**Alehousewells School**

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**Promoting Positive Relationships**

**Policy and Procedures**

## Introduction

This policy has been developed with reference to UNCRC and to Aberdeenshire Council’s Relationships, Learning and Behaviour Interim Policy March 2022. It aims to outline the steps that are taken by all staff at Alehousewells School to promote positive relationships within the school.

The following articles in the United Nations Convention on the Rights of the Child (UNCRC) highlight the importance of promoting positive behaviour in Alehousewells School.

*ARTICLE 3: The best interests of the child must be a top priority in all things that affect children.*

*ARTICLE 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.*

*ARTICLE 28: Discipline in school must respect children’s dignity.*

*ARTICLE 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.*

**Alehousewells School Values**

At Alehousewells School we aim to develop our core values of **Caring, Achieving, Responsible, Encouraging** and **Supporting.**

Better Relationships, Better Learning, Better Behaviour (Education Scotland, 2013) states that developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe, and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop in self-confidence, resilience and positive views about themselves.

## Aims of the Policy

* To develop strong healthy relationships within the school community.
* To create and promote an ethos of care and justice that makes schools safer and happier, not only through reducing conflict, but also in terms of developing active citizenship skills, good self-esteem, open communication and teamwork in pupils.
* To allow pupils to manage their own behaviours effectively while respecting the rights of others.

**Our Shared Expectations**

At Alehousewells Primary School all members of the school community are expected to:

1. To be **READY** for learning and listening

2. To be **RESPECTFUL** to all pupils, adults and property in our school community

3. To be **SAFE** with what we say and do and to feel SAFE in our school community

## Support Systems for Promoting Positive Relationships

At Alehousewells School we use the following strategies to promote the **Ready, Respectful, Safe** expectations:

* All teaching and non-teaching staff using praise as a sincere and prompt response to positive behaviour and achievement.
* Rewards including house points and stickers for positive behaviour and achievements.
* Achievements both in and out of school setting shared at assembly, in newsletters and shown on our achievement wall.
* Whole school assemblies on moral and social issues as well as children’s rights from the UNCRC.
* Use a variety of current resources to discuss aspects of mental, social and emotional wellbeing including positive and negative behaviours.
* Use of circle time and health and wellbeing lessons to promote emotional literacy and resilience.
* Use of Emotion coaching approaches (see below) which give children strategies to cope with difficulties, using instances of negative behaviour as opportunities for teaching and building trustful and respectful relationships with children.
* Use a Restorative approach (explained below) to build, maintain and repair relationships to maximise social and academic learning.

**Emotion coaching**

**Step 1** Recognise the child’s feelings and empathise with them

**Step 2** Label the feeling and validate them, e.g. “I can see you are feeling angry, it’s ok to feel angry”

**Step 3** Set limits on the behaviour (if needed) e.g. “Even though you are angry it is not ok to hit someone because people can get hurt”

**Step 4** Problem solve with the child. Scaffold alternative ideas and actions that could lead to

more positive outcomes

**A Restorative approach**

Restorative approaches promote positive relationships as they are values-based and needs-led. This approach is based on honesty and empathy and can develop effective communication between individuals, lead to respect and understanding the impact of our behaviours on others. It can also result in the restoration of one’s sense of belonging in the school community. Restorative conversations take place to repair relationships. During a restorative conversation the following questions would be asked:

• What happened?

• What were you thinking/feeling at the time?

• What have you thought about since?

• Who do you think has been affected and in what way were they affected?

• What do you think needs to be done to make things right?

## Strategies for Ready, Respectful and Safe

At Alehousewells, we aim to prevent and respond to behaviours that show pupils are not ready to learn, are not being respectful or are not feeling safe.

We recognise that children are all individuals and take into account their needs when selecting the strategies we use to promote their positive behaviour so that they are Ready, Respectful and Safe.

Staff will use a variety of strategies to promote positive decisions, however on occasion staff may need support from:

* Parents/Carers
* Other Class Teachers
* Pupil Support Assistants
* Intervention and Prevention Teacher
* Additional Support for Learning Teachers
* Pupil Support Worker
* Head Teacher
* Social Work
* School Doctor
* Educational Psychology Service
* CAMHS (Child and adolescent mental health services)

**Responding to Behaviour**

If a pupil consistently requires support or reminding to meet the expectations of **Ready, Respectful, Safe** then this will be recorded and could result in a phone call home from the class teacher. When necessary Head Teacher will contact the parent for further discussion.

Violence towards other children and staff will be recorded on Aberdeenshire Council’s Corporate Accident and Incident Recording System. The attached Parent Awareness Letter will also be sent home (Appendix 1).

Please note, any type of bullying, whether it be online, physical, verbal or emotional, will not be tolerated at Alehousewells School. Refer to our anti-bullying policy for more information.

Depending on the behaviours being displayed by pupils, consequences may need to be enforced to ensure they are Ready, Respectful and Safe.

Examples of behaviours which will result in the following actions being taken may include, but is not limited to:

* Disrupting teaching and learning
* Use of inappropriate language
* Dangerous behaviours which could result in physical injury to themselves or others

In consultation with pupils and staff we have agreed the following protocol when our shared expectations are not being met by a pupil:

|  |  |  |
| --- | --- | --- |
| 1 | Verbal reminder | The negative behaviour will be identified, stated and the pupil will be reminded of the school values and / or rules. |
| 2 | Visual reminder | If the negative behaviour persists, the child will be issued with a Stop and reflect card. |
| 3 | Restorative conversation | If the behaviour continues, a Parent Awareness Letter (PAL) will be completed and sent home to parents. |
| 4 | Pupil meets with HT | If three PALs are sent home in one term, then a meeting will be held between the pupil and the Head Teacher. |
| 5 | Parents and pupil meet with  HT | If a fourth PAL is sent home in one term, then a meeting will be held between the pupil, their parents, class teachers and the Head Teacher. |

Aberdeenshire Council accepts that there are occasions where, as a duty of care, staff may have to take action or intervene in situations to avert immediate dangers. Staff will use their professional judgement as to whether or not to use reasonable force to avoid a situation escalating out of hand. A member of staff may use physical contact to guide, sooth, comfort, encourage or protect a pupil. In some circumstances it may be appropriate to use ‘cool down’ strategies and each class has an agreed ‘safe space’ to access if required.

In extreme cases of indiscipline ultimate sanctions, which are at the disposal of the authority, are exclusions. At this stage Aberdeenshire policy would be strictly followed.

**Roles and Responsibilities**

Finally, in order to help pupils overcome any difficulties that may be experienced on these occasions, it is important to remember that the child’s whole development and welfare are the joint responsibility of school and home. It is vital that mutual and consistent caring support is given at all times and that we remember that all adults are role models to children.

Alehousewells School aims to work closely with parents to support the development of all pupils and where there are difficulties, staff aim to positively engage with restorative approaches and to seek to repair relationships.

Policy Written: November 2022

Revised January 2023

Review: November 2023

Appendix 1

Date:

**Parent Awareness Letter**

Unfortunately, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ displayed the following behaviour(s) today at school.

Behaviours Displayed:

Outcome:

It is imperative that all pupils follow the shared values of Alehousewells school of Ready, Respectful, Safe.

Please discuss your child’s behaviour with them and remind them that:

Pupils need to

* Be honest
* Respect themselves and others
* Listen when others are talking
* Always try their best and allow others to
* Behave responsibly
* Follow instructions
* Refrain from being physically violent

The frequency of any children receiving a Parental Awareness Letter is recorded centrally in school and monitored so that we may support any pupil who has developed a different behaviour pattern.

Thank you for your support.

Yours sincerely,

I have received the Parent Awareness Letter and have discussed the matter with my child.

Pupil’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Carer signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_