

Greenbrae School

Positive Relationships Policy



At Greenbrae School, 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 Gold Award. We 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 school community
- to try their best to promote positive relationships by displaying our school 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 staff when needed

What can parents/carers do to help?

- work in partnership with the school and other agencies
- support the school'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 learning
- support children with homework activities
- celebrate their child's efforts, achievements and successes
- encourage their child to share out-of-school successes and achievements with the school

- encourage their child to discuss any worries/problems with their class teacher or other trusted adult in school
- communicate openly with the school
- 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/Google Classroom 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 School, 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
- weekly Gold Cards
- the awarding of house points
- class rewards
- lunchtime/playground rewards
- WOW walls in every classroom acknowledging pupils' successes in and out of school
- celebration of successes at assemblies
- OSCAR awards
- pupil responsibility roles – House Captains, Sports Captains and Pupil Voice groups
- pupil – led activities – Assemblies, charity/fundraising events, inter-house events

In every classroom, children will experience a calm, relaxing start and end to their day. This will take the form of a ten minute 'soft start/finish' to the school day, with a focus on relationship building and mindfulness, and can include (but is not limited to) activities such as:

- an emotions check-in or feelings box
- pupils' choice of mindfulness activities (colouring, reading, talking time, calming music)
- staff choice of activities to support pupils to make a positive start/end to the day
- opportunities to plan for/reflect on the day

All adults in the classroom at these times should participate with the children where possible. Each classroom 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. Class teachers 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 in individual classes as appropriate:

- Table points
- Stickers and stampers
- Positive comments in jotters/activity sheets/Google Classroom/Seesaw
- Star of the week
- Marble jar
- Class Dojo points

Class rewards could include:

- Cushions on chairs
- Extra playtime
- Movie afternoon
- Fancy stationery
- Technology time
- Show and tell
- Message to parents
- Class DJ

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
- Gold card per class per week (there may be occasions when it is appropriate to award more than one in a week).
- Whole School Achievement Wall
- Class of the Week

Class of the Week

Positive behaviour and demonstration of the school values is acknowledged and rewarded at all times throughout the school/nursery day. Tokens can be given by any staff member to any pupil who is not in their own class. Children add tokens to their class jar (kept in their classroom) and the tokens are counted at the end of each week. The class that has been rewarded with the most tokens at the end of each week are rewarded with 15 minutes extra playtime to be given by the class teacher at an appropriate point during the following week. A special box of toys/equipment will be available for those classes who are 'Class of the Week'.

Friendly Fridays

The purpose of 'Friendly Fridays' is to provide opportunities for staff and pupils to build positive relationships across the school. They also provide pupils with opportunities to have their voices heard. 'Friendly Fridays' take place weekly and involve 45 minutes to 1 hour of positive relationship building activities as a class/year group or with another class. These activities take place both indoors and outdoors and take the form of informal games/activities or, on occasion, a more formal lesson. Friendship Fridays follow a three-weekly cycle:

Week 1- Stage activities

Week 2 – Buddy activities

Week 3 – 'Pick and Mix' (where a variety of activities are on offer across a level)

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 Friendly 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

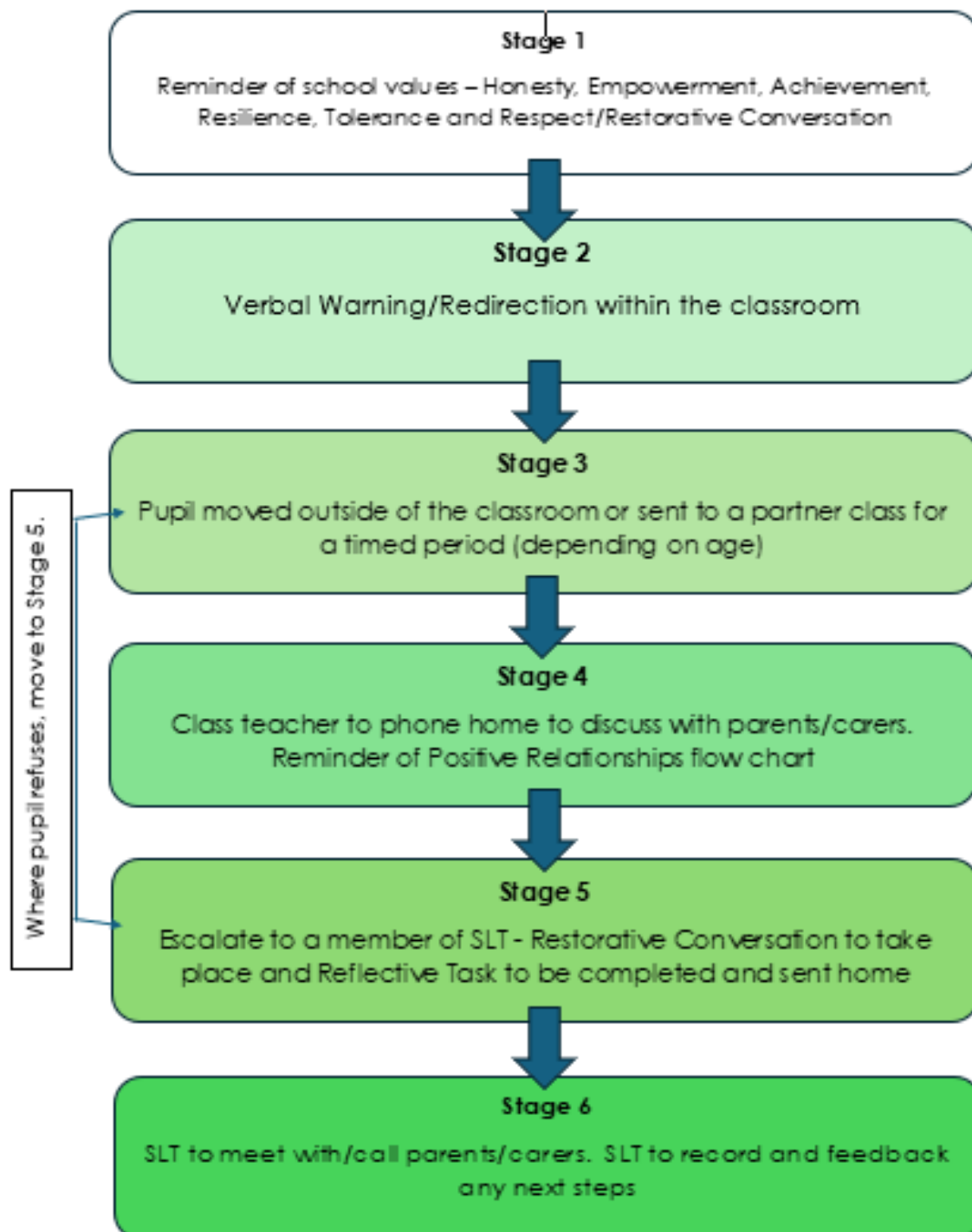
Positive Relationships Flowcharts have been created for in school and for the playground and are shared with the pupils. The steps in these should be followed by adults and pupils should be made aware of which stage of the flowchart they are at and what the next steps will be. The flowcharts are attached at the end of this policy.

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**

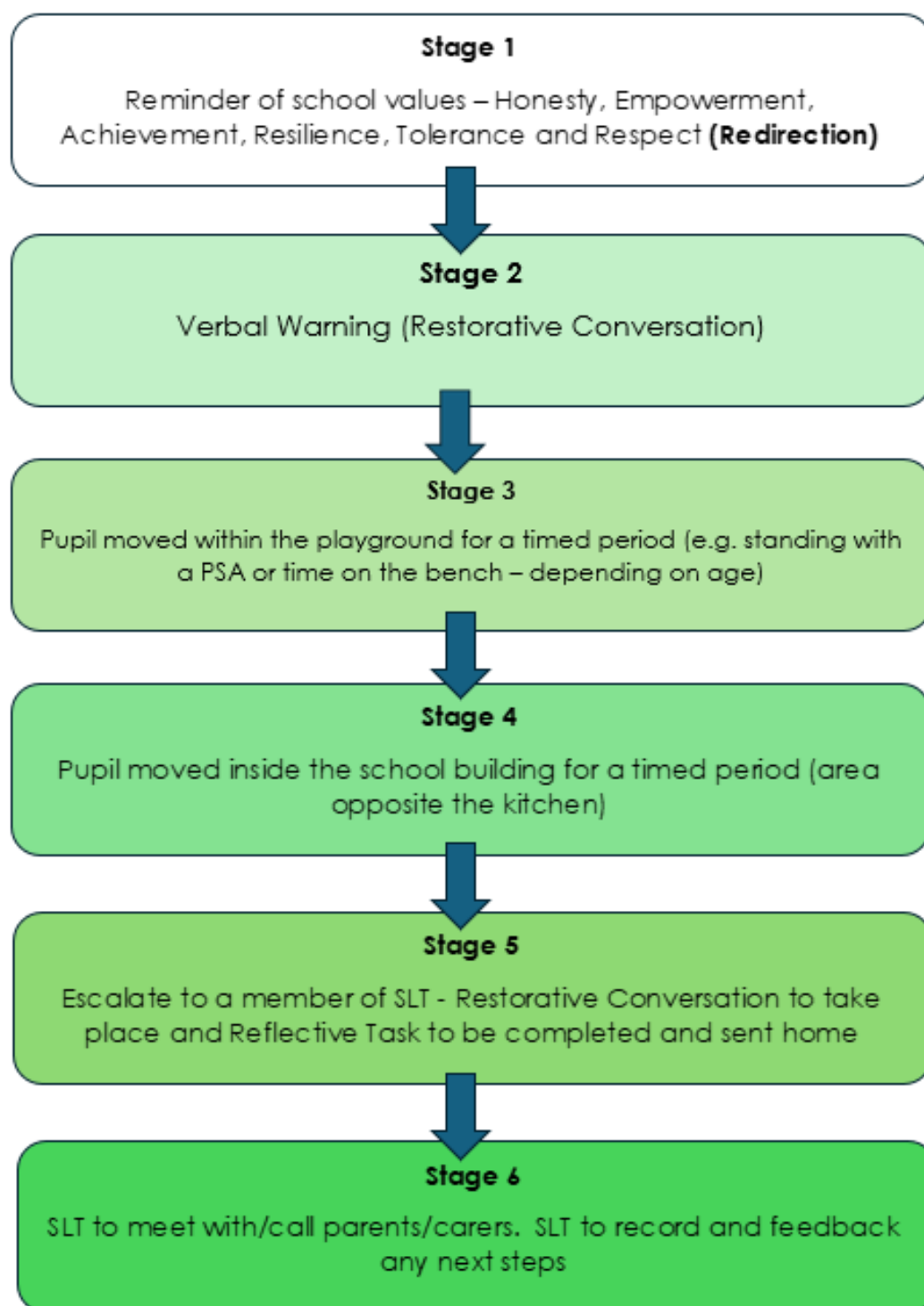
Greenbrae School
Positive Relationships Flow Chart



Stay on the same step for as long as it is working



Greenbrae School
Positive Relationships Flow Chart - Playground



****Stay on the same step for as long as it is working****