Happiness Excellence Achievenent Respect Together



Crosshouse Primary School & ELC Relationships Policy (Draft)





April 2024

Article 12: Respect the view of the child

Article 28: Every child has the right to an education, where discipline respects children's dignity and their rights.



Phone: 01355 245300 Fax Number: 01355 579874 Email: <u>gw14cross-</u> houseoffice@glow.sch.uk

Happiness Excellence Achievement Respect Together

Crosshouse Primary School Relationships Policy

Our Vision, Values and Aims

At Crosshouse Primary School, children are at the heart of an inclusive community, where they can achieve success for today and prepare for tomorrow by attaining, believing and achieving.

It is everyone's responsibility to create and foster a calm, nurturing environment where all learners are supported to **Attain, Believe and Achieve**, to the best of their ability.

Our expectation is that everyone at Crosshouse is always

Ready Respectful Safe

We believe our Relationships Policy should reflect our Vision, Values and Aims.

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We will do this by :

- Establishing Positive Relationships
- Respecting the Rights of Ourselves and Others
- Understanding that Behaviour is Communication
- Promoting Good Social, Emotional and Mental Health and Wellbeing





Rationale - Policy and Practice

'Start With the Why?'

- Research has shown that traditional punitive measures used in schools, can have a harmful and lasting impact on mental health. This can exacerbate incidences of distressed behaviour.
- Research conducted by the Scottish Government (2017) indicates that good relationships and a positive ethos have a huge influence on engagement with learning.
- Relational Approaches "help to build environments that reflect knowledge and understanding of what it takes to be cooperative and behave in ways that provide emotional and physical safety for everyone. Relational approaches create emotionally safe environments, encourage cooperation, and discourage behaviour that hurts others" (Education Scotland 2023)
- "Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and 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." (Better relationships, better learning, better behaviour, 2013)
- Practitioners who are committed to relational approaches will generally:
- ⇒ show unconditional positive regard to learners (accepting and supporting them exactly as they are without evaluating or judging them)
- ⇒ understand and respond to behaviour in a respectful, child friendly and holistic way, considering the individual in the context of their family, community, and culture
- ⇒ proactively develop responses to support learners' wellbeing and specifically to support learners who may be at risk of disengaging or of being excluded
- \Rightarrow actively listen, with purpose, to children and young people
- ⇒ focus on inclusion, wellbeing, and addressing barriers to learning rather than punitive processes and behaviour
- ⇒ help children and young people to be aware of and understand the impact of their actions and behaviours (Promoting Positive Relationships and Behaviour in Educational Settings, Education Scotland, 2021 updated 2024)







Rationale - Policy and Practice

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

- All schools should have a relationships and behaviour policy
- All schools should have a programme for providing professional learning to support the implementation of the policy

Guidance for developing a Local Relationships and Behaviour Policy (Education Scotland updated 2024)

Positive relationships support:

- everyone in the learning community learners, parents, and staff
- behaviour, wellbeing, attendance, inclusion, achievement and attainment, equity, equality and rights
- resilience and the ability to deal with difficulties

SLC Attachment Informed, Trauma Sensitive practice

Ensures an authority-wide approach to attachment informed, trauma sensitive practice, offering a safe haven, a secure base and that attachment is for all. We adhere to the 6 Attachment Strategy pledges:

- Act to make a difference
- See the whole person
- Hear their voice
- Recognise behaviour as communication
- Respond with compassion
- Believe in change



PPRUDB

South Lanarkshire Council's Promoting Positive Relationships and Understanding Distressed Behaviour guidelines state that all staff should be proactive in this role through

- "Establishing open, positive and supportive relationships"
- "Promoting a climate in which all children and young people feel safe and secure"
- "Modelling behaviour which promotes Health and Wellbeing and encouraging it in others"
- "Being self-aware, recognising your own triggers and the impact your actions may have on others"
- "Using teaching methodologies which promote effective learning"
- "Being sensitive and responsive to the wellbeing of each child and young person"

Roles and responsibilities - Relational Approaches

"Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up." Paul Dix, <u>When the Adults Change, Everything Changes: Seismic shifts in school behaviour</u>

At Crosshouse, the promotion of positive relationships is the responsibility of all:

Staff Learners Parents and carers

At Crosshouse , staff should use nurturing approaches in all aspects of their daily practice (see Appendix 2)

At Crosshouse, staff should provide a secure base by:

- Being available
- Being sensitive
- Being nurturing
- Being cooperative
- Building self-esteem
- Managing the environment

At Crosshouse, all staff should engage in restorative practice.

This requires a change of mindset from more traditional rules-based processes to a more restorative process, focussed on relationships.

Rules Based		Restorative	
٠	What happened (rule broken)	•	What happened (story)
•	Who's responsible (wrong doer)	•	Who's been affected and how (impact/harm)
◆	What sanction do I need to enforce in order to: (action)	•	What needs to happen to put things right (solution)
♦	Change behaviour Deter others	•	What can I do to support this process:
•	Avoid re-occurrence/re-	•	Change behaviour
	offending	•	Deter others
		•	Avoid re-occurrence/re-offending What needs to happen to put things right (solution). How can I support this process in order to: support/ change behaviour, deter others, avoid re-occurrence/re-offending

Restorative Conversations and scripts

All adults should use, model and teach:

COOPERATION COMMUNICATION EMOTIONAL LITERACY

Restorative work involves conversations, class meetings, peer mediations and conflict resolution. There may be occasions when more formal restorative meetings and enquiries are necessary.

Restorative conversations and meetings should be supported by the use of restorative questions (see Appendix?) and used in a way that is appropriate to the developmental age and stage of the learner.

Emotion Coaching Approach

- 1. Recognise emotions and empathise
- 2. Validate and label emotions
- 3. Set limits (if needed)
- 4. Problem solve with the child

Expectations and Boundaries

- Expectations, structure and boundaries are key to supporting emotional, psychological and physical safety
- Natural consequences teach us more about the cause and effect of our behaviour and offer opportunities to make different choices in the future. Natural consequences support development of responsibility, independence and motivation. Clear expectations link to natural consequences.
- There should be focus on restoring and repairing relationships through:
- \Rightarrow Relating-recognizing the young person's feelings and empathizing with them
- ⇒ Regulating- validating and labelling the emotion the young person is feeling in the moment
- Reasoning not ignoring unacceptable behaviours and addressing this, while acknowledging that behaviour is communication
- ⇒ Repairing working through a structured, supportive process that resolves the issue and ensure behaviours are not repeated. What does the young person do when they feel these emotions again?

(Bomber, Louise, 2020. Know Me to Teach Me)



Behaviour Blueprint (Appendix 1)

Our new Behaviour Blue print affirms:

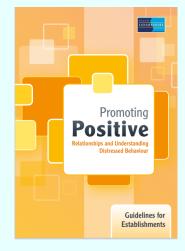
- Our rules- Ready, Respectful, Safe
- Our pledges as adults
- The importance of routines and rituals
- The Crosshouse Way visible consistencies and relentless routines
- Key phrases to be used by adults
- Stepped Boundaries
- Restorative talks-repairing and rebuilding
- The use of positive recognition in class and across the school
- Incentives for 'going above and beyond'

Supporting Distressed Behaviours

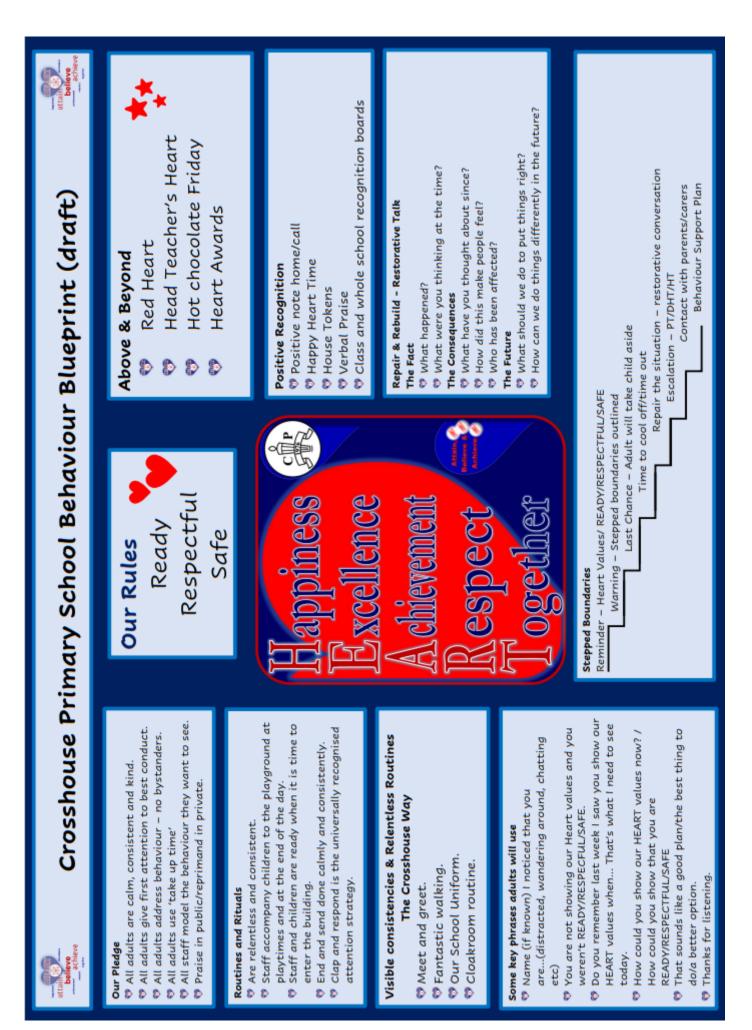
Expectations, boundaries and consequences may be differentiated to meet the developmental needs of those with additional support needs, e.g. ASD, ADHD, or in a way which reflects awareness of individuals' lived experiences.

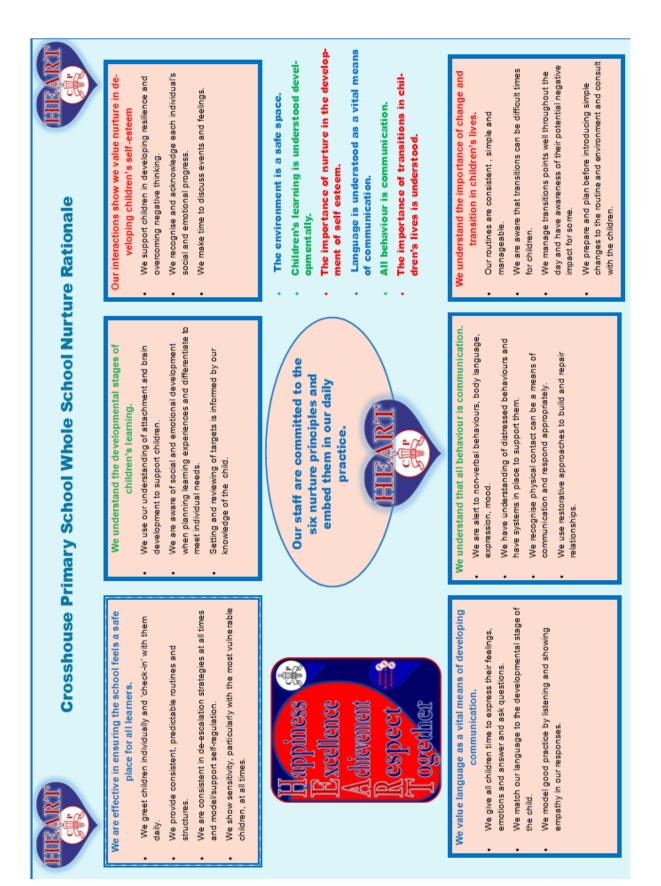
Distressed behaviour should be tracked and monitored by adults to see if any patterns or common triggers emerge. Targeted support may be required in terms of a Behaviour Assessment and Support Plan for some learners. This plan includes a wellbeing profile, a risk assessment and an individual plan to support distressed behaviours. This is reviewed termly and shared and agreed with parents/carers and the learner.

Adults should employ a wide range of agreed de-escalation tactics to prevent or diffuse escalation of distressed behaviour.



- Appendix 1 Crosshouse Primary Blueprint
- Appendix 2 Crosshouse Nurture Rationale
- Appendix 3 Relationships Do's and Don'ts





<u>Getting it Right for Everyone – The **Dos** and **Don'ts** of Positive Relationships at <u>Crosshouse.</u></u>

Do recognise behaviour as communication.

Do acknowledge and validate the emotions behind the behaviour.

Do personalise your responses. This is not a one size fits all approach.

Do use a trauma-informed approach to supporting learners, e.g. PACE. (Dan Hughes)

Do relate with a 'playful' attitude – keep it light and upbeat.

Do show acceptance of their thoughts and feelings without judgement.

Do make a 'curious' rather than judgemental response to distressed behaviour.

Do relate with empathy, try to understand how they are feeling.

Do use attachment informed language.

Do consider natural rewards and consequences to behaviour.

Do try to look beyond the consequence and see where things went wrong and how they could be put right.

Do praise positive behaviour and actions.

Do use a positive recognition board in your class.

Don't use the term 'challenging behaviour'.

Don't manage behaviour, support it.

Don't completely abandon structure, expectations, and boundaries. These are still necessary in a nurturing environment.

Don't enforce consequences that can lead to feelings of shame or isolation as these may trigger cycle of negative or distressed behaviour.

Praise in public, reprimand in private.