

Broomhill School and ELC Positive Relationships Policy



In Broomhill School we aim to create a positive learning environment where all learners, staff and parents are treated with equality, fairness and respect. We recognise the strong link between effective learning and positive relationships and behaviour and we strive to maximise learning at all times. Every member of the Broomhill community has a role to play in ensuring positive experiences are celebrated and learners are encouraged to be active participants in making good choices. In all disciplinary actions it is essential that learners are involved in the process, understand the consequences of their actions and know that it is the child's behaviour that is unacceptable and not him/her as a person.

The role of school staff in this area is vital, it is essential that all of our learners are dealt with in an agreed, compassionate and consistent manner.

A culture where learners and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by learner's rights and a focus on positive relationships across the whole school community.

Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)

Policy Aims

- To promote the Compassionate and Connected Community by fostering positive relationships
- To develop confident learners who demonstrate respect for the school values
- To develop learners' self-regulation skills and understanding of responsibility for their own actions
- To ensure consistency in approaches, resulting in shared expectations, allowing effective learning and teaching to take place

Broomhill School Vision and Aims:

Never giving up,
Always aiming high.
Broomhill gives us the
Freedom to fly!
Onwards and upwards
Striving for success.
We can work together,
And always do our best!

National and Local Context

- Education (Additional Support for Learning) (Scotland) Act (2009)
 - The Education (Additional Support for Learning) (Scotland) Act 2004 provides the legal framework for the provision of support to learners in schools. Education authorities and other agencies have duties to identify, plan for and review the additional support needs of their learners (Better relationships, Better Behaviour, Better Learning)
- The Equality Act (2010)
- Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)

- How Good is Our School (HGIOS4) (2015) and How Good is our Early Learning and Childcare (HGIOELC) (2016) 3.1 Features of highly-effective practice:
 - A shared understanding of wellbeing and learner's rights.
 - Stakeholders promote a climate where learners and young people feel safe and secure.
 - Staff and partners model behaviour which promotes and supports the wellbeing of all.
 - Staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
 - Staff, learners and young people know, understand and use the wellbeing indicators as an integral feature of school life.
 - Staff and partners have created an environment where learners and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
 - Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion.
 - Staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all learner and young people
 - The curriculum provides learners and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
 - Learners and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.
 - Outdoor spaces are used effectively to promote positive relationships and wellbeing. Staff take account of research linking benefits of outdoor learning and green space with wellbeing.

Whole school underpinning approaches to building positive relationships

Compassionate and Connected Community Within the Broomhill Community

We use nurturing approaches to create a safe, open and trusting environment which is ACE's aware and trauma informed. We will work to develop warm, empathetic relationships which provide challenge, clear expectations and structure to support our learners and their families.

United Nations Convention on the Rights of a Child (UNCRC)

At Broomhill School we value and promote all rights of child. These rights underpin our relationships policy:

- **UNCRC Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect the learner.
- **UNCRC Article 12:** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- **UNCRC Article 13:** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- **UNCRC ARTICLE 29:** learner's education should allow them to develop their personality, talents and mental and physical abilities to their fullest potential.

Article 12 ensures that children have the right to express their views, feelings and wishes in all matters. Opportunities for this include their class charter and shared language within the school. At the beginning of the year classes will create a class charter stating expectations of the relationships within the school environment. Shared language used by staff and learners will reflect the school community's co-constructed values and aims. All pupils are part of a pupil voice group to ensure that their views are taken into consideration.

Getting it Right for Every Child

We use SHANARRI questionnaires to allow learners to share how they are feeling in and out of school and promote dialogue between learners and their teachers. These reflections are documented and any inconsistencies are followed up. We build positive relationships with our learners which allows us to assess their individual needs and plan and provide for necessary support, including outside agencies and meetings where appropriate (appendix 1).

Anti-bullying and Safeguarding Policies

The school's Anti-bullying and Safeguarding policies link directly to building and maintaining positive relationships

Schools Values

All learners have a shared understanding of the School Values, which are clearly displayed throughout the school. Shared language is used to encourage discussion of these and learners are rewarded/praised for demonstrating our values. School values are used in restorative discussions.

Opportunities to celebrate achievement

- Positive Notes are given to pupils for going 'Above and Beyond'. They can be given by any member of staff. Parents/ Carers will be contacted by email if their child receives a positive note and the pupil will keep the certificate.(see appendix 2)
- Recognition Boards are used in every classroom. A class target is agreed and the class will move onto another target when the whole class has achieved this. (see appendix 3)
- Class Awards
- Wow walls
- Achievement wall at the front office
- Pupil of the Week
- Twitter
- Shared achievements on Google Classroom
- Pupil voice groups
- Learning celebrated within classrooms and across year groups
- School reports
- Parent/Carer Consultations
- Open day event
- Sent to a member of the Senior Leadership Team
- Legendary Line Ups – teachers will greet pupils individually every morning, break and lunch in the lines.

Leadership opportunities

All learners are given opportunities and encouraged to take an active role in the life of the school.

Examples of these leadership activities are:

- P7 buddies
- P7 leadership roles
- Pupil Voice groups
- Roles within classrooms/ELC
- Class buddies and pared teaching across stages
- Group work across the curriculum
- Playground leaders

An Empowered System

An empowered system is one that grows stronger and more confident, working in partnership to lead learning and teaching that achieves excellence and equity for all learners. Empowerment and collaboration for improvement happen at all levels in an empowered system.

Education Scotland 2021

Staff will ...

- develop positive relationships - be approachable and supportive
- provide opportunities for learners to share feelings and emotions
- will ensure learners feel safe and secure in their setting by promoting and encouraging the school values
- use consistent, solution focused language
- contact, discuss and liaise with parents/carers about individual problems
- use the stepping stones of support to support children when they are dysregulated to regulate their behaviour through the use of tools, calm space, restorative conversations (see appendix 4)

Senior Leadership Team (SLT) will ...

- lead assemblies where learners can be reminded about good practice, attitudes, school expectations and our school values
- recognise and reward positive behaviours through verbal praise, positive notes, recognition boards and certificates
- support class teachers by discussing and advising on class organisation, positive relationship strategies, curriculum and ensure practice is trauma informed and focussed on developing emotional literacy
- liaise with support staff and other agencies if necessary, e.g. Educational Psychologist
- contact, discuss and liaise with parents/carers about individual problems not resolved by class teacher
- act immediately to inform parents/carers in the case of serious misdemeanours (in line with ACC procedures)
- Stakeholders will be provided opportunities to engage with training around the policy

Within Curriculum for Excellence and General Teaching Council for Scotland standards all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground

and the wider school community. There are specific experiences and outcomes in Health and Wellbeing which are the responsibility of all practitioners, who have a role in: establishing open, positive, supporting relationships across the community, where learner 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 promoting a climate in which learner 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 being sensitive and responsive to the wellbeing of each child and young person.

Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)

When supporting learner and young people's behaviour within the context of nurturing relationships nurture principle five – all behaviour is communication is of key importance. This means that all staff reflect on the reasons for underlying behaviours to support them to consider how best to support the child/young person and meet their emotional needs. School rules or charters which are created in collaboration with learners, should be clearly articulated and shared with parents. Clear boundaries are important for all young people to provide emotional security. Where consequences are used they should be proportionate with a focus on repairing relationships.

Applying Nurture as a Whole School Approach

Learners will ...

- Demonstrate the school values, use manners and be polite. Reflect on how it is always better to work with someone rather than against someone.
- Be kind and treat everyone with equity and fairness and trust that adults are doing the same.
- Use a strategy if they are struggling to build positive relationships such as: walk away to a safe place when needed; use calming strategies; ask a trusted adult or peer for help; remember that compromise can be an option; talk calmly to others if you are angry or upset.

Parents/Carers will ...

- Have an awareness of the policy and where possible, will try to engage with the training opportunities provided by the school
- Consistent language being used between home and school, which reflects the aims and ethos of this policy
- Contact, discuss and engage with school about individual concerns and encourage children to trust that they will be supported and that staff will do their best to deal with the concerns.
- Endeavour to understand that working in partnership with the school in regard to unacceptable behaviour will create a consistent approach and therefore more likely to result in a positive outcome.

Schools should engage directly with parents and carers and foster a positive and inclusive environment where parents and carers are encouraged to work in partnership with the school to develop consistent messages.

Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)

Learning and Teaching

Learning and Teaching Positive relationships are key to successful learning and teaching in school. All adults in school have a responsibility to set a positive example for learners by:

- modelling appropriate behaviour and good manners
- treating young people with respect
- giving praise where it is due
- encouraging application to learning by enthusiastic and motivating teaching
- setting high expectations for all
- celebrating achievement and success
- setting and maintaining a calm, supportive and secure environment, which may involve a ‘go to’ safe, quiet space
- using consistent classroom management appropriate to age and stage
- using HWB/Circle Time lessons, regularly and responsively, to air, share and resolve issues
- applying the school’s Positive Relationships Policy consistently

Expectations within classrooms

Learners should know what they are expected to be doing and why they are expected to do it. It is the responsibility of all adults in the classroom to recognise the importance of a quality learning environment, which can be achieved by the promotion of positive relationships, good classroom organisation and management. The school values, Recognition Board and Stepping Stones of Support promote positive behaviour and are clearly displayed in a prominent place in the classroom and all learners understand how they can be supported when they are dysregulated. Staff will encourage self-regulation through the use of calm spaces which are consistently used in all classrooms. Where a situation arises in class it is dealt with, in the first instance by an adult in the classroom. When appropriate, staff seek advice from a colleague or alternatively speak with a member of the School Leadership Team.

Expectations throughout the school building

The responsibility for learners’ behaviour in these areas is a collective one. In the interest of safety, and to ensure order is maintained, staff and learners must ensure that school rules are adhered to at all times. To safely move through the building, learners and staff will be walking at all times. Classes moving through the school will be in calm, quiet and in orderly lines. All teachers will collect their class in the morning, at break and at lunch from outside and will greet each child to ensure that connection with each child.

All members of the community will be respectful of all shared spaces in schools. Examples of this will be picking up any fallen displays, leaving the cloakrooms tidy, not leaning on the work of learners and remaining quiet so as to not disturb other learners.

Expectations during lunchtime and intervals

Pupil Support Assistants supervise during the lunchtime and breaks and generally deal with any unacceptable behaviour when it arises. Issues that have been dealt with outside will be recorded and a note of this will be passed onto the Class Teacher. Some learners do find playtimes difficult, and we use a range of strategies to support these learners. These include providing additional support, or, in some cases, a

temporary alternative to the playground environment. These strategies support the mental, emotional, social and physical wellbeing development of learners and should not be seen as punishment.

Pupil support assistants (PSAs) supervise learners in the playground. As well as ensuring learners' safety in the playground they encourage and support fun and friendly play, help to resolve minor squabbles and provide security for learners who find the playground situation difficult. The playground is a more informal and unstructured environment than the classroom, however, to ensure a happy and safe playtime for all, it is essential that all learners observe the agreed school rules and values in the playground and that they comply with instructions from adults working in the playground with them. The PSAs will report inappropriate or dangerous behaviour to the class teacher. The class teacher decides whether the incident may be dealt with in class or if the incident requires a member of the SLT. In extreme cases where a learner/s cannot be left, the PSA will bring them directly to an SLT member and will notify the class teacher.. The length of playground exclusion will depend on circumstances. Very rarely a learner who is finding playtimes particularly challenging may be kept out of the playground situation for a short time and supported to find strategies for managing their ability to make good choices and cooperating with others with a view to reintegration as soon as possible.

Expectations during school trips

For all outings normal school rules apply. Teachers should deal with incidents on the spot. Serious incidents should be reported to the Head Teacher on return to school.

IMPLEMENTING THE POLICY

Staff will follow agreed procedures for dealing with unacceptable behaviour and supporting the building of positive relationships. Universal and/or targeted restorative approaches may be used. Where unacceptable behaviour is repeated or children are struggling to build or maintain positive relationships, staff follow stepping stones of support to support pupils with interventions chosen to suit the needs of the child. These will often be implemented in collaboration with the parents/carers and reviewed as needed. Age appropriate and relevant consequences will be needed at times, during which a strong understanding and partnerships with the school is essential.

MONITORING, EVALUATING AND REVIEW

- At the start of each session, staff meeting time is given to reading and discussion of the policy
- Discussion with all staff, e.g. forward planning, staff/dept meetings
- Observation of policy in practice
- Formal recording/monitoring of incidents and exclusions
- Feedback from learners, parents/carers and school community members

Appendix 1 Getting It Right for Every Child



Appendix 2 Positive Notes

Positive Notes

These will be given to children who are going OVER and ABOVE by all members of staff. It should be for sustained behaviour.

- All staff will have a pad of certificates.
- The child will be given a positive note for ‘Aiming Higher’ and this will be celebrated in class.
- The child will take the note to the office and an email will be sent home so that the parent/ carer knows they have received a positive note and can discuss this with their child when they get home.
- The child will keep the positive note.

Appendix 3 Recognition Board

This is based on the work of Paul Dix from the book ‘ When the Adults Change Everything Changes ’

Staff attended a book group each fortnight and discussed the work of Paul Dix. The Recognition Boards ensure that pupils are working on a target for the intrinsic reward of achieving it so there is no ‘prize’ attached to this. Pupils will encourage each other to achieve the target and no child is left out.

Recognition Board- ‘Aiming High’

- All classes display a Recognition Board on the wall.
- Teachers will pick a target behaviour for the class eg ‘ Say thank you when someone holds the door, start work promptly etc’
- The target will be written on the top of the Recognition Board beside the target sign.
- Children’s names will be added to the board when they display the targeted behaviour. The child’s name can be added many times if they display the targeted behaviour more than once(tallies can be used for multiple times)
- Once each child in the class’ name is on the board the target changes. All are recognised for achieving the target with a cheer.
- A note of the achieved targets will be displayed around the recognition board and shared with SLT to be announced at Assembly each week.

Appendix 4 – Stepping Stones for Success

All staff collaborated to create supportive prompts to support pupils with self regulation. This ensures that there is a consistent approach across the school and that pupils can be supported to access tools if needed to help them to regulate their behaviour.

Pupils will be taught the different tools which they can use and each classroom has a calm space/ area which pupils can use.

Stepping Stones of Support

		Discussion prompts
1.	Reminder	This is a reminder about being I noticed that you are.... Do you need....? (posters/ how to intervene/ change the situation)
2	Reminder	Think carefully about your next step. You have chosen to.....Do you remember last week when you were (a positive/ deescalation)... That is who I want to see. Thank you!
3.	Support	You need to understand every choice has a consequence. If you choose to do the work/ show you are safe/ that would be fantastic and this will happen..... If you choose not to do the work/ not be safe then this will happen.... Ill leave you to make the decision.
4.	Time Out	Child is asked to move to a quiet/ calm area in the classroom. I can see you need a time out to calm down and breathe, use a fidget tool, draw, listen to music etc. I will come and speak to you in Minutes and we will complete a think note together. *
5.	Repair	Complete a think note with the pupil. It takes a child on average 40 minutes to regulate so this may come a lot later even a few hours later in the day when the teacher feels that it will be successful and the pupil is in the correct space to complete this.

		Think note is sent home with the child to discuss with parents and to be returned to school.
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*Think notes are restorative conversation prompts. The pupil will discuss this to support a restorative conversation with an adult who has provided the support and this will be sent home. Parents/ Carers will receive a message, either from the class teacher or the office, to say that this has been sent home so that this can be discussed at home and returned to school.

In some circumstances pupils will be distressed or dysregulated and will go straight to a quiet space in the classroom or the sensory room. Once calm they will complete the think note with the teacher/ PSA or SLT to support them to regulate.

The stepping stones are a supportive way in working with a child to regulate their behaviour and to help them to discuss and identify emotions and how we can self regulate. It is not a punishment.

Appendix 5 Primary 4 to Primary 7 Repair Sheet

Reflect and Reset



What happened?



How were you feeling? (use the emotions cards to help you)

How are you feeling now? (use the emotions cards to help you)

What effect did your actions have?

What can you do to make it right?



Think Sheet

What happened?



How were you feeling?

What was the impact of your choice?

What can you do to make it right?



How were you feeling?



Sad



Very upset



Scared



Silly



Excited



Over excited



Angry



Frustrated



Annoyed



Embarrassed



Jealous



Tired



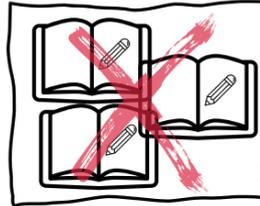
Disgusted



What was the impact of your choice?



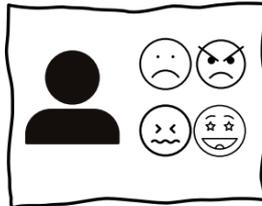
I stopped myself from learning



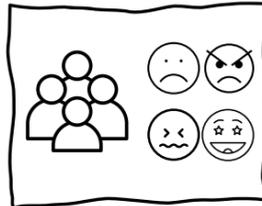
I stopped others from learning



I was unsafe



I now feel



I made others feel



Something else



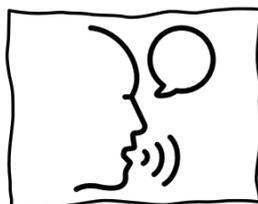
What can you do to make it
right?



Complete my work



Write a sorry
letter



Say sorry



I have an idea