

Greenbrae Nursery

Positive Relationships Policy



At Greenbrae Nursery, our Positive Relationships Policy supports our Vision, Values and Aims.

Our Vision

As a Rights Respecting School, we will work together to provide a safe, happy and nurturing environment. We will adopt a collaborative culture where all learners are creative, empowered and enabled to achieve their full potential.

Our Values

Honesty

Empowerment

Achievement

Resilience

Tolerance & Respect

Our Aims

Working in partnership with staff, pupils, families, carers and the wider community we aim to:

- create a welcoming, secure and nurturing environment where every child has full access to their rights
- consistently provide innovative and stimulating approaches to learning and teaching
- celebrate achievement and allow every child to feel included and valued
- have a happy, motivated and enthusiastic school community where the pupil voice is listened to
- celebrate the social and cultural diversity within our school

- Through sustainable learning experiences, discover our world and how to best take care of it.
- Nurture the skills and attributes learners need to respond to the challenges of a rapidly evolving world.
- Promote positive relationships and mutual respect throughout our school and wider community

Greenbrae School is a Rights Respecting School and we are currently working towards achieving our Silver Award. We therefore adopt a restorative approach to behaviour management and the guidelines within this policy are in line with the United Nations Convention on the Rights of the Child. We encourage all children and adults to help one another to develop positive relationships and behaviours, and to avoid engaging in any actions/situations which could impact negatively on others. We understand that all behaviour is a means of communication and endeavour to build an environment that is nurturing and supportive for all pupils and staff.

Aims Of This Policy

By adhering to this policy, Greenbrae School will:

- value our agreed Vision, Values and Aims
- teach children about their rights and how actions can affect the rights of others
- encourage children to demonstrate positive behaviours
- recognise positive behaviours and celebrate children's efforts, achievements and successes
- ensure that all children are treated fairly, sensitively and with respect
- expect that positive behaviour is modelled by all adults within the school community
- establish a shared understanding of degrees of inappropriate behaviour and agreed guidelines for managing these
- ensure that any consequences for inappropriate behaviour are fair, just and respect children's dignity
- value parental partnerships and to encourage the early involvement of parents/carers in supporting positive behaviour and the rights of the child
- promote positive mental health, wellbeing and self-esteem as being the responsibility of all ([Mental Health Strategy 2017-2027 - gov.scot \(www.gov.scot\)\)](#))

Expectations of our School Community

Staff

- to help to create a welcoming, supportive and safe environment for all children and young people
- to build positive, nurturing relationships with children and young people in our school community
- to recognise and value the skills and abilities of all children and young people
- to highlight positive outcomes and to ensure that negative behaviour is responded to sensitively, fairly, and in line with the Positive Relationships Policy
- to respect the rights of others, modelling positive, rights respecting language and behaviours
- to provide a safe space for pupils within each class area and to scaffold emotional regulation strategies

Pupils

- to respect the rights of others and value others' opinions/feelings, space and property
- to try their best and to play an active role in our Nursery/School community
- to try their best to promote positive relationships by displaying our Nursery values in their behaviour
- to follow class charters
- to understand that there are consequences to inappropriate/unacceptable behaviour
- to ask for help when needed
- to accept support/guidance from adults when needed

What can parents/carers do to help?

- work in partnership with the school and other agencies
- support the Nursery's Positive Relationship Policy, discussing expectations for displaying positive, respectful behaviour with their child/children
- support children, as far as possible, to arrive on time and ready for Nursery
- support children with any homework activities and share learning from home with Nursery
- celebrate their child's efforts, achievements and successes

- encourage their child to share successes and achievements from outwith Nursery
- encourage their child to discuss any worries/problems with the Nursery team or with a trusted adult
- communicate openly with Nursery
- respect the confidentiality and needs of other children and families within the school community
- attend parent/carer consultation meetings and school events, and engage with Seesaw where possible

Restorative Approaches

Building and nurturing positive relationships is at the heart of a successful and happy school. A positive, nurturing environment encourages everyone to try their best and to want to be successful. It also means that everyone is less likely to be hurt or to feel excluded. At Greenbrae Nursery, we want to support pupils to achieve their full potential, to take ownership for their actions and to work out how to put things right. Staff will use restorative conversations with pupils to help them achieve these.

When carrying out restorative conversations with pupils, staff will aim to:

- remain calm
- actively listen and encourage the person to talk by asking open questions, supporting and summarising
- be empathetic (listen for thoughts, feelings, experiences, behaviours)
- use a 'solution' rather than a 'blame' approach
- have discussions at an appropriate time in an appropriate location, involving those who were involved and respecting the dignity of all
- be firm but fair
- be aware of their body language, tone and facial expressions
- consider the needs, circumstances and developmental stage of pupils

Some examples of questions to be used during restorative conversations are:

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired?

The aim is to find solutions to conflicts rather than to focus on who started it and why.

Promoting Positive Behaviour at Greenbrae School

At Greenbrae School we want our pupils to feel valued. We promote positive behaviour through a system of rewards and by building meaningful relationships throughout the school, based on mutual respect and trust. The Positive Relationships Policy should be used consistently by all members of staff. Although there is a focus on positive behaviour strategies, in certain situations further action may be needed. This will be carried out using a restorative approach which maintains respect and dignity.

We show that we value our pupils' successes through:

- positive verbal feedback and positive written comments
- Star of the Week certificates
- Nursery bear to go home for a visit
- the awarding of house points
- class rewards (e.g. stickers)
- WOW walls in every classroom acknowledging pupils' successes in and out of Nursery

In the Nursery, all children will have the opportunity to experience a calm, relaxing environment, with a focus on relationship building and mindfulness, which may include (during focus times) activities such as:

- an emotions check-in or feelings box
- pupils' choice of mindfulness activities (colouring, reading, talking time, calming music)

All adults in the Nursery at these times should participate with the children where possible. The Nursery will also have an identified 'calm area' that the children can access when needed and should be a safe space for children to relax, calm down or take a break.

Class Rewards

Classroom rewards should be linked to the Rights Respecting Schools Class Charter which is displayed in every classroom. When discussing behaviour with pupils, staff should link discussion points to the class charter. Nursery Staff will make use of appropriate rewards to reinforce positive behaviour and class rules, with the most common reward being verbal praise. Examples of other positive strategies that can be used as appropriate:

- WOW wall
- Stickers and stampers
- Star of the week
- Marble jar

Class rewards could include:

- Visit to the climbing equipment/park
- Dancing
- Fidget Reward Box
- Movie afternoon
- Baking
- Messy Play
- Game in gym hall/ on computer
- Show and tell
- Message to parents

Whole School Rewards

Our whole school rewards should also promote a rights-respecting approach and should reflect our shared school values. Examples of whole school rewards are:

- House points reward at the end of every term
- Monthly OSCAR awards given by the Head Teacher
- Whole School Achievement Wall
- A 'Celebration of Success' assembly is held at the end of the school year to celebrate the successes of the academic session

Whole School Visible Consistencies

- All staff will consistently model positive behaviours in the school with everyone
- All staff and pupils will greet each other as they walk past or enter a classroom/office saying hello/good morning/good afternoon
- All staff will actively listen to pupils and will offer them choices
- All staff and pupils will take part in Friendship Fridays (detailed above)

Agreed Actions

At Greenbrae School, we understand that all behaviour is a means of communication. As a result of this, the following examples of behaviours (not an exhaustive list) will be dealt with through restorative conversations in the first instance:

- being disruptive, rude, or disrespectful
- use of unkind or inappropriate language
- destruction of property

- physically or verbally hurting others

These conversations should be carried out at an appropriate time and place and should give the opportunity to discuss making more positive choices and to restore relationships.

In some situations, where behaviours are unsafe and/or repeated, the following interventions may **also** be used as appropriate:

- a restorative conversation with a member of the school Senior Management Team
- a phone call/conversation with parents/carers
- a more formal personalised plan to support positive behaviour (e.g. a sticker/reward chart, home/school book, regular check-ins with a member of SMT, regular conversations with parents/carers)
- a more formal meeting with the class teacher, SMT, parents/carers and, where appropriate, other partners

Greenbrae School has an Anti-bullying Policy in place which should be followed by all staff. All bullying incidents should be reported to a member of SMT.

***Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this**

***Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment**