The background of the page features a large, light blue crest. At the top of the crest is a banner with the words "KIRN" and "PRIMARY". Below the banner is a stylized tree with three children standing at its base. At the bottom of the crest, the words "EXCELLENCE", "EQUALITY", and "EFFORT" are written in a serif font, followed by the year "1881".

# ***Positive Relationships Policy***

*January 2020*



## UN Convention Rights of the Child

### Article 29 (Goals of education)

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

## Rationale

*A Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.*

Building a Curriculum for Excellence  
Through Positive Relationships and Behaviour, 2010

In Kirn Primary we are committed to providing a happy, safe, nurturing, and purposeful school environment in which every member of the school community feels valued, respected and treated fairly, and our young people can learn effectively and reach the highest standards of which they are capable.

Good behaviour is essential to ensuring that high quality learning and teaching can take place and we believe that a positive whole school approach is the most appropriate means to achieving this goal.

The purpose of our Promoting Positive Relationships Policy is to ensure consistency of approach within our school community.

“Where young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.”

Ed. Scotland, 2014

The ethos of our school is built on our core values of Respect, Honesty, Responsibility, Equality, and Kindness. These values are the basis for the social, intellectual, emotional and moral development of the whole child. We encourage pupils to embody these values, thereby acquiring knowledge, skills and attitudes which enable them to develop as responsible citizens, successful learners, effective contributors and confident individuals. These core values form the foundation of our Promoting Positive Relationships Policy.

As a school community we have worked to distil these values into four core expectations for all our Kirn Community.

## KIND

All members of the school community should be valued, treated with kindness and supported equally. Treating others as you would want to be treated is at the heart of all we do. Our relationship policy reflects our awareness of Trauma Informed Practice and realising that all behaviour is communication. We approach difficulties with kindness and a solution focused approach.

All Staff are committed to promoting positive relationships within the whole school community. Partnership between parents, school, local community and partner agencies plays a vital role in ensuring that high quality relationships are developed and maintained.

## INSPIRATIONAL

Kirn Primary School's ethos of achievement will be promoted through having high expectations of all pupils and using learning and teaching methodologies which encourage creativity and effective learning for all.

All members of our school community are expected to give of their very best in every aspect of school life in order to achieve their full potential as successful learners, responsible citizens, effective contributors and confident individuals.

## RESPECTFUL

Strong relationships based on mutual respect are at the heart of our school. Every member of Kirn Primary School must respect each other's rights to:

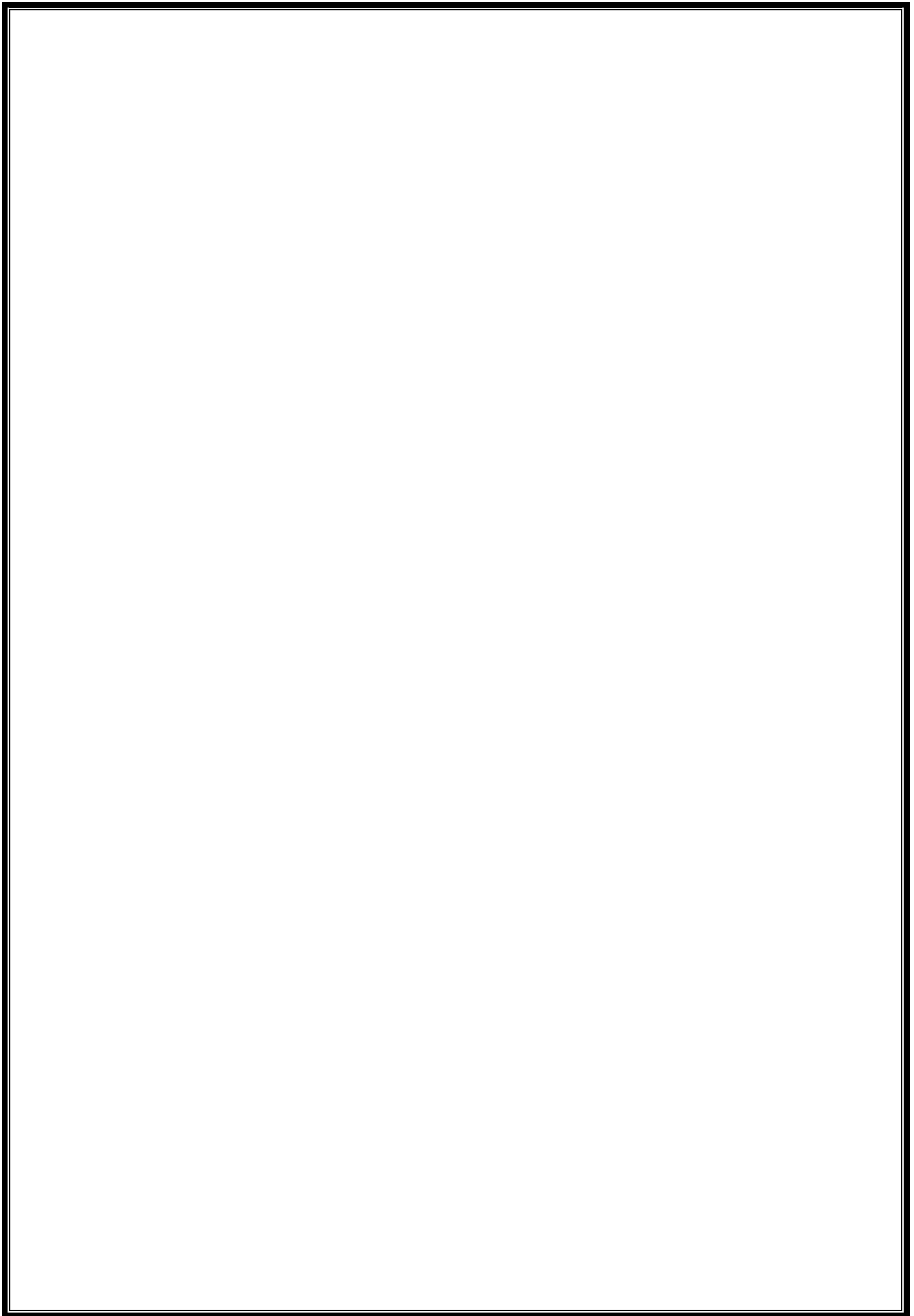
- feel safe and happy within our school
- be treated with courtesy and consideration
- play and learn in a creative, empowering environment
- be valued and listened to

## NURTURING

A whole school 'nurturing' approach is key to ensuring that every young person in Kirn Primary School feels valued, cared for, listened to and respected. All members of staff have a responsibility for ensuring that every classroom provides a safe and nurturing environment where positive relationships based on trust and respect are promoted.

*Research demonstrates that investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement and achievement in the short term, and community safety and cohesion in the longer term.*

Better Relationships, Better Learning, Better Behaviour (Scottish Government, 2013)



## **Appendix 1**

### **Positive Behaviour Classroom and Corridor Code**

#### **All pupils should:**

- treat staff, visitors and other pupils with respect and courtesy at all times
- follow the instructions of all staff including teaching and non-teaching staff
- walk through the corridors quietly, respecting the learning that is going on
- enter and leave classrooms quietly and keep to the left in the corridors and stairs
  
- make use of the toilets at intervals and lunchtimes
- ensure all litter is put in the bins provided
- ask for help in the playground if a situation with others gets out of control
- make sure you have all your belongings before leaving the playground
- make sure you have all your belongings when you leave the lunch hall

### **Moving through the School**

Pupils should move through the school walking in lines using the 5 'S' rules:

- Straight
- Single
- Silent
- Smart
- Smiling

At the end of playtime pupils should ensure that they make their way quickly and quietly to the lines once the bell has been rung.

Once in line a countdown from 10 will start and when completed all lines are expected to be silent and straight.

Teachers have the responsibility to be out to lines on time to ensure that children are encouraged to follow these protocols on the pitch and in the corridors. Support staff will help to walk children through the building at the start and finish of each break.

## Appendix 2

### Restorative Practice

At Kirn Primary School staff are encouraged to adopt a restorative approach to dealing with challenging behaviour and conflict focusing on building, maintaining and, if necessary, repairing relationships rather than managing and controlling behaviour. The principles and values of restorative practice can be closely linked to Kirn Primary School's core values.

#### **Principles of Restorative Practice:**

1. Fostering strong relationships. This includes staff working with other staff, pupils working together with other pupils, and pupils and staff working together as a team.
2. Respecting other people, their views and feelings.
3. Being responsible for our actions and their impact on others.
4. Empathising with other people's feelings.
5. Being fair and committed to equitable processes.
6. Everyone in school being actively involved in decisions about their own lives.
7. Returning issues of conflict to the people who are directly involved.
8. Willingness to create opportunities for reflective change in pupils and staff.

#### **Values of Restorative Practice:**

1. Young people are social beings - they prefer to feel they belong rather than to feel isolated or rejected.
2. Young people develop a sense of fairness, justice, right and wrong.
3. Young people change and their behaviour can change.
4. The way staff work with and relate to a young person can influence his /her feelings, thoughts and actions.

#### **Why should we use restorative approaches?**

Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or victim, their focus is not on winning or losing, but on trusting in a fair process.

Restorative approaches help ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches can:

- Help develop a whole school positive ethos.
- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships.
- Support any necessary sanctions by processes of learning and reconciliation.

#### **How can we use restorative approaches?**

Restorative approaches can be used at different levels in school:

- As preventative - to promote positive relationships within the whole school community.
- As responsive - to deal with problems and repair relationships when difficulties arise
- As part of support and intervention for more long term and persistent difficulties.

The approach involves including the wrongdoer in finding a solution to the problem, rather than imposing solutions which are less effective, less educative and possibly less likely to be honoured.

Instead of asking 'Who's to blame and how are we going to punish them?' focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and 'How can we put right and learn from this experience?'

### **Restorative Interventions**

Best results come from restorative meetings/conversations where the individuals involved are given the opportunity to discuss the incident, recognise what has gone wrong, talk about how they felt and adopt a solution focused approach to come up with a suitable outcome and way forward for all.

Examples of restorative interventions which can be used in the classroom to deal with minor incidents and arguments:

**Empathic Listening** - When a teacher asks the pupil simple questions in a non - blaming way and tries to understand their feelings. This can encourage young people to say more about their situation.

**Restorative Discussion** - Can be used one to one with a pupil or with a group of pupils. The teacher asks helpful questions such as "Can you tell me what happened?", "What were you thinking/feeling at the time?", "How are you feeling now?" "Who else do you think has been affected by this?" "What do you think would be a way to make this better?"

**Reflective Exercise** - Pupils complete an exercise which encourages them to reflect on an incident and think about what went wrong and how their behaviour may have affected their learning as well as that of others. Pupils are encouraged to identify a suitable outcome and way forward to repair any damage done and ensure that there is no repeat of the incident.

**Circle Time** - A group discussion in a circle, often used with a whole class, where the main rule is that everyone may speak when they have the "talking object" which is passed around. Staff can use this format to facilitate a class discussion about a particular issue, or just to find out anything that is worrying or upsetting class members.