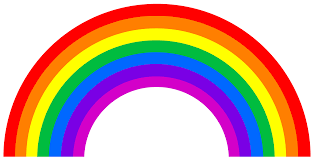
**Machanhill Primary**

**and Nursery**

**Be The Best You Can Be**

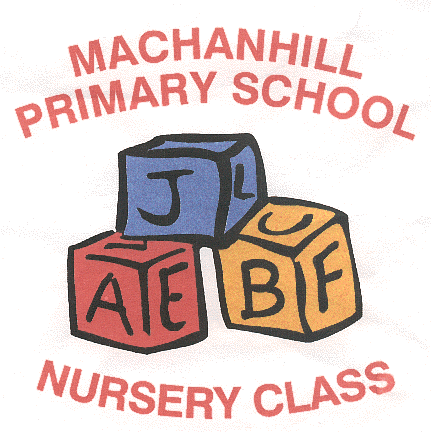
**@ Machanhill**



Positive Relationships

Policy





Rationale

At Machanhill Primary School and Nursery, we strive to promote high standards of behaviour, ensuring that positive relationships are established and maintained with all members of our school community. We are committed to building and maintaining an ethos that is positive, supportive and inclusive for all and where everyone feels valued and respected as equal members of our school community.

Our Relationship Policy has a strong focus on positive behaviour and intrinsic motivation with a Restorative Approach.

Our core values of **Happiness, Achievement, Respect and Knowledge**underpin all that we do at Machanhill.

Our Relationships Policy was created after collecting ideas and feedback from pupils, parents and staff.

Aims

* To work alongside our parents, carers and the local community in an active partnership to develop and maintain positive relationships where all members trust, respect and support each other.
* To value all pupils as unique individuals, where all members feel included and supported.
* To encourage pupils to develop the self-discipline to learn to set goals and targets, challenging themselves to have high expectations for their attainment and achievements. And to be the best they can be.
* To lead pupils towards being responsible, resilient and accountable for their actions and support them to make the right choices.
* To build a culture where all community members feel valued, raising self-esteem, confidence and resilience.
* To help pupils manage their emotions by teaching them strategies that will positively impact learning and social situations in a nurturing and safe environment.
* To be clear, consistent, firm and fair in promoting good standards of behaviour, built on positive relationships where we respect and value each other.
* All pupils, parents, staff and members of the local community should feel safe, valued, nurtured, supported, respected and included.

Responsibilities

**All pupils will –**

Do their best to demonstrate and uphold the school values and rules at every opportunity.

* Keep hands, feet and unkind words to yourself.
* Look after your own and other people’s property.
* Listen to and follow instructions.
* Be the best you can be.

Understand their rights and behave in a way that respects the rights of others.

Be involved in the creating of their Class Charters and reward systems within the class.

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.

**Parents/Carers will-**

Read and discuss our school relationships policy and school values with their child.

Encourage appropriate behaviour in school, the local community and on social media which reflects our school values.

Work in partnership with the school and other agencies as appropriate to address and resolve any difficulties which may arise.

Speak to the class teacher or a member of the senior leadership team if anything is happening at home that may impact their child at school and that may require support.

**Staff will-**

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 respect and understanding and model how children should treat others.

Demonstrate and celebrate school rules and values at every opportunity.

Establish good classroom organisation and routines which encourages good behaviour.

Recognise that some children require additional support with behaviour management through formal/informal support plans developed with parents/carers and other relevant agencies.

Continue to acknowledge and celebrate achievements through assemblies, points systems and certificates.

**Getting It Right for Every Child**

While these responsibilities are designed for supporting children, each child is an individual. So, each situation will be dealt with in a manner appropriate to the needs of that child.

More information can be found at :- <https://www.gov.scot/policies/girfec/>

**How do we support and maintain positive relationships in Machanhill Primary School and Nursery?**

* All school community members greet each other with enthusiasm to show that we are all valued and respected.
* Non-verbal/verbal praise for effort and achievement.
* Positive, constructive comments recorded in a jotter and other work.
* Stickers, positive notes and certificates taken home.
* Individual, class and house points.
* Reward time – “Fun 31” (This is awarded when pupils, as a class, work together to gain a specific number of points each week as decided by the class.)
* Celebration of success at whole school assemblies.
* Family showcases to celebrate learning and achievements.
* Actively promote and develop relationships through the six principles of Nurture.

1.       Children's learning is understood developmentally.

2.       The classroom offers a safe base.

3.       The importance of nurture for the development of wellbeing.

4.       Language is a vital means of communication.

5.       All behaviour is communication.

6.       The importance of transition in children's lives.

* Clear expectations and established routines.
* Displaying work on the wall.
* Termly reporting (Parents Night, phone calls, report cards, Snapshot jotters, nursery learning journals).
* Sharing success and achievements on Twitter, the website and the school app.
* Monthly newsletters.

**School Points System**

Every class within the school will:

* Establish a class charter using the school rules and values and rights of the child.
* Regularly refer to school rules and have high expectation that these are followed.
* Follow our rules in the community to keep everyone safe.
* Celebrate achievement, personal goals and targets.
* Use school reward system to promote a positive attitude towards school and learning.

**Fun 31**

* Every class has a rewards chart.
* Children will be encouraged to earn individual points based on their personal achievements and goals across the week. E.g. completing work, displaying school values, following school rules.
* As a class the children will be encouraged to progress up levels to earn ‘Fun 31.’ This will be a free play learning opportunity for all children e.g. ICT, Mindfulness Colouring, Lego, K’Nex, Board Games etc. This is based on the UNCRC Article 31.
* Children will work to gain levels from Monday to Friday, celebrating the achievement on a Friday afternoon if everyone in the class has achieved the necessary level.
* If the whole class don’t reach the top level, individual children who have, will still receive recognition.

**Strategies to support Positive Relationships in our school.**

**What happens if our school values are not being followed?**

To protect the rights of our pupils, we believe it is essential to build clear steps for addressing behaviour issues. At Machanhill Primary and Nursery, we believe that all behaviour is communication, therefore, a restorative conversation will help pupils and staff to have a deeper understanding of negative behaviour. A restorative approach also gives pupils more responsibility for their actions and encourages pupils to think about what they can do to resolve the situation to prevent it from happening again.

**Restorative Questions**

What happened?

What were you thinking/feeling at that time?

How did this make other people feel?

Who has been affected and how?

What should we do to put things right?

If this happens again, how could you do things differently?

**Strategies**

**Step 1**

A verbal warning “I need you to ….”

**Step 2**

A final warning “I need you to …… or you will ….”

**Step 3**

Time off from playtime/lunchtime will be used to reflect upon behaviour. The pupil will complete a written restorative activity or have a restorative conversation with a member of SLT. Parents/Carers will receive a reflection slip stating the reason for reflection. The time of reflection will vary depending on the age of the pupil and the type of incident. (Primary only)

Time out from an activity followed by a restorative conversation. (Nursery)

If the reflection slip is not returned to school or signed by a parent/carer, the class teacher will call to discuss the issue further.

Any violent behaviour where pupil(s) are made to feel unsafe or physically harmed will result in spending time with a staff member during break or lunchtime on that day where restorative conversation will occur. Parents/Carers will receive a reflection slip or a phone call stating the reason for reflection. If this behaviour continues then a phone call or meeting will be organised to discuss this further.

If your child receives reflection time, please understand that the incident will have been investigated and the management team will have been made aware.

**Additional Strategies**

Conversation with teacher or SLT.

Moving pupil away from their group within the class.

‘Time out.’

Restorative measures such as writing an apology or a restorative conversation with their peer group.

Loss of privileges, for example no access to MUGA or trim trail.

Meeting with parents/carer.

Daily/weekly phone calls to parents/carers.

Communication book.

For repeated or unresolved difficulties, the school Senior Leadership Team will be involved, and some or all of the following strategies will be used to support the pupil:-

* A meeting with parents/carers to discuss the child’s behaviour.
* A daily communication books.
* Removal from class to a supervised area with a member of staff or leadership team.
* Discussion with outside agencies.
* Removal from class for a period of time.
* Behaviour Support Plan put in place.

For serious incidents, we may bypass some of the previous steps and implement Formal Disciplinary procedures guided by the South Lanarkshire Council Exclusion policy.

**Formal Disciplinary Procedures**

Short Term Exclusion.

Long Term Exclusion.

Any incidents that happen out with school hours should be dealt with by parents/carers. If the incident has an impact on the pupils’ school experience, then a member of the Senior Leader Team should be notified. Any serious incidents should be dealt with by the police.

**Bullying**

**What is bullying?**

To tackle bullying we need a clear definition of what it is. The definition used for the purposes of this policy is:

***Persistent, intentional behaviour*** *which causes stress to a person emotionally, physically or mentally, where a person is made to feel insecure, threatened or inadequate.*

Bullying occurs in many contexts and can take the form of:

* Physical or verbal abuse.
* Name calling.
* Facial expression, words or actions which intimidate, harass, isolate, threaten, lower self-esteem or lead to feelings of insecurity.
* Inappropriate use of mobile phone, social networking sites and instant messaging.

**Developing a Positive Ethos**

At Machanhill Primary and Nursery School we believe that by working with pupils, parents and staff to build a strong school community with shared values we can minimise the occurrence of bullying.

**Handling Bullying Incidents**

We recognise that despite our best efforts to promote positive behaviour, incidents of bullying may occur. Fundamental to our policy on bullying are the following principles:

All bullying is unacceptable, regardless of any excuses that are given to justify it.

Every incident of reported bullying will be investigated thoroughly.

It is the shared responsibility of every member of staff, parent and pupil to eliminate bullying at Machanhill Primary School.

School Staff will:

* Take immediate action.
* Establish the facts of an incident - is it bullying?
* Report all incidents of bullying or suspected bullying to the management team.
* Record and report all cases of racial, disability or gender harassment in line with SLC procedures.

The Head Teacher and DHTs will:

* Fully investigate and speak to all parties.
* Maintain appropriate records using SEEMIS and Pastoral Notes.
* Involve parents at an early stage.
* Be sensitive to the feelings and fears or everyone involved.
* Work with all concerned to find solutions, restore self-esteem and try to prevent further incidents.
* Enlist the help of specialist staff where necessary.
* Monitor pupils involved to determine that the situation is resolved.
* Feedback to parents.
* Take appropriate action in all cases of racial, disability or gender harassment in line with SLC procedures.

We would like parents to:

* Stress the importance of socially accepted behaviour.
* Actively support our Behaviour Policy by discussing this with your child.
* Be open-minded and establish the facts of an incident. Is it bullying or falling out? Are there two sides to the story?
* Notify the school as soon as possible about bullying incidents. Don’t wait for things to resolve themselves. We are here to help!
* Work in partnership with us to resolve the situation. We want every pupil to feel safe and secure.
* Encourage your child to tell someone about the bullying incidents. The sooner we know about a situation, the sooner we can investigate and support a resolution.
* Monitor your child’s use of social media and text messages.

We would like children to:

* Tell a member of staff, parent, mediator or friend if they feel they are being bullied.
* If you see someone being bullied tell an adult as soon as you can.
* Remember that bullying can be resolved! If everyone works together, it will stop.
* Appropriate action will be taken depending on the situation.

**Changing behaviours and attitudes**

Research shows clearly that restorative practice and counselling are more effective in dealing with behaviour and bullying than sanctions. Our aim is to determine the cause of the behaviour and to ensure it stops permanently so that everyone can feel safe and secure. We have had great success with this methodology and take pride in the exemplary behaviour of almost all our pupils.

**Recording, monitoring and evaluating**

* All incidents of alleged bullying and bullying will be recorded.
* Such situation will be monitored regularly and check in phone calls will be made over an agreed period of time.
* When feeding back to parents, staff are bound by confidentiality and cannot discuss other children.
* If any racially motivated incidents occur, this is recorded on SEEMIS.
* The SLT will work with parents, staff and representative groups of pupils to monitor the effectiveness of anti-bullying guidelines and revise these as required.

If you feel that an issue is still unresolved you can contact SLC to make a complaint.

<https://www.southlanarkshire.gov.uk/info/200170/comments_complaints_and_consultations/579/comments_compliments_and_complaints_procedure/3>