Longridge Primary School
Positive Relationships Policy

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Our Rationale

At Longridge Primary School we believe that everyone in our school has ***the right to learn, the right to be safe, and should be treated with respect.*** As a Rights Respecting School, we create a safe and inspiring place to learn, where children are respected, their voices are valued, their talents are nurtured and they are able to thrive. Our approach to Children's Rights embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

In West Lothian, the GIRFEC framework, the creative delivery of the Curriculum for Excellence and our approach to building positive relationships ensures that most of our children and young people flourish and achieve success in their learning. At Longridge Primary School, we aim to provide a nurturing and inclusive environment for all children, planning for the diverse needs of our learners. In line with the vision of The National Improvement Framework, our commitment to equity ensures that every pupil, no matter their background, has the same opportunity to succeed.

Parents are children's first educators and play a vital role in promoting positive behaviour and positive relationships by supporting children to grow in self-discipline, in an environment where fairness and love prevail.

All of our staff have the responsibility to be proactive in promoting positive relationships. Positive Relationships are central to everything we do at Longridge Primary School and allows for:

- Teachers to teach and pupils to learn
- Raised self-esteem and pupil confidence
- A positive atmosphere and co-operation between pupils and adults.



Our Vision, Values & Aims

At Longridge Primary School we work together with our children, families and local community to create a calm and positive learning environment where every child is valued, supported and challenged to develop holistically and acquire the four capacities of the Curriculum for Excellence to become a:

- Successful Learner
- Confident Individual
- Effective Contributor
- Responsible Citizen

We have high expectations of all learners, and all staff, enabling an ethos of believing and achieving.

Longridge ELC

In our Early Learning and Childcare setting, we provide a child centred learning environment where play is valued and all achievements are recognised and celebrated. We want our children to feel safe, loved and happy while confidently establishing friendships and developing independence. Our children are respected and included in order to achieve their full potential within our nurturing environment.

Our Vision

It takes many hearts to build a school.

Our Values

- Courage
- Kindness
- Perseverance

Our Aims

- To have equity and well-being at the centre of the curriculum
- To promote an early learning culture through play and active learning
- To promote a growth mind-set, fostering the love of challenges, an understanding of mistakes and an ability to persevere,
- To ensure access to quality resources, opportunities, supports and interventions to ensure every child can reach their potential.
- To develop a generation of global and local community focused resilient and enthusiastic individuals with high aspirations.
- To promote our values across all aspects of school life.

Our School Rules

Our, vision, values and aims are supported by three expectations;

- Be ready
- Be respectful
- Be safe

Our Aims and Objectives

"Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom and the wider learning community." (Building Curriculum for Excellence through Positive Relationships and Behaviour, 2010).

In line with the West Lothian Positive Relationships Policy, our aim is that good relationships are developed within a positive ethos and a climate of mutual respect and trust based on shared values across our learning community. Inclusion, engagement and involvement are the key principles underpinning our work in ensuring this.

The following summarises the values underpinning our approach:

- Mutual respect between children, young people and adults
- High expectations for pupils' learning and achievement
- Inclusion, engagement and involvement of all learners.

Our school culture is fundamental to preventing and mitigating disruptive behaviours, through fostering strong, positive relationships between pupils and staff. Our practice is underpinned by the core principals of classroom culture:

- Consistent, calm behaviour
- First attention to best conduct
- Sustainable routines
- Scripted interventions
- Restorative practice

Celebrating & Recognising Success

At Longridge Primary School, we have a wide variety of opportunities for pupils to share their ongoing success and achievements, examples include:

House Point Awards

The children are awarded house tokens for modelling school values or following school rules. House tokens are counted at the end of each term and winning house teams choose a reward, e.g. extra playtime or a movie afternoon.

Class Thumbs Up Award

Classes are awarded a 'thumbs up' by staff members when **all** children in the class have been observed meeting the school's expectations and going above and beyond. If the class achieve 10 thumbs up, they choose a class reward.

Hot Chocolate Friday with SLT

Two children from each class are nominated by their class teacher, each month, for demonstrating our school values or for following our school rules. These children are awarded a Head Teacher's Award and are invited to have a mug of hot chocolate with the Head Teacher or Principal Teacher.

Wall of Fame

Children are put on out 'Wall of Fame' for personal and wider achievements. Parents are asked to send it details of their child's achievements through a form and these are celebrated at assemblies.

Recognition Board

All classrooms have a recognition board which displays the expected behaviour/expectation for the day/week. At the end of the day, the aim is for every child in the class to have their name on the recognition board for achieving the displayed expectation at some point throughout the day.

Brag Bands, Stickers or Medals

Medals are awarded to children who have been observed going over and above the standard expectations in the school. Children can also choose a sticker or brag band to share this achievement with parents/carers too.

Positive Postcards and Phone Calls Home

A positive postcard or phone call home is a high level of recognition that is shared with parents. Children will be given a postcard or note from their class teacher or SLT detailing their achievements, alternatively, parents will receive a phone call from their child or their child's teacher.

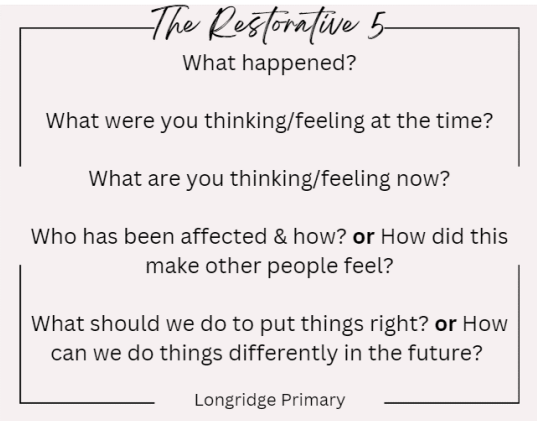


Restorative Practice & Pupil Wellbeing

At Longridge Primary School, all staff adopt a restorative practice approach when dealing with incidents/disputes. The benefit of a restorative approach is that it teaches children how to reflect on their behaviour and encourages them to understand the relationship between what they did and how it impacts others.

The term "restorative approach" is used in education to mean:

- Developing school ethos, policies and procedures that reduce the possibilities of conflict and harm.
- Restoring good relationships when there has been conflict or harm.



What Skills Are Involved?

- Remaining impartial and non-judgemental
- Respecting the perspectives of all involved
- Actively and empathetically listening
- Developing a rapport with all involved
- Empowering participants to come up with solutions rather than suggesting or imposing ideas.
- Creative Questioning
- Compassion
- Patience

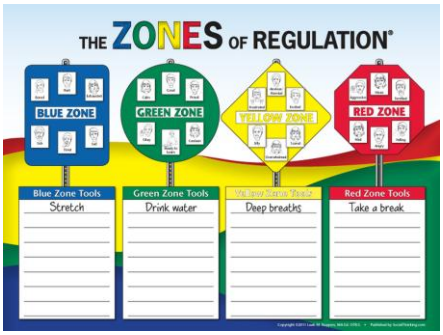
Class Charters

All classes are involved in creating their own class charter at the beginning of each academic session. This is then re-visited when required or at the start of each new term. The UNCRC articles are fundamental to all learning and teaching within the school and underpin everything we do, including our classroom charters. These charters help to support our children to remember our visions, values, school rules and expectations in our school.

Pupil Wellbeing

At Longridge Primary School we understand the impact that pupil wellbeing can have on behaviours. Through the use of 'The Wellbeings' characters, we teach our children about their wellbeing indicators. Pupils self report on these indicators twice termly, which allows staff to plan appropriate wellbeing interventions to meet their

learners' needs. We have a whole school approach to self regulation, using The Zones of Regulation where children have regular opportunities to check in with their Zones and have access to regulation tools. Children are confident when using The Zones of Regulation and can engage with this when they are dysregulated and displaying unacceptable behaviour. We have a One Trusted Adult approach where pupils can request additional wellbeing check-ins and support form an adult they trust. At Longridge Primary we also have a nurture room which can be accessed if children require a time out.



5 Steps to Restoring and Repairing Behaviour

At Longridge Primary School, we have 5 steps to restore and repair behaviour by all staff.

- If a pupil displays distressed behaviour their teacher will give gentle encouragement and they will be reminded of the instruction/expectation.
- Continuing distressed behaviours will result in a verbal warning for the child which will be done in private and the child will be encouraged to make positive choices.
- If the behaviour continues the teacher will use a scripted intervention to help regulate the child.
- If distressed behaviour continues then the child will be asked to have reflection time in an agreed place. This might be a quiet area of the classroom or a short time out of the classroom to calm down and reflect on their behaviour.
- A reflective and restorative conversation will take place between the adult and the child and once the child is regulated everyone involved moved onto a fresh start thus allowing all children to review, reflect and achieve success again.

Consistent Distressed Behaviour or Significant One Off Behaviour

- Pupil will be moved to an agreed place (SLT room, nurture room or quiet space) for 15 minutes to complete work.
- A phone call home will then follow events to inform parents and carers of ongoing issues.
- Individual repair and restore strategies will then be put in place for the child to encourage the child to integrate positively into the classroom including bespoke positive response plans and targets.
- SLT will monitor progress and support discussions with pupil, parents and carers and will liaise with staff.

In incidents beyond those mentioned the policy promoting Policy Relationships in West Lothian Section 7, Managements of Exclusions from School will be accessed and procedures will be followed.

Anti-Bullying Strategy

In consultation with our children, staff, families and school community, Longridge Primary School have reviewed and refreshed our anti-bullying process and procedure (April, 2024). Our anti-bullying group define bullying as:

Behaviour that is consistent and sets out to intentionally cause harm to someone.

A summary of our strategy is below and is further detailed within the main Anti-Bullying Strategy.

Longridge Primary Anti-Bullying Strategy Summary

At Longridge Primary, we believe that everyone in our school has right to learn, the right to be safe and should be treated with respect. Bullying behaviour impacts children's wellbeing and can affect their participation, attainment and inclusion. This anti-bullying strategy has been created in partnership with staff, parents and pupils of Longridge Primary School to demonstrate our clear commitment to developing a respectful ethos where there is an understanding that bullying is never acceptable. It has been created in line with our Positive Relationships and Health & Wellbeing polices.

Definitions of Bullying

> Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

The National Definition of Bullying, Respect for All

> Behaviour that is consistent and sets out to intentionally cause harm to someone.

The Longridge Primary Definition, Created by our pupil Anti-Bullying Group

Our pupils sharing their views

Approaches to Prevent Bullying

- Rights Respecting Schools
- Inclusive Learning Environment
- Positive Relationships
- Pupil Wellbeing
- Celebrating Diversity & Challenging Inequality
- Peer Mediators
- Staff Training

Our staged approach to dealing with allegations of bullying, suggested by our pupil Anti-Bullying Ambassadors is detailed below.

Addressing Bullying Procedures



STAGE 1
INITIAL CONCERNS RAISED

Staff member to refer to our bullying definition to assess whether the allegation is a single event or repeated behaviour intended to cause harm.

Single event: All children will be involved in a restorative discussion with the aim of restoring positive and respectful relationships. School rules and expectations will be reinforced. Staff will then monitor the situation.

Consistent behaviour: Proceed to stage 3.

STAGE 2
REPEAT OF CONCERNING BEHAVIOUR

Staff member to refer to our bullying definition to assess whether the allegation is a single event or repeated behaviour intended to cause harm.

Second single event: The incident will recorded on Pastoral Notes on SEEMIS. Another restorative session will take place and rules and expectations will be reinforced. All parents/carers will be involved.

Consistent behaviour: Proceed to stage 3.

STAGE 3
BEHAVIOUR IS CONSISTENT

At this stage, the Senior Leadership Team will investigate. It may be concluded that, in line with our definition of bullying, this behaviour is now consistent and is intentionally causing harm and therefore bullying is established and must be recorded on Bully & Equalities on SEEMIS. A support plan will then be created for all pupils involved and shared with parents and staff.

STAGE 4
MEASURES OF SUPPORT

Each bullying incident should be reviewed individually and support plans should be bespoke, children should be involved in the decisions made around the support that they will receive. Support plans may include, changes to routines, positive response plans, opportunities to repair and develop relationships, referral to partner agencies and counselling.
Pupils involved will check-in with class teacher/Head Teacher to review their support plan. This will be recorded on SEEMIS.

Our pupils talking about these stages

Our children also created a child-friendly version so that all children are clear on what they should do should they experience or witness bulling behaviours.

