Stornoway Primary School and Nursery

Positive Relationships Policy

August 2024

"A culture where children 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 children's right and a focus on positive relationships across the whole school community."

(Developing a Positive Whole-School Ethos and Culture – Relationships, Learning and Behaviour, Scottish Government, 2018, pg3)

1.

Ar Lèirsinn / Our Vision:

Ann am Bun Sgoil Steòrnabhaigh, tha sinn a' dèanamh cinnteach gu bheil a h-uile sgoilear a' coileanadh na tha comasach dhaibh, gan uidheamachadh le misneachd agus sgilean a shoirbhicheas dhaibh agus a bhios na chuideachadh ag atharrachadh ri saoghal caochlaideach, gan deisealachadh airson beatha agus saoghal obrachanns an àm ri teachd. Tha sinn ag obair ann an com-pàirteachas leis a' choimhearsnachd a' toirt taic do ar sgoilearan a bhith a tuigse an luach a th' anns a' chultar agus an dualachas aca.

At Stornoway Primary School, we ensure that every learner achieves their full potential, equipping them with the confidence and skills to adapt and thrive in an ever-changing world, preparing them for a future of life and work. We work in partnership with our community to support our learners to appreciate their culture and heritage.

Ar Luachan/ Our Values:

Coibhneas – Kindness Urram - Respect Àraich- Nurture Uallach - Responsibility

Ar n-Amasan/ Our Aims:

- Brosnachadh feallsanachd deimhinneach le còraichean chloinne aig cridhe ar coimhearsnachd sgoile, far a bheil àite agus spèis aig guth gach duine agus am beachdan a thoirt a-steach ann an leasachaidhean na sgoile.
- To foster a positive ethos with children's rights at the heart of our school community, where all voices are valued, respected and actively involved in decision making.

- Àrainneachd sàbhailte, àraichte agus in-ghabhalach, a sholarachadh far a bheil luchd ionnsachaidh a coileanadh cho math sa ghabhas a' comharrachadh soirbheachais agus euchd.
- To provide a nurturing, inclusive, safe environment, allowing all learners to achieve their full potential, celebrating success and achievement.

- Obrachadh ann an com-pàirteachas le ar coimhearsnachd gus ar cànan Gàidhlig, cultar agus dualchas a thaisbeanadh agus adhartachadh tro dhòighean dà-chànanach.
- To work together in partnership with our community to celebrate and promote our Gaelic language, heritage and culture through bilingual approaches.

- Luchd ionnsachaidh fulangach, mìsneachail, miann-adhartachail agus cruthachail a' leasachadh, an cois ceartas a thaisbeanadh air fad agus iomadachd a chomharrachadh.
- To develop resilient, confident, ambitious and creative learners, whilst promoting equity for all and celebrating diversity.

- Ar luchd ionnsachaidh uidheamachadh le sgìlean agus tuigse a thoabh foghlam cruinneil agus seasmhachd ann an saoghal caochlaideach.
- To equip our learners with the knowledge and skills for global learning and sustainability in an ever-changing world.

- Co-obrachadh còmhla ri parantan/luchd cùram agus an coimhearsnachd ionadail gus an teagasg agus eòlasan foghlaim àrdachadh don an luchd ionnsachaidh air fad.
- To work collaboratively with parents/carers and the local community, to enhance teaching and learning experiences for all our learners.

2. Rationale

At Stornoway Primary School and Nursery, we use Getting it Right for Every Child (GIRFEC) to promote, improve and ensure the wellbeing of every child. GIRFEC is the framework which ensures all children receive the right help and support they need to grow up to feel loved, respected and included. Children and staff have a shared understanding of the 8 wellbeing indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

GIRFEC is based on children's rights and its principles reflect the United Nations Conventions on the Rights of the Child (UNCRC). Stornoway Primary School has committed towards embedding children's rights in our school policies, practices and ethos and has been awarded the Rights Respecting Schools Bronze award.

Curriculum for Excellence (CfE) states that all practitioners who work directly with children have a responsibility to support the mental, emotional, social and physical health and wellbeing of every child. This involves working towards establishing positive, supportive relationships with all children, and contributing to a positive ethos, within a climate of trust and respect, where each individual feels valued, safe and supported.

We believe that developing positive relationships with children is crucial, so that they feel safe, happy, confident and ready to learn. The establishment of positive relationships creates a sense of belonging and connectedness, allowing children to feel they are valued, respected and included in the school community. Staff, pupils, parents/ carers and partners work together to ensure the health and wellbeing needs of all children are supported.

3. At Stornoway Primary School we expect that;

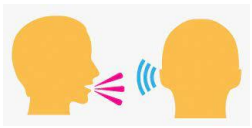
Staff
• Develop, maintain and model positive relationships with parents, pupils and other agencies. • Develop and maintain a safe, secure and nurturing learning environment for all. • Provide a challenging and interesting curriculum which engages pupils and develops skills for learning, life and work. • Value diversity, promote equal opportunities and foster inclusion, allowing pupils to reach their full potential. • Respect the rights of all pupils. • Recognise that all behaviour is a form of communication and be responsive to the wellbeing of each individual. • Celebrate the strengths and achievements of all pupils.
Parents/ Carers
• Support the school's Positive Relationship Policy. • Work in partnership with the school to encourage their child to follow the school charter. • Support their child to display the school values – Kindness, Respect, Nurture and Responsibility. • Inform the school of any changes in circumstances which may affect their child's wellbeing or behaviour. • Celebrate their child's successes and achievements in and out of school.
Pupils
• To try their best and promote positive relationships through our school values. • To follow class and school charters. • Are kind and caring to all staff and pupils in the school. • Listen to each other and value other's opinions and feelings. • To respect the rights of others.

4. Our School Charter

Our school charter is a visual document that establishes our agreed set of rights based principles upon which relationships are based and provides a language for shared values. Our school charter supports a positive learning environment in the classroom, playground and across the whole school community.

Everyone at Stornoway Primary has a right…	**Children** respect these rights by…	**Adults** respect these rights by…

To survive, develop and learn in the best possible way. **(Articles 6, 28)** 	Having positive relationships with all staff and working as well as we can to care and help each other. 	Providing a safe and nurturing learning environment where pupils are supported and challenged and where learning is fun.
To fully develop their personalities, talents and abilities. To be taught to understand their own rights, and to respect other people's rights, cultures and differences. **(Articles 29, 42)**	Being kind and encouraging each other. By learning and celebrating other cultures and making sure that everyone is included. 	Delivering engaging and personalised experiences and allowing pupils to lead learning. Making all children aware of their rights, respecting and celebrating diversity and differences.
To be Healthy **(Article 24)**	Making healthy life choices and staying active. 	Offering a variety of learning opportunities which promote healthy and active lifestyle choices. Equipping pupils with skills to deal with difficult or challenging situations.

To share their ideas, feelings and their learning with other people. **(Articles 12, 13)**	Respectfully listening to each other and being positive about other people's ideas. Always considering each other's feelings. 	Listening to and taking children's views seriously. Encouraging children to discuss, reflect and develop deeper thinking. 

5. The Nurture Approach

The nurture approach is promoted as a whole school approach to supporting behaviour, wellbeing, attainment and achievement. A strong focus is placed on building quality relationships, based on trust and respect, with children, parents/carers and staff. It recognises that children learn more effectively from reliable and consistent adults who are in tune with their feelings, sensitive to their needs and interested in their achievements. The nurture approach uses the following six principles to guide practice:

1. Children's learning is understood developmentally
2. The environment offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. Transitions are important in children's lives

Key Features of the Nurturing Approach at Stornoway Primary School:

- We have safe, secure, flexible and caring environments where positive relationships are present.
- All staff recognise that adverse childhood experiences can have a significant impact on brain development and outcomes in life.
- All staff understand trauma, the impact of trauma on children and how to recognise the signs of trauma.

- All staff know how to respond to trauma and have developed trauma informed approaches in their practice.
- Assessment and planning that has a focus on what has happened to an individual rather than what is wrong with an individual.
- All staff are encouraged to examine the behaviour that is being displayed and reflect on what that behaviour is telling us.
- Universal and whole school support interventions are in place to support the wellbeing and of all children.
- Pupils are taught how to recognise their own thoughts, feelings and behaviours, allowing them to monitor and manage their own emotions and mental health, using approaches from The Zones of Regulation (See Appendix One) and The Decider Skills (See Appendix Two).
- Opportunities are provided to promote self-regulation so that pupils can regulate their thoughts, feelings and behaviours in accordance with the demands of a situation.
- Emotional resilience is supported through the use of the Health and Wellbeing programme called Bounce Back.
- Pupils enter into a 'Soft Start' in their classroom every day to help them get ready for learning and allow an emotional check in to take place.
- Clear boundaries are set in a way that demonstrates respect for the individual whilst maintaining expectations. Predictable and consistent routines are in place.
- Transitions are managed carefully and sensitively, and children are prepared for changes.

A Nurture Classroom has been established to meet the identified needs for specific pupils. Pupils will engage in experiences to develop preventative and responsive strategies to support self-regulation in a safe, nurturing environment.

Staff are committed to engaging in ongoing training to develop our understanding of Adverse Childhood Experiences and Trauma to ensure we are responding appropriately to the needs of all our children.

6 The Restorative Approach

All staff are encouraged to use the restorative approach to respond to behaviour in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself.

What is the restorative approach?

The restorative approach is built on values which separate the person from the behaviour. It promotes accountability and seeks to repair any harm caused in a situation. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

Key principles of Restorative Approaches

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Being actively involved in decisions about themselves
- Create opportunities for reflective change
- Responsive to individual need

Restorative approaches can:

- Help develop a whole school positive ethos of mutual respect and appreciation
- Manage the varied expectations of behaviour standards which exist among school staff
- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships
- Creates the belief in people's ability to solve their own problems
- Support any necessary sanctions by processes of learning or reconciliation

How can restorative approaches be used?

Restorative approaches can be used as preventative to promote relationships within the whole school community or as responsive repairing relationships when difficulties arise.

Restorative Conversations

A restorative approach will include having a 'restorative conversation' (See Appendix Three). During these conversations, staff will use restorative language and questions to allow children and to understand the impact of their behaviours and to find restorative responses to harmful actions.

- What happened? (story)
- What were your thoughts at the time?
- Who has been affected by what happened? (impact/ harm)
- How have they been affected?
- What do you need to happen now?

How to speak in a restorative and relational way:

- showing empathy and being attuned to the other person
- being as neutral as possible
- using non-judgemental language
- using solution-orientated language if problem solving is needed

7 Anti-Bullying

Our Anti-Bullying Policy recognises the importance of respectful relationships in and across our school community. Some class teachers and pupils are trained as Anti-Bullying Ambassadors from The Diana Award. We have an anti-bullying policy which is currently being updated in consultation with pupils, parents/ carers and staff. Any concerns regarding bullying behaviour or relationships should be reported to the Senior Management Team through the school office. Staff will record incidents in Pastoral Notes on SEEMiS and this will be regularly monitored to ensure all pupils are effectively supported.

8 Celebrating Success and Recognising Positive Behaviour

At Stornoway Primary School we celebrate success and recognise positive behaviours in a variety of different ways. Pupils are congratulated and praised for their efforts. Achievements are celebrated and shared through our Achievement Walls, Assemblies, Seesaw, Twitter, Weekly Newsletter and our local Events Newspaper. Opportunities for wider achievement are planned for all pupils.

House Points – Pupils are awarded merit points and the winning house receives a reward at the end of each term.

Star of the Week – A pupil is selected every week from each class to receive a certificate.

Shooting Star Award – A pupil is selected every term from each class to receive a certificate at our termly Celebration Assemblies.

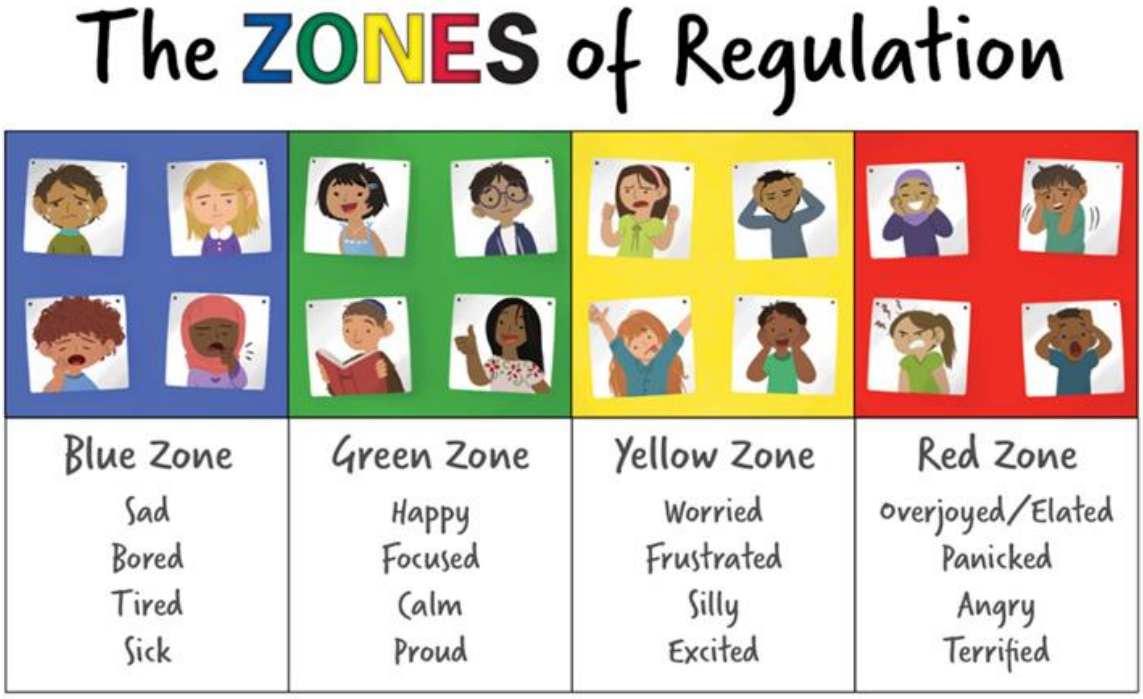
Gaisgeach na Gàidhlig – A pupil is selected every term from each class who has been making a noticeable effort to speak Gàidhlig.

Headteacher Award – One pupil is selected from the whole school every term in recognition of a special achievement.

'Fun 31' – All pupils will participate in 31 minutes to recognise their right to play and relax (Article 31).

Appendix One – Zones of Regulation

The Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel are categorised into four coloured zones. It provides an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured zones. Once children understand their feelings and zones, they can learn to use tools and strategies to manage their different feelings.



Appendix Two – Decider Skills

The Decider Skills are Cognitive Behavioural Therapy skills that teach children to recognise their own thoughts, feelings and behaviours, allowing them to monitor and manage their own emotions and mental health.

The skills are designed to support children to manage distress, regulate emotions, increase mindfulness and promote effective communication.

The Decider Skills are fun, easy to use and can be used in school, at home and in life. Children are taught how to use The Decider Skills and are encouraged to apply these skills to real life situations.

The twelve Decider Skills are:

- STOPP
- IT WILL PASS
- RIGHT NOW 5,4,3,2,1
- NAME THE EMOTION
- OPPOSITE ACTION
- FACT OR OPINION
- SELF CARE
- VALUES
- LISTEN
- RESPECT
- CRYSTAL CLEAR
- REFLECT

Appendix Three –Restorative Conversations

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UNCRC Article 12
I have the right to be listened to and taken seriously.

What happened?

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What were you thinking at the time?

How were you feeling before it happened?

Did you follow our school values?
Kindness
Respect
Nurture
Responsibility

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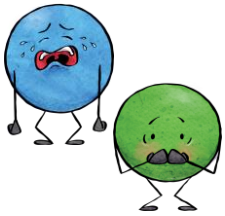
Who has been affected by what happened?



How have they been affected?

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How do you feel now?

- Sad
- Tired
- Sick
- Bored
- Lonely/left out
- Disappointed

- Happy
- Calm
- Focussed
- Ready to learn

- Angry
- Mad
- Scared
- Annoyed
- Not in Control

- Frustrated
- Scared
- Embarrassed
- Nervous
- Silly

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What could you do to make it better?

What could you do differently next time?

How can we help?

UNCRC Article 19
Every child has the right to be safe.

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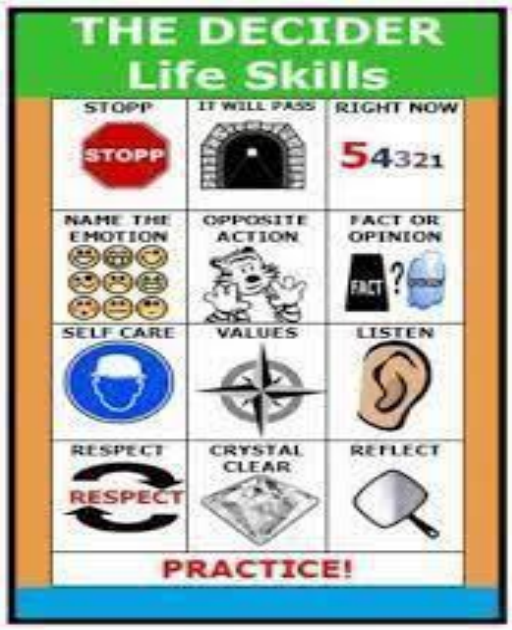

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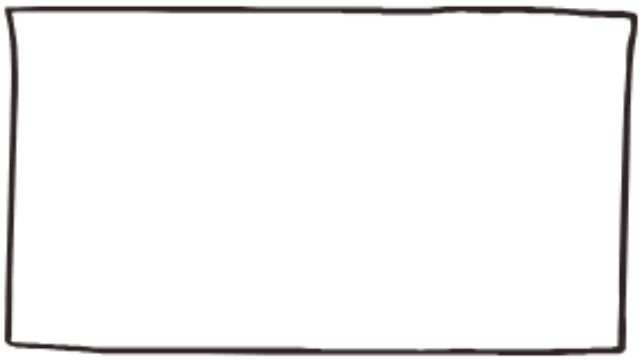
Restorative Conversation

What happened?



UNCRC Article 12
I have the right to be listened to and taken seriously.

How were you feeling?

Who has been affected by what happened?

What can I do to make it better?

UNCRC Article 19
Every child has the right to be safe.

Restorative Conversation

What happened?

How were you feeling at the time?

Did you follow our school values?

Kindness

Respect

Nurture

Responsibility

Who has been affected by what happened?

What can you do to make it better?

What could you do differently the next time?

How can we help?

UNCRC Article 12- I have the right to be listened to and taken seriously.