



Carlisle
Primary School

POSITIVE RELATIONSHIPS POLICY



Courage

We face challenges with bravery and a positive mindset.



Respect

We treat everyone with kindness and consideration.



Responsibility

We take ownership of our actions and strive to do our best.



Honesty

We are truthful and act with integrity.



Kindness

We look after one another and our school.



Trust

We are reliable, support each other and believe in one another.



WORKING TOGETHER STRIVING FOR EXCELLENCE





Carluke Primary and Nursery Positive Relationships Policy



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

As a nurturing school, building positive relationships is the foundation of everything we do in Carluke Primary School.

We believe that every learner has the right to be nurtured, included, respected, safe, active and healthy and will be given every opportunity to achieve their full potential and thrive as part of our school community.

We have very high standards of pupil behaviour and learners are guided to make positive choices within a supportive, whole school relationship policy that is understood by all stakeholders. This policy underpins our values of Courage, Honesty, Kindness, Respect, Responsibility and Trust.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which reinforce positive behaviour.

Aims of the Policy

- To build positive relationships to support teaching and learning.
- To build a safe and purposeful environment.
- To work in partnership with parents to promote respectful relationships.
- To enable pupils to be responsible, resilient and accountable for their actions and support them to make the right choices.
- To ensure consistency.
- To create and maintain a positive school ethos that supports learner behaviour and celebrates success.



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How Will We Succeed?

- Consistent and well established boundaries
- Whole school approach
- Nurture and structure
- Modelling school values/6 principles of nurture
- Restorative/pivotal approach
- Communication with parents

Whole School Approach

In fulfilling these aims, Carluke Primary School and Nursery use a variety of approaches:

PPRUDB

South Lanarkshire Council's Promoting Positive Relationships and Understanding Distressed Behaviour guidelines state that all staff should be proactive in this role through

- Establishing open, positive and supportive relationships
- Promoting a climate in which all children and young people feel safe and secure
- Modelling behaviour which promotes Health and Wellbeing and encouraging it in others
- Being self-aware, recognising your own triggers and the impact your actions may have on others
- Using teaching methodologies which promote effective learning
- Being sensitive and responsive to the wellbeing of each child and young person

Getting it Right for Every Child (GIRFEC) and Rights Respecting School

Children's wellbeing is at the heart of GIRFEC and we focus on the wellbeing of all children to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the SHANARRI indicators). Getting it right for every child (GIRFEC) is based on children's rights and its principles reflect the United Nations Convention on the Rights of the Child (UNCRC).

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Upholding these rights is central to our positive relationships policy.



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Nurture and Attachment – Informed Trauma Sensitive Approach

Within Carluke Primary and Nursery, we use nurturing approaches to create a safe, open and trusting environment which is trauma informed. We work to develop warm, empathetic relationships which provide challenge, clear expectations and structure to support our children and their families.

“At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people” Applying Nurture as a Whole School Approach.

We follow the 6 principles of nurture:

- Children’s learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self esteem
- Language is a vital means of communication
- All behaviour is communication
- The importance of transitions in children’s lives

Health and Wellbeing Curriculum

On a day-to-day basis, our staff within the nursery and school are responsible for supporting the development of positive relationships through the delivery of the Curriculum for Excellence. As part of this, staff are responsible for the planning of specific experiences and outcomes within the Health and Wellbeing Curriculum.

Treat Me Well

Hopefully having a clear relationships policy for pupils, parents and staff to follow will ensure that there are very few incidents of bullying reported, however we do recognise that bullying can occur within our school community.

All bullying incidents must be reported to the H.T. The incidents will be recorded by the H.T on SEEMIS. Restorative conversations will take place as appropriate. If the bullying has a racist context, this will be recorded in Racist Incidents on SEEMIS.

All staff follow the guidance in South Lanarkshire Council’s anti bullying policy “Treat Me Well”.



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Pivotal Practice

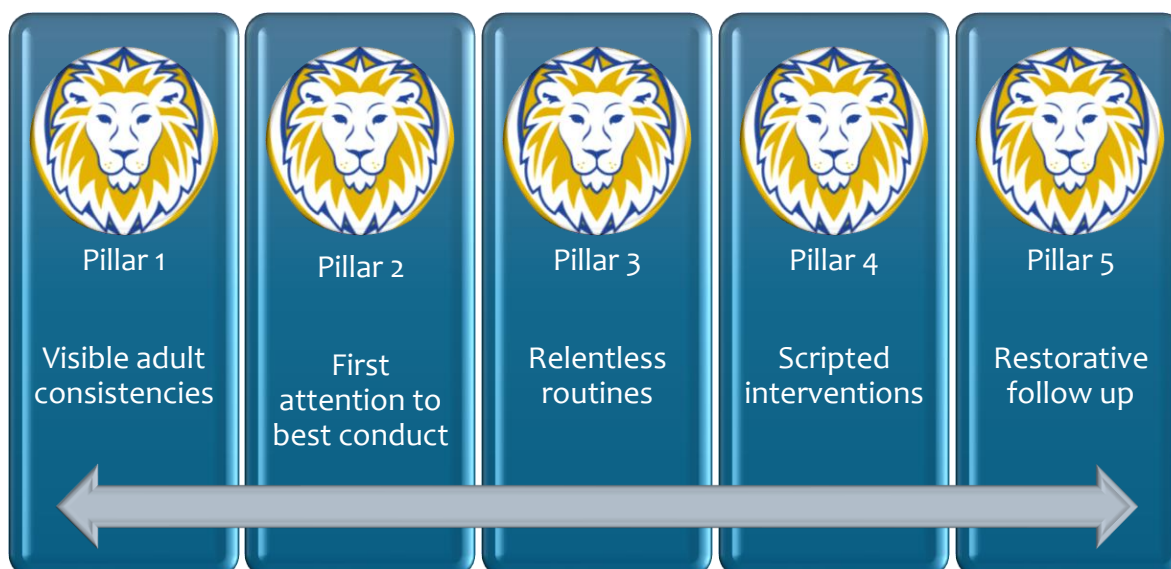
The majority of our staff have been trained in the Pivotal approach and every member of staff has access to a copy of the book, 'When the Adult Changes, Everything Changes' by Paul Dix. This practice underpins our approach to positive and inclusive behaviour, promoting an ethos of kindness and visible consistency in adult behaviour across the school. We aim to build relationships with pupils, showing an interest in their life and showing daily acts of care. Everyone in our school knows our rules / values. We have chosen to focus on 3 which we feel are important to the success of our school.

These are:

- Ready
- Respectful
- Safe

Ready	Respectful	Safe
• We come to school every day • We come to school on time • We wear our school uniform • We try our best • We are ready to listen and learn	• We treat others how we want to be treated • We are polite and show good manners • We follow instructions given by adults • We use appropriate language • We respect our school community and look after school property	• We treat others in a way that makes them feel safe and respected • We keep our hands and feet to ourselves • We use equipment and resources safely and in the way they should be used • We know how to keep ourselves safe online

Five Pillars of Pivotal Practice



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Practical steps in managing and modifying poor behaviour

Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

	Steps	Actions
1.	Reminder(s)	Gentle encouragement, a 'nudge' in the right direction. A reminder of the three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2.	Warning - Recorded	After appropriate reminders, pupils will be given a clear verbal warning. The teacher will use this word "warning" and pupils will be encouraged to improve their behaviour.
3.	30 Second Script	If the child still does not engage, use the 30-second script. Attach, 'Stay behind two minutes after class.' to this step. This two minutes cannot be removed or reduced.
4.	Time Out - Recorded	Time out could be moving a child to a different seat in the class, time outside the class etc This gives a child a few minutes to calm down, breathe and look at the situation from a different perspective and compose themselves.
5.	Restorative Conversation - Recorded	See restorative questions. This might be a quick chat or a more formal restorative conversation during which the adult may decide on appropriate consequences for the child's actions. For example, if the situation has resulted in significant learning time being lost, the adult may decide work should be taken home to complete
6.	Support Step - Recorded	In more serious circumstances, for example very distressed or aggressive behaviour, the support step will be needed. This support will be from some one in the senior management team.

30 Second Script	Restorative Questions
I have noticed you are (wandering around). You are not following our school rule of (safe). Remember last week when you (finished all your writing). That's who I need to see today Thank you for listening	• What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?



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Rewards/Consequences

We must be consistent in our application of the rewards and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of other staff and pupils' confidence in our systems.

Rewards	Consequences
• Praise • Class points • Class Recognition Board • Stickers • Class certificate • VIP Board • House Points • SMT certificate • Positive note home • Text message home • Phone call home	• Reminder • Warning • Time out • Agreed class consequences

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. These consistencies are rooted in kindness. Through these consistencies, adults will build respectful relationships with pupils.

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism daily.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are not being "ready, respectful or safe" or not following our school values.



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Expectations

Expectations of Staff
Staff will: • Promote a positive, caring, nurturing, inclusive and fair ethos • Be well planned and prepared • Be consistent – following school guidelines and policies • Respect the rights of all members of school community
Expectations of Parents/Carers
Parents will • Promote routines at home which encourage children to be ready to learn • Respect our school rules/policies and all members of our school community • Participate in the wider life of the school by attending meetings, activities and events where possible • Be positive role models for children
Expectation of Pupils
• Demonstrate school values • Treat others in a way that makes them feel safe and respected • Come to school every day, on time and ready to learn • Look after our school and our resources





Carl Luke

Primary School

READY

- We come to school every every day
- We come to school on time
- We wear our school uniform
- We try our best
- We are ready to listen and learn



RESPECTFUL

- We treat others how we want to be treated
- We are polite and show good manners
- We use appropriate language



SAFE

- We treat others in a way that makes them feel safe and respected



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RELATIONSHIPS POLICY

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RATIONALE

Good relationships are at the heart of learning. Learners should feel happy, safe, respected and included in school and all staff should be proactive in supporting positive behaviour in the classroom, playground and in our wider school community.

As a nurturing school, building positive relationships is the foundation of everything we do.

We believe every learner has the right to be nurtured, included, respected, safe, active and healthy and will be given every opportunity to achieve their full potential and thrive as part of our school community.

We have very high standards of learner behaviour. We guide learners to make positive choices within a supportive, whole-school policy that is understood by everyone. This policy is built on our values: Courage, Respect, Responsibility, Honesty, Kindness, Trust.

We understand that for some learners, following our expectations can be difficult. In these cases, we create bespoke positive behaviour plans to help them succeed.



AIMS OF THE POLICY

- ✓ To build positive relationships that support teaching and learning.
- ✓ To build a safe and purposeful environment.
- ✓ To work in partnership with parents to promote respectful relationships.
- ✓ To enable learners to be responsible, resilient and accountable for their actions and support them to make the right choices.
- ✓ To ensure consistency.
- ✓ To create and maintain a positive school ethos that supports learner behaviour and celebrates success.



HOW WILL WE SUCCEED?

- ✓ Consistent and well established boundaries
- ✓ Whole school approach
- ✓ Nurture and structure
- ✓ Modelling school values and our 6 principles of nurture
- ✓ Restorative/pivotal approach
- ✓ Communication with parents



OUR WHOLE SCHOOL APPROACH

We use a range of approaches to help us achieve our aims:



PPRUDB

South Lanarkshire Council's Promoting Positive Relationships and Understanding Distressed Behaviour guidelines encourage all staff to be proactive by:

- ✓ Building open, positive and supportive relationships
- ✓ Creating a safe and secure environment
- ✓ Modelling positive behaviour and encouraging health and wellbeing in others
- ✓ Being self-aware and understanding how our actions affect others
- ✓ Using teaching methods that support effective learning
- ✓ Being sensitive and responsive to the wellbeing of every learner



GETTING IT RIGHT FOR EVERY LEARNER (GIRFEC) AND RIGHTS RESPECTING SCHOOL

Learner wellbeing is at the heart of GIRFEC. We focus on the wellbeing of all learners; to help them feel safe, healthy, achieving, nurtured, active, respected, responsible and included (the SHANARRI indicators).

GIRFEC is based on learners' rights and reflects the United Nations Convention on the Rights of the Child (UNCRC).

There are 54 rights that cover every part of a learner's life. They explain what learners are entitled to and how adults must work together to make sure every learner can enjoy their rights.

Upholding these rights is central to our policy.



NURTURE AND ATTACHMENT-INFORMED TRAUMA SENSITIVE APPROACH

We use nurturing approaches to create a safe, open and trusting environment that is trauma informed. We build warm, empathic relationships with learners and families, with clear expectations and structure.

"At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of learners and young people."

Applying Nurture as a Whole School Approach

We follow the 6 principles of nurture:

- ✓ Learners' learning is understood developmentally
- ✓ The classroom offers a safe base
- ✓ The importance of nurture for the development of self esteem
- ✓ Language is a vital means of communication
- ✓ The importance of transitions in learners' lives



HEALTH AND WELLBEING CURRICULUM

Every day, our staff support positive relationships through the Curriculum for Excellence, including experiences and outcomes from the Health and Wellbeing Curriculum.



TREAT ME WELL

We aim to prevent bullying and deal with it quickly and fairly if it happens.

All bullying incidents must be reported to the Head Teacher (HT). They will be recorded on SEEMIS and restorative conversations will take place.

If bullying has a racist context, this will be recorded in Racist Incidents on SEEMIS.

We follow South Lanarkshire Council's anti-bullying policy 'Treat Me Well'.



PIVOTAL PRACTICE

Most of our staff are trained in the Pivotal approach and all staff have access to the book, "When the Adult Changes, Everything Changes" by Paul Dix.

This approach helps us promote kindness and consistency in how adults behave, and supports positive, inclusive behaviour across the school.

We build relationships with learners and show we care through daily acts of kindness.



Ready



Respectful



Safe



READY

- ✓ We come to school every day
- ✓ We come to school on time
- ✓ We wear our school uniform
- ✓ We try our best
- ✓ We are ready to listen and learn



RESPECTFUL

- ✓ We treat others how we want to be treated
- ✓ We are polite and given good manners
- ✓ We follow instructions shown by adults
- ✓ We use appropriate language
- ✓ We respect our school community and look after school property

SAFE

- ✓ We treat others in a way that makes them feel safe and respected
- ✓ We keep our hands and feet to ourselves
- ✓ We use equipment and resources safely
- ✓ We set the way to keep ourselves safe
- ✓ We know how to keep ourselves safe online



FIVE PILLARS OF PIVOTAL PRACTICE



Consistent calm adult behaviour



First attention for best conduct



Relentless routines



Scripting and rehearsal



Restorative follow up

PRACTICAL STEPS IN MANAGING AND MODIFYING POOR BEHAVIOUR

Learners are responsible for their behaviour. Staff deal with behaviour without delegating and use the steps below to help learners make positive choices.

30 SECOND SCRIPT

I have noticed you are (wandering around).
You are not following our school rule of (safe).
Remember last week when you (finished all your writing).
That's who I need to see today.
Thank you for listening.

RESTORATIVE QUESTIONS

- ✓ What happened?
- ✓ What were you thinking at the time?
- ✓ What have you thought since?
- ✓ How did this make people feel?
- ✓ Who has been affected?
- ✓ How have they been affected?
- ✓ How can we do things differently in the future?



EXPECTATIONS OF STAFF

- ✓ Set high expectations, caring, nurturing, inclusive and fair ethos
- ✓ Be well planned and prepared
- ✓ Be consistent - following school guidelines and policies
- ✓ Respect the rights of all members of our school community



EXPECTATIONS OF PARENTS/CARERS

- ✓ Promote routines at home which encourage learners to be ready to learn
- ✓ Respect our school values/policies and all members of our school community
- ✓ Participate in the wider life of the school where possible
- ✓ Be positive role models for learners



EXPECTATIONS OF LEARNERS

- ✓ Demonstrate our school values
- ✓ Treat others in a way that makes them feel safe and respected
- ✓ Come to school every day, on time and ready to learn
- ✓ Look after our school and our resources



Courage
We face challenges with bravery and a positive mindset.



Respect
We treat everyone with kindness and consideration.



Responsibility
We take ownership of our actions and strive to do our best.



Honesty
We are truthful and act with integrity.



Kindness
We look after one another and our school.



Trust
We are reliable, support each other and behave in one another.