



St Machan's Positive Relationships Policy

Semper Fidelis- Always Faithful

To our school, church and community.

'...Effective whole school approaches can only be developed by involving everyone in the learning community – children and young people, staff, parents and carers and the wider community



....to ensure a consistent approach to improving relationships and behaviour across the whole community and which consider children's rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC).'

Better relationships, better learning, better behaviour (Scottish Government 2013)

The starting point for learning is a positive ethos and climate of mutual respect and trust based upon our shared Gospel values across the whole school community where everyone can learn and work in a peaceful and safe environment.

Key premises of the St Machan's approach is that we recognise

- **Positive parental engagement and involvement** is absolutely crucial when addressing and planning support for children's social, emotional and mental health needs.

"The parent-child connection is the most powerful mental health intervention known to mankind"
(Bessel van der Kolk)

- **Being 'fair' is not about everyone getting the same** (equality) but about everyone getting what they need (equity).
- **All Behaviour is a form of communication.**
- **The importance of putting relationships first.** This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of our school community.
- **Clear boundaries and expectations around behaviour** should be consistent. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help our children feel safe, their educational environment needs to be high in both nurture and structure. Our children need predictable routines, expectations and responses to behaviour. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.
- **Behaviour should be viewed within the context of the situation and the relationship**

Underpinning the Positive Relationship policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Ultimately, we wish to give our children confidence and resilience about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”.

Policy Aims:

- Establishing open, positive, supportive relationships across our community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives as they know these will be responded to with kindness;
- Promoting a climate in which children and young people feel safe and secure;
- Modelling behaviour which promotes health and wellbeing and encouraging it in others;
- Using learning and teaching methodologies which promote effective learning;

In St Machan's we:

- Get to know our children and build positive relationships based on mutual respect
- Have a 4 rule approach

KIND RESPONSIBLE RESPECTFUL FAITHFUL

- Use visible consistencies across the school through our recognition boards, daily greetings and check-ins and 'PIP' Praise in Public / 'RIP' Restore in Private
- Use Emotion Coaching to support children to develop emotional regulation through supportive relationships to take ownership of their behaviour
- Use Restorative Conversations to repair relationships
- Provide opportunities for children to develop relationships across the school through Skills Academy & Pupil Voice
- Provide opportunities for wider success and responsibility- Canteen Captains, Playground PALS, Buddies and leading clubs
- Celebrate Success through our awards- Achiever awards, HT awards and Golden Table
- Work as a team- house teams –termly house rewards
- Provide a safe space and sensory calm boxes in each class
- Have family learning opportunities every week
- Work with other agencies to provide wider opportunities, life experiences and supports- Life Link, Supporting Families, care homes, St Machan's Parish
- Use PAThS in our Health & Well-being programme to promote social and emotional learning
- Use strategies to support pupils to develop a high standard of behaviour (Appendix 1 Guidelines)

Strategies to support children.

At St Machan's Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong

Adults will

- Be a positive role model
- Provide clear and high expectations
- Provide specific, descriptive praise (unless pupil is unable to accept this)
- Use prompts- non-verbal or in private ensuring unconditional positive regard for pupil
- Highlight positive role models
- Use Time out/provide space- calm area
- Make use of a visual timer
- Apply de-escalation strategies
- Where possible provide enhanced teacher support
- In agreement with parents/carers set specific targets
- Allocate house points – whole school approach
- Do responsive teaching and learning to address issue e.g. Well-being/ Social Skills Groups.
- Use Social Stories to aid understanding of relationship issues.
- Use Restorative Approaches

Consequences for behaviour choices

Pupils should always be given the opportunity to stop the unwanted behaviour or there will be a logical consequence put in places.

Consequences should be logical- related to the behaviour, respectful of the child and reasonable.

e.g. wasted time- counted up on timer and given back in child's own time, extra practice- reminder then pupil has to practice desired behaviour, think time using 'Think about it' sheet then problem solve with adult, break it- fix it, loss of privilege when expectations are not followed- what's taken away must be directly linked to behaviour

- Consequences can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased behaviours that require further support.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a 'one size fits all' approach is not appropriate for our pupils.
- After a pupil completes lost learning or reflection time, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her good choices Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh.
- Pupils will be supported to reflect on their behaviour and be given an opportunity to make amends, for example they may be supported to make a sincere apology, replace something that has been broken or tidy a classroom that has been disrupted.

Linked policies: Anti- Bullying and Including Every Learner

Positive Relationships Guidelines- Steps to Repair

Steps	Actions	
Redirection	Gentle encouragement	
Reminder	<div>1. <i>Faithful</i></div> <div>2. <i>Kind</i></div> <div>3. <i>Responsible</i></div> <div>4. <i>Respectful</i></div> <div>Reminder delivered privately wherever possible, de-escalate the situation</div>	
Emotion Coaching including limit setting	<div>*Time out/ in with a trusted staff member offered to give pupil chance to calm and reflect away from others. It may also diffuse any anger or other big emotions.</div> <div>Calm down Plan used – class tools or individual</div>	
<div>*Time out examples may include – moving a pupil from one seat/ table where incident happened to another one, moving pupil away from classmates to a quieter area of classroom, leaving the zone of outdoor play, the pupil is asked to speak to the member of staff away from others, restriction of the current activity.</div>		
<div>Restorative Approach Conversation (RECORD RAC)</div> <div>Only once all parties are ready to engage with this</div>	<div>Give the pupil a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage for a Restorative Approach Conversation (RAC) once they are ready (If incident happens outside of the classroom, the CT should be made aware).</div> <div>RAC provides the learner with a positive choice to improve the situation. If the learner does not engage in a RAC following a period of time, follow chart for next stepped action.</div>	<div>Class Teacher to keep paperwork tracking sheet that it happened. SLA's should note any RAC they have had on this. Both parents and pupils will be made aware that RACs will be tracked.</div> <div>DHT will monitor tracking sheets each month. 3 incidents/month trigger point for CT phone call</div>
<div>Reflection (only if further time is required/staff are time limited)</div>	<div>Reflection sheet issued for child to complete when ready to give more time for reflection</div>	<div>Reflection sheet to be tracked with RACs.</div>
<div>Phone Call home. (RECORD)</div>	<div>If there is still no improvement after 3 recorded incidents or when an incident has been serious and/or violent the Parents/Carers of children involved should be phoned. This incident will be recorded in Pastoral Notes.</div>	<div>Teacher to call or Senior Leadership Team to call for playground incidents or if a serious or violent incident occurs</div>
<div>Formal Meeting (RECORD)</div>	<div>If no improvement after phone call home, formal meeting with Pupil, Parents, CT, SLT will be arranged. Agreed targets will be set that will be monitored and reviewed over an agreed period of time.</div>	<div>Meeting to be recorded and targets shared.</div>

RAC- Restorative Approach Conversation

DHT- Depute Head Teacher

CT- Class Teacher

SLT- Senior Leadership Team

