



Harrysmuir Primary School

Positive Relationship Policy

Draft – November 2024

Rationale

At Harrymuir Primary School we strive to promote high standards of behaviour by ensuring that positive relationships are at the heart of all that we do in our school. Our Health and wellbeing curriculum continues to adapt to the needs of our pupils and school community. We strive to ensure that all members of our school community are involved in shaping our curriculum. We are committed to building and maintaining an ethos which is positive and supportive for all and where everyone feels valued and respected as equal members of our brilliant school community.

Our policy was originally created from discussion with all members of our school community through our Values Day (January 2025), Staff Meetings (November 2024) and Pupil Focus Groups (November 2024). We continue to consult with all stakeholders around our policy as it is at the heart of our school community and is fundamental to the calm, nurturing and supportive ethos we have created and continue to maintain in our school.

Every member of our school community should:



Be greeted with a warm welcome, smile and given an opportunity to share their feelings.

Have a chance to learn and be inspired.

Have someone to notice if something is wrong and know where to get help if they need it – staff are deliberately bothered about all our children and their wellbeing

Have someone to listen and believe in their dreams – this is where the magic happens

Aims



- To work alongside our parents, carers and local community in active partnership to develop and maintain positive relationships where all members trust, **respect** and **kindness** towards each other.
- To value all children as unique individuals
- To encourage children to develop self-discipline so that they learn to set their own goals and targets, fostering **ambition**
- To lead children towards being responsible and accountable for their actions and to support them to take responsibility in making the right choices
- To build a culture where all members of our community feel valued and respected, raising self-esteem, confidence and resilience with the creation of opportunities for recognising personal achievement in all areas.
- To help children manage their emotions by teaching them strategies that will have a positive impact on learning and social situations in a **kind** and **safe** environment.
- To be clear, consistent, firm and fair in promoting good standards of behaviour, built on positive relationships where we **respect** each other at all times
- To reflect Scottish Government Guidelines such as Getting it Right for Every Child (GIRFEC) by working with Outside Agencies such as Educational Psychologist; Outreach Services and Children and Young People Team to support specific needs of children.

All staff, pupils, parents, carers and members of our local community should feel **respected** and that they are treated with **kindness** to develop **ambitious** and **responsible** learners for now and in the future.

Responsibilities



All School Staff will:-

- Continue to acknowledge and celebrate all achievements through assemblies, points systems, raffle tickets and certificates for achievements.
- Encourage the wearing of school uniform to foster a sense of pride, unity and belonging to the school.
- Have a shared responsibility for the maintenance of positive relationships throughout the school.
- Treat children with sensitivity, respect and understanding and model how children should treat each other.
- Recognise that some children require additional support with behaviour management through formal/informal behaviour support plans and formal Individual Education Plans developed in partnership with parents/carers and other relevant agencies.
- Establish good classroom organisation and routines which will encourage positive behaviour.
- Demonstrate and celebrate our school values at every opportunity, through positive reinforcement.



Pupils will:-

- Work hard to achieve their learning and behaviour targets (through IEP's and Child Planning Meetings).
- Be involved in the creation of Class and Playground Charters and reward systems at class and whole school level.
- Understand their rights and behave in a way that respects the rights of others.
- Be involved in restorative conversations to allow them to have their voice heard and help them reflect on their behaviour, taking responsibility for their actions and developing an understanding of how to deal with emotions differently.
- Have their successes celebrated and feel that their hard work and positive relationships are recognised.
- Do their best to demonstrate and uphold the school values at every opportunity.

Parents/Carers will:-

- Read and discuss class charters, our school positive relationship policy and school values with their child.
- Encourage appropriate behaviour both in school and in the community which reflect our school values.

- Work in partnership with the school and other agencies as appropriate, to address and resolve any difficulties which may arise.
- Demonstrate and celebrate our school values at every opportunity.
- Speak to a member of the Senior Leadership Team if there is anything happening at home which may impact on their child at school and require support.
- Ensure our children are in school every day and ready to learn.



How do we support and maintain positive relationships in Harrysmuir?

- All members of the school community greet each other with enthusiasm to show that we are all valued and respected
- Senior Leadership Time spent with parents/carers at the start at end of the day (Tea and Chat sessions, drop in, time in the playground)
- Regular family learning opportunities
- Verbal praise for effort and achievement
- Respect Raffle
- Exciting class incentives built on praise and reward for following class charters (do we have these in place in every class??)
- Positive, constructive comments recorded in jotters and other work
- Visit to Senior Leadership Team for recognition (stickers/certificates etc.)
- Stickers, positive notes and certificates home
- Friday Fives – all pupils throughout the course of the year will have the opportunity to share and discuss learning highlights with members of the SLT
- Points for individuals, groups and whole class, bespoke to each class
- Points given for excellent behaviour, effort and upholding our school values
- Assemblies, Star awards, Raffle Tickets
- Celebration of success at whole school assemblies
- Class assemblies
- Community Events
- Open communication with parents/carers (playground, beginning and end of day, 'phone calls)
- Talking Newsletter sent home to parents/carers each week



Strategy to support Positive Relationships in our school

What happens if our school values are not being followed in our classrooms and in the playground?

How do we ensure we all feel safe and respected in Harrysmuir?

1. **REDIRECTION** – Gentle encouragement, kindness, a nod in the right direction, eye level or lower, non-threatening
2. **REMINDER** – Safety, Respect, Kindness – in private, where possible. Short instruction with minimal language.
3. **CAUTION** - A verbal warning will be delivered, identifying the behaviour observed, value it goes against and clearly outlining consequences. Short instruction with minimal language.
4. **TIME OUT (5/10 minutes)** - Time out will be given in an appropriate space with Pupil Support Worker in the area or into a neighbouring classroom space, if appropriate. Personal Response Plan followed, if appropriate. Pupil returns to class if ready to be respectful and safe.
5. **ON CALL SLT** – If after 10 minutes, pupil is not in a position to be respectful and safe, radio member of SLT on call for support.
5. **RESTORATIVE CONVERSATION**- A restorative conversation will take place break or lunch time with member of SLT. Followed up at home with conversation being sent home.
6. **CHRONOLOGY** – SLT log any restorative conversations on pastoral notes to be able identify any patterns or triggers emerging for pupil
7. **MULTIPLE RESTORATIVE CONVERSATIONS IN A WEEK** – Meeting with parents/carers scheduled to identify any support needed and next steps if two restorative conversations are held in a week.

If restorative conversations are not supporting your child to follow our school values, we have other things we can work on together to support your child:

- Daily behaviour chart for an agreed period
- Involve parents in a home/school behaviour programme e.g. communications jotter;
- Positive Behaviour Support Plan discussed with all members of the team around the child
- Discussion/referral with outside agencies, e.g Inclusion and Support Team,
- IEP /Assessment of Wellbeing/CPM initiated

For serious incidents we may bypass some or all of the previous steps and implement Formal Disciplinary procedures guided by West Lothian Council policy.

Formal Disciplinary Procedures:- *(To be guided by WLC policy)*

- Short Term Exclusion;
- Long Term Exclusion

Bullying

Our Values of respect and kindness ensure that incidents of bullying are kept to a minimum.

At Harrymuir Primary, if any child alleges that they have been bullied, we take a number of steps to ensure that this allegation is taken seriously. Any allegation of bullying is investigated fully. Any founded bullying claims are logged on SEEMIS and communication with our parents/carers are key to ensuring that there is positive way forward and that children are supported through the process.