Tighnabruaich Primary Positive Relationship Policy

# Introduction

We want Tighnabruaich Primary school to be a place where everyone “learns to be happy and is happy to learn”. Through this vision, our values and our aims, we encourage all young people and adults to help one another develop positive relationships and behaviours.

Tighnabruaich Primary School is a Rights Respecting School, and is currently certified with a Silver Award, working towards gold. The United Nations Convention on the Rights of the Child is at the heart of the school ethos and curriculum and our positive relationship policy reflects a restorative approach to behaviour management. We are striving to promote relationships at Tighnabruaich Primary School that are positive and founded on a mutual respect for rights.

This is a whole school policy and has been developed in consultation with children, staff, parents and stakeholders.

# Aims

By agreeing to this Positive Relationship Policy, Tighnabruaich Primary School will:

* value and promote our Vision, Values and Aims (Appendix 1)
* teach children about their rights and how actions affect the rights of others, based on the United Nations Convention on the Rights of the Child (Appendix 2)
* use and teach SHANARRI wellbeing indicators, as laid out in *Getting it Right for Every Child*
* recognise good behaviour and celebrate children’s efforts, achievements and successes
* promote our school charter “Be respectful. Be Ready. Be Safe”
* expect that our Vision, Values and Aims are modelled by all adults within the school community, that they treat others with respect and that they share our vision for building positive relationships
* value parental partnerships, support and understanding in finding fair solutions to issues arising at school
* encourage early involvement of parents in supporting the rights of the child and positive behaviour
* ensure a consistent, fair and sensitive approach to behaviour management, acknowledging that children are individuals, have varying needs and therefore, may benefit from differentiated interventions/support
* establish a shared understanding of degrees of inappropriate behaviour/language and clear guidelines for dealing with and managing these, detailed within our staged response model (Appendix 3)
* use and encourage children to lead in restorative practice (Appendix 4)
* demonstrate that consequences are fair, just and respect a child’s dignity
* follow Argyll and Bute’s Anti-Bullying policy for defining, preventing, communicating, responding to and reporting bullying behaviours (Appendix 5)

# Our Expectations

**Expectations of Staff:**

* To respect the rights of others
* To do what is best and fair for children
* To model rights respecting behaviour and language
* To create a welcoming, supportive and safe environment
* To recognise the and value the skills and abilities of all young people
* To highlight positive outcomes and respond to negative behaviour clearly and consistently

**Expectations of Pupils:**

* To respect the right of others
* To try their best and promote positive behaviour
* To follow our school charter “Be respectful. Be Ready. Be Safe”
* To follow school vision, value and aims
* To understand there are consequences to behaviour
* To play an active role in our school community

**What can parents/carers do to support us?**

* Support the positive behaviour policy
* Work in partnership with the school if they have any concerns about their child
* Celebrate their child’s efforts, achievements and successes
* Inform the school of achievements outside school
* Discuss expectations for displaying positive behaviour with their child/children
* Encourage children to discuss any problems/worries with the school

# Appendix 1

Our Vision, Values and Aims

Vision:

Our school is a place where we learn to be happy and are happy to learn.

Values:

We will inspire a love of learning throughout life and aim to be the very best we can

We will show care and respect for people and our world

We will nurture, challenge and support everyone to achieve their full potential

We will be part of the wider community, supporting it as it supports us.

Aims:

We will need: Pride, Courage, Friendliness, Focus, Resilience, Responsibility, Respect.

# Appendix 2

[Summary-of-the-UNCRC.pdf (unicef.org.uk)](https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf)

# Appendix 3

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| **Behaviours** | **Possible Support Measures/Consequences** |
| **Stage One**  Low level, disruptive behaviours, which is *beginning to* impact on the rights of others | * Restorative Discussion * Reminder of class charters and school values * Class Discussions * Support from adults for child to be their best |
| **Stage Two**  Repeated or consistent unacceptable behaviours after restorative approaches have been put in place but not had desired effect.  Disruptive behaviour which is having a *notable* impact on the rights of others  Disrespecting staff, peers or property  Intentional physical contact | * Restorative Discussion * Contacting parents/carers * SLT informed * Targeted support * School based meeting with parents/carers to discuss support required |
| **Stage Three**  Ongoing unacceptable behaviours after Stage 2 approaches have been put in place but not had the desired effect.  Disruptive/disrespectful behaviour which is having a *significant* impact on the rights of others  Severe intentional physical contact  A sudden, unexpended, serious incident | * Restorative Discussion * SLT involvement * Parents/carers immediately informed * GIRFEC meeting using SHANARRI indicators * Individual Pupil Support Plan agreed with pupil and their parents/carers * Argyll and Bute Anti-Bullying Policy |

# Appendix 4

**Restorative Practice**

Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild/repair relationships. These discussions often involve children affected by negative behaviours also, with staff supportively guiding dialogue and mediating.

**Questions that may be asked during a restorative discussion are:**

When things go wrong...

1. What happened?
2. What were you thinking about at the time? What are you thinking now?
3. How do you think it made \_\_\_\_\_\_\_\_\_\_\_\_\_ feel?
4. How would you feel if it happened to you?
5. What do you think you need to do to repair the harm/to put things right?

When someone has been harmed…

1. What happened?
2. How did it make you feel? How are you feeling now?
3. What has been the hardest thing for you?
4. What do you think has to happen to make things right?

# Appendix 5

Argyll and Bute Anti Bullying Policy

[anti-bullying\_policy\_july\_2019.pdf (argyll-bute.gov.uk)](https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf)