**St. Andrew’s RC Primary School**

**Positive Relationships Policy**

**September 2021**

**Rationale**

Recognising individual achievement and attainment is at the core of Curriculum for Excellence. A consistent whole school approach to recognising and rewarding individual achievements sets high and consistent expectations for every learner in the school. Where everybody is expected to work hard and achieve their best, a ‘can do’ approach to learning can be fostered and children can be included in measuring their success.

The pupils, parents and staff at St. Andrew’s have worked hard to develop a safe, nurturing and positive ethos throughout the school. We have the reputation of creating a welcoming environment that all members of our community work hard to sustain. At St. Andrew’s the expectation is that all children work hard and build positive relationships with staff and pupils. Rewarding progress in learning goes hand in hand with rewarding positive relationships and going ‘over and above’ the expectation. Through the use of restorative conversations, consistent approaches and developing positive relationships we are able to create a positive learning environment for each pupil.

**Positive Relationships Strategy**

A number of strategies are in place to support the school’s vision, values and aims, across all classes, to ensure consistency of expectations and create a positive learning environment.

**Class Charter**

-         At the beginning of each school year each class teacher works with their class to develop and establish a Class Charter.

-        The aim of the Class Charter is to create a positive learning environment.

-          The Class Charter is linked to the United Nations Convention of the Rights of the Child.

-         It is agreed that the Class Charter is short and easy to remember, whilst allowing scope to cover a breadth of areas. The terms ‘Ready, Respectful and Safe’ are used when possible, allowing children to discuss what it means to be ready, respectful and safe in school and how this links to them being ready to learn.

-          The Class Charter is signed by every member of the class and is displayed in the classroom for the whole year.

-          All staff remain consistent in their approach and class/school expectations are discussed regularly and are made clear. Consistent reference to the class charter helps support this.

**Whole School Rewards and Positive Recognition**

Within St. Andrew’s, there are many opportunities for children to be celebrated both in their learning and in making positive personal choices.

Weekly Golden Toast Award

-          Every class in the school has a Golden Toast chart.

-         Each class starts every week with an empty chart.- with pockets ready to collect green  reward cards.

-          The aim is for children to work together to collect as many Green cards as they can – children receive a Green card for going over and above the expectations of their class contract. Children are able to earn more than one Green card per day.

-         At the end of the school day on a Thursday, the teacher should count the amount of cards the class has collected over the week. Class teachers make SLT aware of how many green cards the class has earned.

-          The class with the most green cards for the week earn ‘Golden Toast’ on Friday morning.  This is prepared by a learning assistant and can be at a time of the teacher’s choosing.

 ‘Stop and Think’ Cards

-        Where children are finding it challenging to make positive choices, time is given to stop and think about their choices, as well as allowing them time to regulate their emotions etc.

-         ‘Stop and Think’ cards are offered to children who find themselves in this situation: each class has a designated area where children can go to have time to reflect on how they are feeling and the choices they are making.

-         Children may recognise that they need Stop and Think time and can ask for a card. Staff are able to recognise when a child may need time to stop and think and will offer this to the child before the situation escalates.

-         Children are given ample time to stop and think, and are welcomed back to the task when they are ready.

Daily Choosing Time

As a reward for making good choices and continuing to build positive relationships, children are awarded 10 minutes of choosing time at the end of each day.

-         All children begin the day with their 10 minutes of choosing time.

-         Children are supported to make positive choices throughout the day.  Where positive choices are consistently made, children maintain their full choosing time each day.

- Children who are finding it challenging to make positive choices are supported using the ‘Stop and Think’ approach described above. Where children continue to make choices that are not positive, they may lose some/all of their choosing time. This would be a final consequence, of which the child would be aware of in advance.

-        During the lost Choosing Time, the teacher will talk with the child to revisit what happened, and ensure that the child understands the consequence of their actions and discuss how more positive choices can be made going forward.

-        Every day is considered a fresh start.  Choosing Time is only lost on the same day as the incident, i.e. a child will not lose Choosing Time on a Tuesday if the event happened on the Monday.

-         In the event of a more serious incident, this will be dealt with by the Senior Leadership team (please see note below).

House Points

 Every child in the school is allocated a School House (St. Peter’s or St. Paul’s).  Pupils in P7 are elected as house captains for each house.

 The school values reinforce good manners and the school ethos to treat others fairly, with respect and as you would like to be treated. House Points are awarded for demonstrating the school values of:

1.   Respect

2.   Kindness

3.   Thoughtful

4.   Understanding

5.   Grateful

6.   Honest

7.   Resilience

-          House points are used to support good class organisation and management of resources (i.e. tidiest tables, letters returned, resources in the correct place etc.).

-         A visual record of House Points is kept in each class and collated each week by the house captains and announced at Assembly.

-         House Points are given out in multiples of 5 for ease of tallying and counting (i.e. 1 tick = 5 house points).

Classroom Reward and Celebration Strategies for Positive Choices

There is recognition that each class is different, and that certain positive reward strategies that work for some classes may not work for others.

-          It is at each class teacher’s discretion which positive reward and celebration strategies they use in class to celebrate those individuals who are going over and above class expectations..

-          Ways of celebrating individual choices may be:

1.       Utilising the House Points System

2.       Table Points

3.       Star of the Day

4.       Sticker charts etc.

5.       The Recognition Wall

-         Teachers choose a strategy that works in their classroom and fits in well with the whole school approach.

**Positive Relationships in the Playground**

At St. Andrew’s we are passionate about continuing to build positive relationships in the school playground.   Children are expected to show the same manners and choices in the playground as they do in the classroom.

-         As in the classroom, if making low level choices children are offered a ‘Stop and Think’ card by a member of staff and given some time to reflect until ready to join back in safely and respectfully.

-        Supervising staff members help to support and manage the children’s choices in the playground so that this does not take up valuable learning time (playground staff always ensure that they pass on what has happened in the playground so that teaching staff are aware of it, highlighting that it has been dealt with).

-          For more serious playground incidents the same protocols will be followed to involve SLT (please see ‘*The Role of the Senior Leadership team in Positive Relationships*’ below).

**Supporting Positive Relationships - Consequences and the Use of Restorative Conversations - The TEAR Structure**

-          All staff remain consistent in their approach and ensure that class/school expectations are discussed regularly and are clear. Consistent reference to the class charter helps support this.

-          When incidents arise where children are consistently making low level negative choices, including after ‘Stop and Think’ opportunities, there is a natural consequence for this.

-          Making negative choices consistently will result in children losing part of or their full daily choosing time.

-          The amount of time lost reflects the severity of the choice made (eg: consistently speaking over another child or adult may not warrant the same time loss as refusal to complete work etc.). The amount of time lost is proportionate and at the teacher’s discretion.

-          If a child is making a choice which is deemed more significant (eg:. swearing, verbal/physical aggression towards staff/pupils, throwing furniture, fighting, being confrontational etc.) then the consequence of this choice is managed differently – please see ‘*Role of the Senior Leadership team in Positive Relationships*’for more information on this.

-         During the lost Choosing Time, the teacher will engage in a restorative conversation with the child to revisit what happened, and ensure that the child understands the consequence of their actions and can discuss how more positive choices can be made going forward.

-          Restorative conversations allow the teacher to demonstrate empathy, teach children how to resolve conflict, and most importantly, allow students to have a voice. It's an opportunity for both the teacher and student to express their feelings about what's going on in the classroom while setting high expectations. The use of restorative conversations can be paramount in allowing the child to see the impact of their choices. A tool used to structure the restorative conversation is by using the TEAR (Think, Emotion, Action, and Result) Structure.

-          The TEAR Structure allows the staff member to discuss the situation with the child, allowing them to reflect on the impact that their choice has had. The adult begins the discussion by asking what the child was thinking (T) and what emotion (E) they had that then led to them carrying out the action (A), giving the current result (R). The adult then supports the child in discussing what else they could have thought, what emotion could they then have had, what action would they have taken and what would the result have been.

-          Restorative conversations and the use of the TEAR structure can be used at any point during the day, and is not only used for when children have lost part/all of their choosing time.

-          As a way of managing expectations and continuing to build positive relationships, there may be occasions when teachers make phone calls to parents. This can be to discuss the events of the day and to further discuss ways of supporting the child at school. In order to maintain positive and strong relationships with parents/carers phone calls home are timely and succinct. All phone calls home are logged and noted on the school meeting forms.

**The Role of the Senior Leadership team in Positive Relationships**

-          The role of the Senior Leadership Team is to support staff and pupils to maintain the positive ethos and atmosphere throughout the school.

-          At times teachers may require further support when a child is having their ‘stop and think’ time – SLT are available to speak with the child and support them to be ready to learn and begin to make more positive choices.

-          On the rare occasion that a child is making choices that puts themselves or others at risk, senior management will be notified to support in the first instance.

-       If a child is making a choice which is deemed more significant (eg: swearing, verbal/physical aggression towards staff/pupils, throwing furniture, fighting, being confrontational etc.) then the consequence of this choice is managed differently.

-          SLT are made aware of the incident immediately. Depending on the nature of the incident the child may be removed from class for a period of time and will spend that time completing work with a member of SLT. SLT will contact parents/carers to make them aware of what has happened and to discuss next steps.

**Children with additional support needs/additional behavioural needs**

 In order to get it right for every child, we at St. Andrew’s recognise that some pupils may require further support to follow the positive relationship strategy.  Individual strategies are put in place where this is the case. These strategies better match the needs of the pupil, allowing them to be included, safe and supported at school whilst maintaining the same level of high expectation.

-          Individual strategies are only put in place after discussion with the SLT, SFL teacher and parents. This can happen through phone calls, formal or informal meetings etc.

-          In some cases, a child may require to have a Personal Handling Plan. A PHP is created and implemented following a Child Planning Meeting involving parents/carers, SLT, the class teacher and SFL teacher.  The plan is agreed and signed by all parties and is reviewed on a regular basis.  (Fuller guidance on the use of Personal Handling Plans can be found in the PHP supporting Document)

The Team Teach Approach

Team Teach is an approach which provides strategies to de-escalate potentially challenging situations and manage distressed behaviours and conflicts safely and respectfully. Where a small number of learners require physical support this is done within the agreement of the PHP and only by fully trained Team Teach members of staff. It is the responsibility of SLT to ensure that relevant members of staff are fully trained and that this is kept up to date.