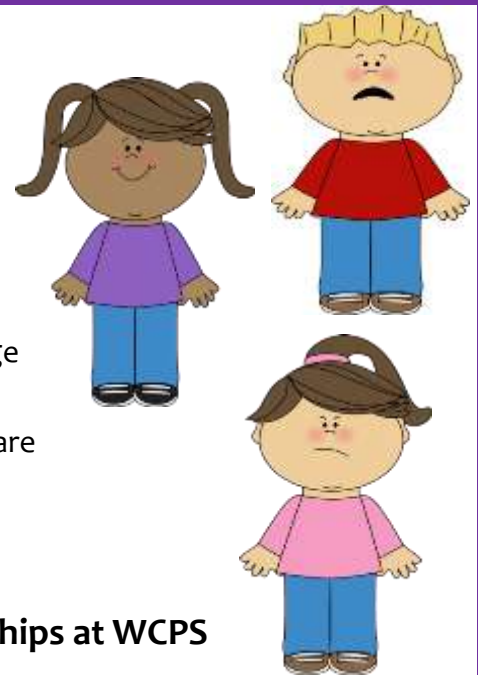


- ❖ All pupils and staff in our school continue to feel safe, respected and included
- ❖ All pupils within our school feel happy and ready to learn
- ❖ We are supporting our pupils to be caring and thoughtful individuals, who respect and value the feelings, opinions, beliefs, property and differences of others
- ❖ Equal and Equitable behaviour strategies are in place to meet the needs of all pupils
- ❖ There is a clear, consistent and respectful approach to dealing with a variety of behaviours that pupils may exhibit during their time at Wester Cleddens
- ❖ We are continuing to create a positive, stimulating learning environment, both in and out of the classroom, where positive attitudes and behaviour are encouraged and rewarded
- ❖ We are effectively working in partnership with parents and carers to support pupils to develop positive behaviour strategies to support them in the wider world
- ❖ There is a consistent approach to informing and involving Parents/Carers in regards to their child's emotions and behaviours exhibited
- ❖ As a staff we encourage and support pupils to increase their level of independence and self-discipline
- ❖ Through a range of different strategies and resources, we encourage pupils to accept responsibility for their actions and understand how their emotions impact on their behaviour
- ❖ We provide a supportive environment where every child has the right to learn and flourish

## Understanding Behaviours and Emotions

A wide range of research and literature recognise the importance that all behaviour is a form of communication (Lucas, S., Insley, K. and Buckland, G., 2006). At Wester Cleddens, staff have received and continue to receive a variety of training and professional development in understanding the variety of behaviours children may exhibit, the causes of these behaviours and how to acknowledge and deal with the range of emotions children are feeling.

We aim to work closely with our pupils and families to ensure there are appropriate strategies and support in place in line with both school, local authority and national policy.

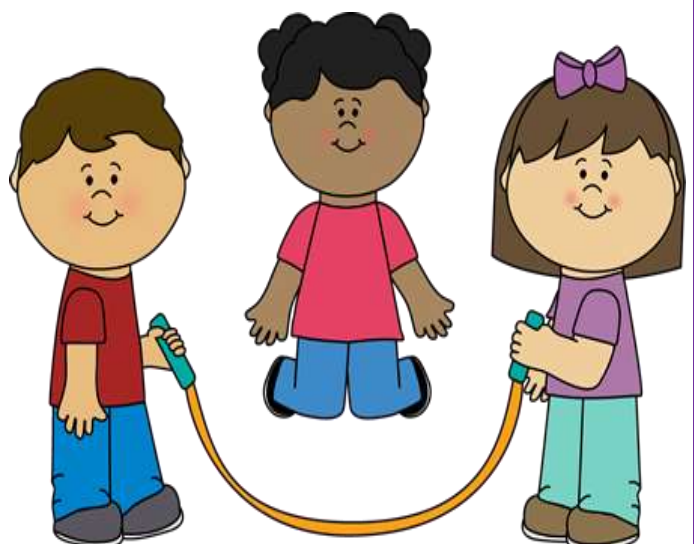


## Strategies and Resources to Encourage Positive Relationships at WCPS

Within Wester Cleddens we use a variety of strategies and resources to support our children in understanding their emotions and how these can impact on behaviours exhibited. We also have a variety of resources and strategies in place to promote positive behaviour. The strategies and resources included both Universal and Targeted approaches.

The following is a list of strategies and resources used throughout the school (*Please note, this is not an exhaustive list*):

- Promoting Alternative Thinking Strategies (PATHS) Programme
- PATHS Pupil of the Week
- Nurture Principles
- Social Stories
- Emotion Coaching
- Boardmaker
- SPELL Framework
- CALM (de-escalation)
- Break and Lunchtime Clubs
- Golden Table
- Achievements Assemblies
- Wester Cleddens Got Talent
- Active Leaders
- Active Leaders leading Playground Activities
- Junior Management Team
- Wellbeing Outreach Support
- Education Support Teacher Involvement



## Expectations of Behaviour

At Wester Cleddens we have high expectations of behaviour from all our pupils. Staff are respectful in recognising individual needs, and support these through appropriate Universal and Targeted approaches. The tables below set out Pupil, Parent/Carers, Staff Rights and Actions:



<b>Pupil Rights</b> <i>(in reference to UN Rights of the Child)</i>	<b>Pupil Actions</b>
<ul style="list-style-type: none"> <li>❖ Pupils have the right to work in a safe and respectful learning environment.</li> <li>❖ Pupils have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others. (Article 15)</li> <li>❖ You have the right to be protected from being hurt and mistreated, in body or mind. (Article 19)</li> <li>❖ Pupils' education should help them and develop their talents and abilities. It should also help them learn to live peacefully, protect the environment and respect other people. (Article 29)</li> <li>❖ Pupils have the right to help if they have been hurt, neglected or badly treated. (Article 39)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pupils will respect each other and staff throughout the school.</li> <li>❖ Pupils will be mannerly to each other and staff throughout the school.</li> <li>❖ Pupils will share resources, tasks etc. with other pupils accordingly. Individual needs will be taken into consideration as appropriate.</li> <li>❖ Pupils will take responsibility for their actions and will work with the school staff, and their Parents/Carers in regards to next steps following incidents that may arise.</li> </ul>

<b>Parent/Carer Rights</b>	<b>Parent/Carer Actions</b>
<ul style="list-style-type: none"> <li>❖ Parents have the right to be informed in a timely and supportive manner, of any behavioural or relationship incident, where appropriate (<i>refer to examples below</i>).</li> </ul>	<ul style="list-style-type: none"> <li>❖ To cooperate with the school to support their child's needs.</li> <li>❖ To work with the school and their child to reinforce the high expectations of behaviour and respectful relationships.</li> </ul>

<b>Staff Rights</b>	<b>Staff Actions</b>
<ul style="list-style-type: none"> <li>❖ Staff have the right to work in a safe and respectful environment as per East Dunbartonshire Violence Against Staff Policy.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Staff will use a range of strategies and resources to support the development of respectful pupil/staff relationships throughout Wester Cleddens.</li> <li>❖ Incidents involving behaviour and relationships which may cause harm or upset to the pupil themselves or other pupils</li> </ul>

must be dealt with in line procedures set out in tables below.

- ❖ Incidents involving behaviour and relationships must be reported and recorded as per policy.

## Acknowledging Positive Behaviour

Within Wester Cleddens, we understand and ensure that we acknowledge all pupils achievements. This includes acknowledging all our pupils good manners and their positive actions throughout the school. There are variety of ways in which staff acknowledge positive and respectful behaviours throughout the school. An example of what these include has been set about below.



### Class Environment:

Class Teachers use their own acknowledgement and reward systems within class to promote respectful relationships, which includes the following:

- ❖ Appropriate Verbal Praise
- ❖ Verbal or Written praise shared with parents/carers (e.g. via phone call, meeting, note)
- ❖ PATHS Pupils of the Week
- ❖ Rewards chosen by pupil (e.g. 5 minutes of playing a game on laptop etc.) – this does not include Prize Boxes or objects that are gifted.

### Wider School Environment:

Throughout the school, good manners, respectful behaviours and a variety of other achievements are recognised through a variety of ways:



#### ❖ Head Teacher Certificates

- Head Teacher Certificates recognise a wide range of achievements throughout the week. Class Teachers' choose a pupil from their class who they feel should be recognised for their achievements from that week at our whole school assembly.
- Our Head Teacher, Mrs MacKenzie, signs and presents the certificates at our school assembly.

#### ❖ Support Staff Awards

- Our Support Staff work closely with pupils throughout the school in class, within the playground and supporting a variety of clubs. Each week, our Support Staff choose a pupil each, who they believe have deserve recognition for a variety of reasons (e.g. for helping others, for some form of achievement, good manners etc.).
- This certificate is awarded at our whole school assembly.

#### ❖ Golden Table

- Each week our Kitchen Staff, award certificates to 9 pupils within the school who have been particularly helpful and mannerly within the Dining Hall.

- As well as receiving a certificate at our school assembly, each pupil gets to choose a friend to join them at the Golden Table for lunch on a Friday.
- If you a pupil is chosen to sit at the Golden Table, our Head Teacher and Depute Head, along with our Kitchen Staff serve the pupils at their table. The table also consists of fancy decorations, drinking cups and some additional treats!

❖ **Extra 10 Minutes Play**

- Every week one class will be awarded an extra 10 minute of play. This will be awarded for good manners around the school, lining up respectfully, being mindful and respectful of each other within the school and the playground.
- The winning class will be announced at our school assembly and will receive their extra 10 minutes the following school week.

❖ **Pupil Choice Skills Afternoon**

- Once a term all pupils will have the opportunity to choose from a variety of fun activities led by the Class Teachers. Pupils will get the opportunity to go and take part in activities led by other Class teachers within the school.
- At the beginning of each term the Junior Management Team will seek ideas from each class on the type of activities they would like and these will be
- Parents/Carers will be invited to help support run these activities alongside the Class Teachers.

**Levels of Behaviour**

Levels of behaviour can range from low to severe. ***At all times, it is important to recognise the individual needs of all the pupil/pupils involved and appropriate strategies, plans and next steps are put in place, in line with EDC and national policy.***

**Who is Responsible for Dealing with Incidents that may occur?**



The table below have been put together to highlight who is responsible for dealing with different incidents that may arise within the school environment.

<b>Low</b>	<b>Who?</b>
	❖ Low level behaviours and incidents will be dealt with by the Support Staff and Class Teachers.
<b>Medium</b>	<b>Who?</b>
	<ul style="list-style-type: none"> <li>❖ Any medium level behaviour or incident that occurs will be dealt with by the Class Teacher and where appropriate Senior Leadership Team.</li> <li>❖ Class Teachers will inform Parents/Carers and discuss incident that has occurred. This may either be a phone call or meeting, however, in most cases this will be a phone call, as incidents must be dealt with promptly and Parents/Carers informed.</li> </ul>
	<b>Who?</b>

## Severe

- ❖ Any severe behaviour or incident that occurs must be reported directly to the **Senior Leadership Team**.
- ❖ Severe behaviours and incidents will be dealt with in an appropriate and supportive manner as per EDC and national policy and guidance.
- ❖ Severe behaviours and incidents will be recorded as per EDC Policy.

**What are the repercussions for pupils regarding the severity of the incident they may have been involved in/responsible for?**

## Low

### Actions/Next Steps

- ❖ Support Staff and Class Teachers will speak to the pupil/pupils involved, investigating what has happened and why, what the pupil/pupils could do alternatively if this situation was to arise again, using a restorative and solution focussed approach.
- ❖ Staff will appropriately reaffirm the expectations of behaviour within the class or playground.
- ❖ Staff will also take into account the context in which the behaviour or incident has taken place, including the individual needs of the pupil/pupils involved.
- ❖ This will include staff taking into account the learning environment.
- ❖ Where low level behaviours are continuing occur, pupils will be made aware that this will be shared with their Parents/Carers by their Class Teacher. If these behaviours continue to occur and there are not any other extenuating circumstances to take into consideration, next steps may be put into place as repercussions, in discussion with pupils and Parents/Carers.
- ❖ Class Teachers will also ensure that Parents/Carers are kept informed of progress and given an update following initial discussion.

## Medium

### Actions/Next Steps

- ❖ Medium level behaviours and incidents will involve Parents/Carers being informed by Class Teachers over the phone or in person (where appropriate at the end of the day).
- ❖ **Senior Leadership Team must also be informed of the incident that has taken place, prior to phoning Parents/Carers.**
- ❖ Next steps will take into consideration the individual needs of the child and the context of the incident and will be discussed by Class Teacher and Parents/Carers.
- ❖ Parents/Carers must be kept updated in regards to progress.

## Severe

### Actions/Next Steps

- ❖ Severe level behaviours and incidents will be recorded in line with EDC and national policy.
- ❖ Pupil and Parents/Carers will meet with the Head Teacher and/or Depute Head to discuss actions and agree next steps.
- ❖ Next steps will take into account the individual needs of the pupil and will also be in line with EDC Policy.

## Recording and sharing of information regarding Incidents that may arise.

- ❖ Information recorded and shared will be in line with GDPR procedures and EDC policy.



## Review of Policy

- ❖ The Policy will be piloted during session 2018-2019 and reviewed on a two-year basis, unless it is deemed necessary to look at adaptations prior to this.
- ❖ The next review will take place during session 2020/2021.

## Supporting Documents:

- ❖ Wester Cleddens Primary Anti-Bullying Policy
- ❖ East Dunbartonshire Council Violence Against Staff Policy
- ❖ Multi-Agency Risk Management Framework and Protocol for Children with Sexually Harmful Behaviours (East Dunbartonshire Council Child Protection Committee, 2015)
- ❖ Better Behaviour, Better Learning (Education Scotland, nda)
- ❖ Emotion Coaching Resources
- ❖ PATHS Resources
- ❖ Pastoral Care Record Form
- ❖ ABLe Resource – ‘Ideas for Self- Regulation’, ‘Anxiety and Trauma’, ‘Anger and Conflict’, ‘Attachment Difficulties’ and ‘Behaviour Management’ (n.d.a, Dundee City Council)

