**Bankhead Primary School**



**Positive Relationship Policy**

|  |  |
| --- | --- |
| Draft copy discussed: | 10th August 2020 (with COVID Appendix added) |
| Approved by: |  |
| Date adopted: |  |
| Reviewed: |  |



# Rationale

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff."

# Building Curriculum for Excellence through Positive Relationships and Behaviour

Through this policy we strive to support the

Achievement of the core outcomes associated with ‘GIRFEC.’ All aspects of this work will lead to our learners being:

At Bankhead Primary School, we aim to help every child to be the best he/she can be. The development of the whole child is paramount. To achieve this it is crucial that the environment and **relationships** within our school community contribute positively to an ethos of achievement. Promoting high standards and high expectations of behaviour and a commitment to a positive school community is central to the success of our school and our children.

# School Ethos

At Bankhead Primary, we aim to ‘**work together to achieve our best’.** We are proud of the ethos of respect and care we have developed in partnership with children and their families, and we promote positive behaviour through shared values. Our values and school rules are to as one: Be Safe, Show Respect and Be Ready to Learn.

**Our Aims**

Our aims are to provide high-quality learning experiences which meet the needs of all

learners, promote resilience, respect and responsibility, and celebrate achievements

within a nurturing community.

**Our Vision**

Our school vision is understood by all the Bankhead Community: ‘Working Together To Achieve Our Best’. We have focused on raising attainment in numeracy by introducing Glasgow Counts Strategies and approaches, improving attainment in writing, developing Early Years approaches to learning through play, improving how we self-evaluate our work and improve how we engage children with the language of the Health and Wellbeing Indicators.

# These aims are achieved by:

* Encouraging children to develop positive relationships in recognition of its importance as a lifelong skill.
* Providing a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using

 challenging, active and creative personalised learning.

Enabling staff to support children with their behaviour through providing children with strategies to manage their own behaviour.

* Maintaining a calm and purposeful working atmosphere.
* Ensuring that all children and adults have a sense of belonging, feeling safe, secure and valued.
* Providing a clear, fair and consistent approach to behaviour.
* Fostering, nurture and value strong and healthy relationships.

At Bankhead, we recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

# Principles:

* We follow three rules: Be safe, Show respect, Be ready to learn. These rules are broken down with the children and regularly referred to. For example, “I’ve notice that you are swinging on your chair. Please remember to keep yourself safe.”
* Positive relationships are imperative to our practice between all members of our school community.
* Children and adults have a sense of belonging, feeling safe, secure and valued.
* People learn to cope with all aspects of their lives with support from others.
* The importance of fostering social relationships in a school community of mutual engagement.
* Responsibility and accountability for one’s own actions and their impact on others.
* Respect for other people, their views and feelings and circumstances.
* Empathy with the feelings of others affected by one’s own actions.
* Commitment to an equitable process.
* Active involvement of everyone in school with choices about their own lives.

# Expectations:

We expect all children to respect the feelings of others and to treat everyone as they would like to be treated.

We expect children to:

* Follow the three school rules: Be safe, Show respect, Be ready to learn.
* Be respectful to one another, speak calmly and courteously.
* Do the simple things right – arrive in school on time, wear our school uniform with pride, bring the correct equipment for learning e.g.PE Kit
* Speak to an adult if they have any concerns.
* Work restoratively to avoid conflict and respect the right of others to be different.
* Listen to the views of others and accept their rights to hold those views.
* Respect the school building, facilities and equipment.
* Contribute to the life and work of the school and, from the earliest stages, exercise their responsibilities as members of a community.
* Participate responsibly in decision-making.
* Contribute as leaders and role models, to offer support and service to others
* Play an active part in modelling the values of the school into practice.

We expect that staff will:

* Be safe, Show respect, Be ready to learn.
* Be great role models for children and peers.
* Encourage children to show respect for members of the community and the environment.
* Speak politely and calmly and respect everyone’s personal space.
* Develop positive relationships with children, parents and colleagues.
* Treat all members of the community equally, fairly and consistently, meeting their individual needs.
* Develop open, positive, supportive relationships where children and young people will feel that they are listened to.
* Promote a climate in which children and young people feel safe and secure.
* Model behaviour which promotes effective learning and wellbeing within the school community.
* Be sensitive and responsive to each child or young person's wellbeing We expect that parents and carers will:
* Be safe, Show respect, Be ready to learn.
* Work in partnership with the school staff to ensure that their child is able to achieve to the best of their ability.
* Respecting school decisions and follow procedures within in policies.
* Ensure that their child is in school on time, dressed in the correct uniform.
* Support their child with their learning at home.
* Support the school in modelling polite, calm and orderly behaviour
* Encourage their child to show respect for members of the school community and the environment.
* Work with the school to ensure their child follows the three school rules:

Be safe, Show respect, Be ready to learn.

* Work in partnership with staff to support school values.
* Encourage their children to actively put the values of the school community into practice.

# Praise and Consequences:

We always praise in public (PIP) and repair in private (RIP)

We have in place a variety of praise systems to promote positive behaviour:

* Clear and concise expectations of behaviour will be described, modelled and encouraged throughout the whole of the school day to ensure that all children understand what is appropriate.
* Unconditional positive regard reinforced with all children and stakeholders at all times.
* Verbal and written praise from the class teacher or other adults in school for good learning, effort or behaviour.
* Children who have completed great learning will be asked to share their learning with other teachers and classes.
* Teachers will share information about a child’s behaviour – either by the phone, class system (Dojo, Certificates) sent to parents – to celebrate appropriate behaviour.
* Children who consistently go above and may receive, “A call from the

Class teacher…” and through the House System may receive an end of term recognition.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to self-regulate their behaviour in a positive way. The context of the situation is to be always taken into account.

* It should be explained to the child that they have made a wrong choice. You link your feelings about the behaviour choices and not the child.
* The following phrase is to be used with our children to remind them about keeping safe `To keep you safe and to keep the other children *safe…`*
* Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child.

All staff will use the script when discussing behaviour with a child.

1. Reminder:
* I’ve noticed that…
* Remember the rule/expectation for…
* This is what I’d like to see…
* Remember when…

Leave quickly and find a child doing something positive

1. Caution:
* I have seen…
* Can you remember when we had the last conversation and I asked for…
* At the moment I haven’t seen that…
* If there is something you need to tell me or I can help with, now is the time to tell me.
* Remember when…. That’s the (name of child) I need to see…
1. Last chance:
* This is your last chance. I need to see…
1. Internal referral\*:

A restorative conversation will happen between pupil and class teacher after this and the incident logged by email. If two internal referrals happen within a week, the

class teacher will speak to the parent by phone. If there is three weeks of regular internal referrals, the child, class teacher, SLT and parents/carers will form a Behaviour Chart. The Class teacher will create the chart based on the discussion.

1. External referral\*:

Child has to be removed from the classroom, ideally by a member of SLT if they are available. Parents and carers of the child removed to be informed by SLT and incident logged on SEEMIS. Behaviour Targets or Personal Support Plan may follow.

\*Restorative conversations will happen at an appropriate time chosen by class teacher.

# Restorative approach:

Our relationship policy is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them RESPONSIBILTY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. Staff use restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

* Tell me what happened?
* Who was affected?
* How were they affected?
* How can we put this right?
* What can be done differently next time?

Format of the restorative process

* + Only one person talks at a time.
	+ No interrupting.
	+ Be respectful to each other.
	+ Listen carefully to each other.
	+ Confidentiality-explain that this is between the people involved (plus parents if required).
	+ Be aware of any matters RE: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
	+ If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Consequences will be appropriate and will be chosen and agreed between all participants involved. Ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

# COVID 19 Addendum – added 10th August 2020

At Bankhead Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our **Positive Relationship Policy** remains pertinent. It is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

# Arrivals, Departures and Moving round the school.

Children will enter school through their designated entrance. Children will keep a 2m distance from any other adult.

At their designated home time, children will leave the building from their designated exit.

# Handwashing and Hygiene

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands when entering school/classroom, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, procedures and actions will be used (see below).

# Social Distancing

Children who are old enough will be expected to socially distance from adults in school and in the playground at all times. When children enter their class, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult’s support, they will not get out of their seats. Should a child refuse to follow social distancing measures, disciplinary procedures and sanctions will be used (see below).

We understand socially distancing may be more difficult for younger children, they will be encouraged wherever possible to keep a distance from adults, however, we understand this may not always be possible.

# Toilets

Each class will have their shared allocated toilet area to use. Staff will be aware of where these will be for their class. When a child has finished in the toilet they must wash their hands.

# Rewards

Teachers and Support for Learning Staff welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible.

If a child’s behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing, or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

* Referral to Headteacher
* Parents/Carers called to collect child from school immediately.

# Positive Handling & Restraint

There can be times when a pupil’s behaviour choices requires staff physical interventions to ensure the pupils’ own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. It is suggested that no members of staff should put themselves at risk and break social distancing at this point.

In the case of a child being at risk, putting others at risk or damaging property the child’s parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the SLT and a decision of next steps will be agreed.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid cross contamination or any potential virus spread.

#

# Bankhead Primary School: Home School Agreement

**At Bankhead we will do our best to:**

Provide an environment which has been risk assessed in response to the COVID- 19 infection.

Adhere to the social distancing rules as set out by the government as much as we reasonably can.

Provide a curriculum that meets the needs of your child’s well-being, mental health and academic needs.

Contact parents/carers if your child displays symptoms of COVID-19,

Inform you if staff or children in your child’s ‘class’ test positive for COVID-19 as this will mean you will all need to self-isolate for at least 14 days.

Continue our clear and consistent approach for children as set out in our ‘Positive Relationship Policy’ as well the expectations outlines in this agreement.

Communicate between home and school through our noticeboard, newsletters, text, email and the school Twitter.

# I will do my best to:

* **Follow the school rules that keep me safe**
* **Wash my hands as soon as I go into school.**
* **Tell an adult if I feel unwell.**
* **Only use the equipment in my pack.**
* **Only enter and exit the school building from the designated gate.**
* **Follow the catch it-bin it-kill it rules coughing and sneezing into elbow or tissue.**
* **Regularly wash my hands using soap and water for 20 seconds.**
* **Follow the rules at all times to maintain the safety of myself and others.**
* **Follow these expectations so I can be safe.**

**Signed by Child………………………….………………………………..…..……**

**Class ………………………… Date……………………………….**

**To help my child at school, I know and understand that:**

* If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we wil l self-isolate for 14 days as a family, I will get them tested and I will let the school know as soon as possible via telephone.
* If my child shows symptoms of COVID-19 at school, I will collect my child from school immediately. I will get them tested and I will let the school know as soon as possible via telephone.
* When dropping off and picking up, I will strictly stick to the school timings for my child.
* I will not be allowed into the school without a pre- arranged appointment – make appointments via telephone or email. Most appointments will take place over the phone.
* I need to support all staff in their efforts to create an ‘as safe as possible’ environment during this time:
* I will read all letters/messages/emails that are sent home;
* I will update and inform the school of any changes to parents/carer and emergency contacts details.
* I will follow social distancing rules at all time.
* If my child is deemed unsafe, he/she will be sent home and cannot return to school until they can be safe.

Signed by Parent/Carer …………………………….………………..…………..

Date: ……………………………….