

# Positive Relationships Policy and Procedures, Crombie School and Nursery

May 2023

At Crombie School we are nurturing and inclusive. We believe every pupil is worthy of our time, energy and patience. We aim to make positive behavior the responsibility of all and to equip all our pupils with the skills and understanding to successfully develop and maintain positive, healthy relationships. We expect a high standard of behaviour and understanding of wellbeing underpinned by the UN Convention of the 'Rights of the Child'. This along with our school's Vision, Values and Aims promotes a shared commitment to respect for all in our school and wider community. Using a common language we wish to ensure everyone can fully engage with our vision follow our values and ultimately be fully inclusive in our approach. Through the use of restorative practices, as well as reflection and mediation, we aim to resolve any issues quickly and positively.

## Aims

- To create a positive, caring, calm and productive atmosphere in which all pupils are listened to and feel secure in their ability to discuss sensitive aspects of their lives.
- To promote positive relationships and behaviour in the classroom, playground and the wider school community.
- To respect the rights of all learners as outlined in the UNCRC.
- To have clear processes to relationship management in place.
- To provide a safe and nurturing environment where learning to build positive relationships is part of our curriculum.
- To work in partnership with parents and pupils to prevent bullying and maintain high standards of behaviour which promote the well-being of all pupils.
- To be consistent and fair in our approach to managing behaviour.
- To encourage pupils to recognise that they have the responsibility for their behaviour.
- To teach children about their emotions.
- To provide appropriate support by being sensitive and responsive to the wellbeing of each child.
- To model positive interactions.
- Differentiate according to need.
- To have compassion for those who have muddles, are hurting or grieving for whatever reason.

## Context of Policy

This policy is in line with Aberdeenshire Relationships, Learning and Behaviour Guidance, March 2022 and the reviewed and revised General Teaching Council for Scotland Professional Standards <https://www.gtcs.org.uk/>

A whole school nurturing approach and following restorative practices are at the heart of our Relationship Policy. A nurturing approach and being trauma-informed is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people. From research we know that over-compensatory, rich, relational interventions can bring about recovery so that children and young people can function well at home, school and out in their communities. Following these approaches supports pupil engagement and has a positive impact on attainment, social and emotional competences, and confidence.

## A Nurturing Approach

At the heart of our approach to positive relationships is our whole school approach to nurture. As a nurturing school, we recognise that positive relationships across the school are central to learning and wellbeing. We recognise that everyone in our community has a role to play and that relationships should be consistent, reliable and predictable where possible. Our nurturing approach allows us to demonstrate a warm, attuned and connected approach to resolving conflict and supporting repair with a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles, which have been adapted and outlined below:

- Children's learning is understood developmentally.
- The environment offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.

## **Our School Vision, Values and Aims**

Our recently reviewed Vision, values and Aims reflect our current school community and offers an inspirational narrative to promoting a happy and safe school where everyone is valued and heard. See appendix 1.

## **Rights and Responsibilities**

In Crombie School, we are a UNICEF Rights Respecting School (<https://www.unicef.org.uk/rights-respecting-schools/>), where children's rights are unconditional and at the heart of the school. The aim is to work with UNICEF to create a safe and inspiring place to learn, where children are respected, their talents are nurtured and they are able to thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens, using the UN Convention on the Rights of the Child (UNCRC) (<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>) as our guide. Scotland has become the first country in the world to embed lesbian, gay, bisexual and transgender (LGBT) inclusive education across the school curriculum. At Crombie we are focused on promoting equality, reducing bullying and improving the educational experiences of LGBT children and young people. <https://lgbteducation.scot/> Central to our approach is the recognition that every member of the school community has responsibilities as well as rights; taking responsibility for actions and ensuring that the rights of others are unconditional and not encroached upon.

It should be recognised that all parties (staff, pupils and parents) have rights and responsibilities.

### **Rights of Pupils**

- To be able to enjoy their learning.
- To be treated with respect.
- To be listened to.
- To feel safe.

### **Responsibilities of Pupils**

- To behave in a way which allows others to learn.
- To treat others with respect.
- To listen to others.
- To allow others to feel safe.
- To strive to meet our school values
- Follow our class and playground charter.

### **Rights of Staff**

- To enjoy the teaching and learning environment in which they work.
- To be treated with respect.
- To be listened to.
- To feel safe.

### **Responsibilities of Staff**

- To be aware of relevant documentation, including policies, and the range of strategies, and sources of advice, but also of the many factors which influence behaviour which are outwith our control.
- To follow our School Vision, values and Aims.

- To treat pupils fairly, with respect and due confidentiality.
- To promote and maintain a safe and stimulating environment for everyone.
- To aim to meet all pupils' needs eg, ASN, trauma, ACEs.
- To apply this policy fairly and consistently.
- To keep parents and carers informed of their child's educational, personal and social development, including issues related to behaviour.

### **Rights of Parents and Carers**

- To know that their children are safe and happy.
- To participate in positive communication with the school.
- To be treated with respect.
- To be listened to.

### **Responsibilities of Parents and Carers**

- To take an active role in their children's education.
- To support the school staff in encouraging positive behaviour.
- To treat all staff and pupils in the school with respect and pay due regard to confidentiality.
- To inform appropriate school staff if they have any concerns relating to behaviour in the school; contact will be made either in writing (via homework record, communication book or letter), by telephone, or at an organised meeting.

## Encouraging Positive Behaviour and Achievement

Pupils and Staff follow our School Values which are displayed in each classroom and around the school. At the start of every academic session a class charter will be compiled with the pupils and will be referred to throughout the year.

At Crombie School we use a variety of ways, as appropriate to the situation and individuals, to promote and recognise positive behaviour and achievement. These may include:

- Education through our Health and Wellbeing curriculum. This also includes inputs from other professionals; e.g. Police Officer.
- Positive impartial and open body language and tone of voice.
- Celebration of wider achievements
- Celebration of success
- Above and beyond board to recognise pupils who go 'above and beyond'
- School Values stickers.
- Recognition of Achievement at Assemblies e.g. showing of learning, demonstration of skills, presentation of certificates, etc.
- Sharing the learning opportunities through Learning Journals.
- Stickers and stampers will recognise individual effort and will not be used as a reward.

*Star writers, star of the week, prize boxes and anything that publicly rewards children will no longer be used.*

*Christmas and end of session token gestures are optional and should not be costly. If you do choose to purchase something for your class, it should be discussed with your job share (if appropriate) and your stage partner.*

## Supporting Positive Relationships

At Crombie School we use a variety of methods to support the pupils to make the right choices available to them depending on their needs and situation. These include:

- Intervention Prevention Teacher
- Nature Nurture Practitioner
- Alternative playtimes
- School Counsellor
- Therapet sessions
- In house nurture teacher
- Informal discussions with parents and carers
- The Staged Intervention process
- Play therapy
- Visual timetables- autism friendly classroom.
- Robust Health and wellbeing program
- Relationship sexual health program
- Building resilience program
- Dyslexia friendly school
- An autism aware school
- Sensory needs support.
- GIRFEC Aberdeenshire principles and documentation.
- [Family Nurture Leaflets | \(glowscotland.org.uk\)](http://glowscotland.org.uk)
- Engage in the LGBTQ Charter.
- Staff trained in CALMS , nurture principles and trauma informed practice.
- Use of Boxhall assessments to target interventions.

### **Strategies used include:**

- Use of emotional check ins.
- CALMS de-escalation strategies.
- Co regulation strategies.
- Variety of resources available within school.
- Whole school aligned restorative conversations implemented by pupil support assistants, class teachers and members of the senior leadership team, script (appendix 2)
- Assertive redirection statements (appendix 2)
- Restorative conversations log to record incidents (appendix 3)

### **Restorative Approaches**

Restorative Approaches provides an underpinning ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

Restorative approaches:

- Build and repair relationships
- Develop and maintain mutual respect
- Preserve a sense of belonging, strengthen community ties
- Ensure that everyone is given a voice and feels heard
- Empower those with conflict to resolve it for themselves
- Ensure accountability
- Develop empathy and conscience.

The aim is for the person who shows unacceptable behaviour to recognise it, acknowledge responsibility, apologise to those harmed and to make amends. Restorative questioning has a specific sequence for the person who has been wronged and for the person who has shown unacceptable behaviour.

### **What if there is challenging behaviour?**

When a child is displaying challenging behaviour either verbally or physically towards another child or member of staff, we understand that the steps previously described may not be appropriate.

In these circumstances staff should aim to de escalate the behaviour using a variety of agreed methods, sensitively taking into account the needs of the pupil and the situation. The use of the white walkie talkie system should be used to alert SLT (Senior Leadership Team) who will respond. The class should be removed to a safe location in the school if they are at risk of harm and a member of staff should remain with the child in crisis. A member of staff must remain and support pupils until a member of SLT is available to assist.

The parents of the pupil in crisis will be informed of the incident and will be invited to a solution focused meeting to discuss next steps. The parents of any pupil harmed, if applicable, will be contacted.

CALM trained staff members may perform a physical intervention only if all other intervention strategies and non-physical methods have proved ineffective, and there is an immediate danger of serious harm. A Head Teacher has a duty of care to employees and the children within the school.

Educational Psychology and a multi-agency support system should be activated.

### **For pupils who require support beyond the classroom, school staff will:**

- Support the pupil's needs to the best of their ability in class.
- Provide an adapted or supported curriculum to meet the needs of the pupil.
- Discuss effective strategies and engage in a solution focused meeting to ensure the pupil gets the right support at the right time.
- Ensure the classroom is providing a nurturing environment.
- Communicate effectively with parents/carers
- Involve external agencies where appropriate and as required.

- A risk assessment will be in place.
- Engage in the Child's Planning process to ensure the correct support at the correct time.

## Playground

School vision, values and aims, and the school charter apply in the playground. Pupil Support Assistants (PSAs) and sometimes other staff members supervise the playground during breaks. PSAs are equipped to engage in restorative conversations to resolve playground incidents and concerns. Their remit includes encouraging and supervising games, both indoor and outdoor, helping to resolve minor disputes, and ensuring, as far as possible, the safety of pupils in their play. They will record incidents and inform the class teacher or promoted staff who will take action as appropriate.

## Consequences

Taking responsibility and being accountable for the pupil's actions and behaviour.

*Consequences include:*

- missing play time
- discussion with member of staff/SLT
- letter of apology
- Temporary exclusion.

## Temporary Exclusion from School

At Crombie School, this is considered a last resort. There may be a need to refer to Aberdeenshire's promoting Inclusion and Reducing Exclusions Policy and follow the necessary procedures and processes.

Following the publication of *Included Engaged Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions*, guidance published by The Scottish Government in June 2017, Education and Children's Services identified this as an opportunity to revise and update policy and practice in relation to exclusion, recognising that current exclusion policy predates some national guidance and legislation.

The revised policy states:

Regulation 4 provides that an education authority shall not exclude a pupil from school unless the authority:

- *"are of the opinion that the parent of the child or young person refuses or fails to comply, or to allow the child or young person to comply, with the rules, regulations or disciplinary requirements of the school";*

*or*

- *"consider that, in all the circumstances, to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to the order and discipline in the school or the educational well-being of the pupils there."*

## Bullying

At Crombie School we follow Aberdeenshire Council's Anti Bullying Policy.

In accordance with Scotland's National Anti-Bullying Service; 'Respectme', Aberdeenshire Council Education and Children's Services define bullying as the following: 'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.' Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017

With the above statement in mind, we will not use the labels 'bully' but will treat bullying as an inappropriate behaviour which will not be tolerated, has to be dealt with (in an appropriate manner, as discussed in this paper) whilst also investigating the complex social dynamics to ensure that the situation does not continue.

Crombie staff will record any incidents of bullying or prejudice-based discrimination reported to them using the Bullying & Equalities module of Seemis.

Incidents which will be documented will include ones of a serious or ongoing nature, as well as incidents where a member of staff, pupil or parent would like it documented.

By recording such incidences, we will:

- ensure that there has been an appropriate and effective response.
- identify recurring patterns including:
- identify whether a particular problem is ongoing and whether further professional development may be beneficial to staff.

Aggressive or violent behaviour, by pupil or adult, will be reported on the Aberdeenshire Violent Incident Report Form. Racially-based incidents will be recorded on Aberdeenshire Council's Bullying and Equalities module.

## **Evaluation of Policy**

This paper was written and discussed collegiately during staff In-Service training, Tuesday 14<sup>th</sup> February. A full audit of restorative practice was undertaken and discussions around our current ethos and practice was held.



## References:

Know me to Teach Me – Louise Michelle Bomber  
After the Adult Change – Paul Dix

Aberdeenshire's anti bullying policy

Aberdeenshire's Promoting Inclusion and Reducing Exclusions Policy

Aberdeenshire's Relationships, learning and behaviour Guidance

UNCRC Rights of the Child

Educational Psychology Department- family nurture.  
Included, engaged and involved part 2: preventing and managing school exclusions

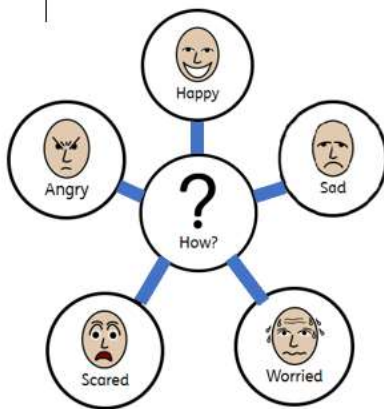
<https://www.gov.scot/news/milestone-for-equality-in-schools/>

<https://www.lgbtyouth.org.uk/the-lgbt-charter/the-lgbt-charter-for-schools/>

## Appendix 1 (Vision, Values and Aims)

		<h1>Crombie School</h1> <h2>Vision, Values and Aims</h2>		
		<p><i>At Crombie School we are inclusive - Working together with our families and community to provide a safe, nurturing and inspiring environment for all.</i></p>		
	Values	We aim to:	Article	Global Goal
C	Caring	<ul style="list-style-type: none"> <li>Provide a safe, caring, healthy and nurturing environment for all.</li> <li>Engage regularly in community and charitable events.</li> </ul>	3: Best interests of the child	3: Good health and wellbeing
R	Respectful	<ul style="list-style-type: none"> <li>Provide a place where everyone respects each other.</li> <li>Engage in restorative approaches to develop and maintain positive relationships.</li> </ul>	30: The right to respect others and the environment	10: Reduced inequalities
O	Open minded	<ul style="list-style-type: none"> <li>Develop a culture that encourages children to embrace new things.</li> <li>Value and include all children whilst celebrating diversity.</li> </ul>	14: The rights to my own thoughts	10: Reduced inequalities
M	Motivated	<ul style="list-style-type: none"> <li>Celebrate success.</li> <li>Develop independent learners equipped with skills for life, learning, and work.</li> </ul>	17: The right to get information	4: Quality education
B	Brave	<ul style="list-style-type: none"> <li>Enjoy the challenge of learning.</li> <li>Develop confident individuals with a strong sense of self and personal values.</li> </ul>	12: The right to be listened to	16: Peace, justice and strong institutions
I	Inclusive	<ul style="list-style-type: none"> <li>Recognise and celebrate individuality.</li> <li>Provide equitable opportunities for all pupils to maximise their potential.</li> </ul>	15: The right to meet with friends	4: quality education
E	Empathetic	<ul style="list-style-type: none"> <li>Foster empathy and friendship.</li> <li>Engage in restorative conversations.</li> </ul>	19: The right to be protected	16: Peace, justice and strong institutions

## Appendix 2 (restorative conversation scripts and assertive redirection statements)



### Restorative Conversation



- What happened?
- Did anything else happen?
- How did you feel at the time?
- How do you think the other person is feeling?
- How can we make this better?
- What would you do differently next time?

### Assertive Redirection Suggestions



- Where would you work best right now?
- Where should you be right now?
- You could make this better by.....



Appendix 3 (restorative conversation log)

Date	Child1 initials/Class Victim	Child 2 initials/Class Perpetrator	Other children	Comments (if appropriate)	Dealt with by (print name)	Passed to (if necessary)
EXAMPLE	VV P2A	PP P3C	None		Mrs PSA	CT/SLT
						CT/SLT
						CT/SLT
						CT/SLT
						CT/SLT
						CT/SLT
						CT/SLT
						CT/SLT
						CT/SLT