

Longside School Promoting Positive Relationships June 2023

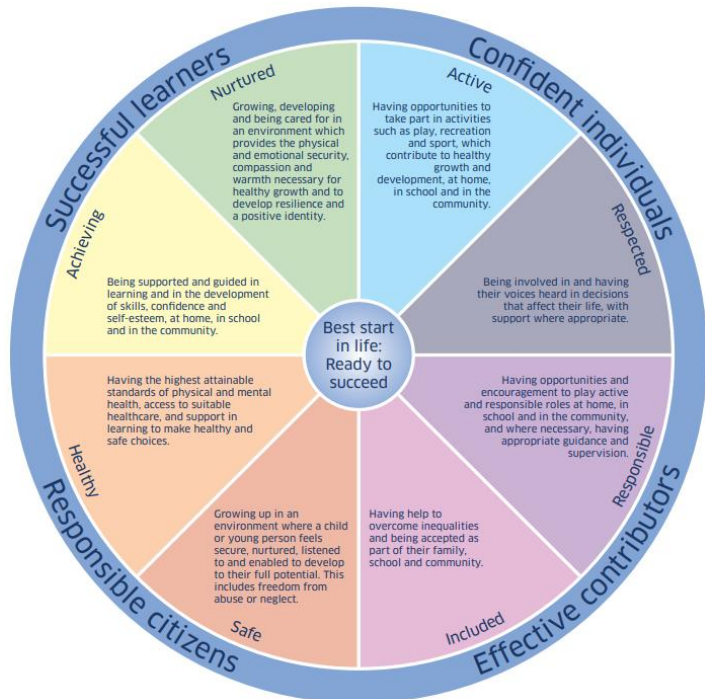
Rationale

Vision, Values and Aims

Vision Statement: “Learn, Achieve, Grow”

Our Agreed Core Values are consistent with SHANARRI:

- Safe**
- Healthy**
- Achieving**
- Nurtured**
- Active**
- Respected**
- Responsible**
- Included**



The School’s aims are entirely consistent with the ambition of Curriculum for Excellence which is to develop young people who are:

Successful learners

With:

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

Confident individuals

With:

- self respect
- a sense of physical, mental and emotional wellbeing
- secure values and beliefs

Responsible citizens

With:

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

Effective contributors

With:

- an enterprising attitude
- resilience
- self-reliance

All members of the school community have the right to be respected and accepted for who they are. All members are required to work together to produce a learning environment which promotes self discovery and awareness. In order for this to be achieved, actions of all members needs to be managed appropriately and conducive towards creating a supportive and nurturing environment. To this end all members are expected to embrace the following:

1. Building and maintaining social relationships within the school and wider community.
2. Representing the school and oneself appropriately and responsibly at all times.
3. Taking responsibility for one's own actions and being mindful of impact on others.
4. Respecting other people, their views and feelings.
5. Empathising with the feelings of others.
6. Being fair.
7. Being committed to listening to others and thinking through their point of view.
8. Being actively involved in decisions about one's own life.
9. Admitting that everyone makes mistakes and not judging others or oneself for past misdemeanours.
10. Reflecting on one's own actions.

The aim of this policy is to encourage members of the school community to think through the consequences of their actions. We look to develop the concept of restorative justice therefore, this policy aims to be of use in the following ways:

- as preventative - to promote positive relationships within the whole school community
- as responsive - and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

UNCRC and The Rights of the Child

At Longside School we recognise that teaching involves helping pupils develop into well rounded adults that are self assured and compassionate as well as successful. As a result pupils are taught about rights as defined in The Convention of the Rights of the Child.

In line with article 29, all children are taught that they have a right to an education that fosters the development of their personality and talents, preparation for a responsible adult life, respect for human rights as well as the cultural and national values of our country and that of others. Coupled with this, children are taught of their responsibility to ensure that their behaviour does not take this right away from others. This behaviour policy aims to respect the rights of the child whilst teaching them the life skills to deal with conflict appropriately and positively.

All members of the school community will agree to respond to situations restoratively by recognising that negative behaviour is usually a consequence to an action or pattern of behaviour deemed hurtful or inappropriate. Pupils will be given tools and skills to help resolve conflict. These will be taught through our Health and Wellbeing policy during real and imaginary situations.

We hope to work with older pupils on mediation approaches in order that they can hold restorative conversations with other children. All mediators, older pupils and staff, will help the parties involved work through the following questions until reparation is reached:

Restorative

The five basic Practice Questions

1. What happened?
2. What part did you play?
3. How were you affected?
4. What do you need to make it right?
5. How can we repair the harm?

This will only work if all parties agree to be truthful.

The aim of this policy is not to punish negative behaviour but to ensure that it stops re-occurring through encouraging children to be aware of how their actions and decisions affect others and impact on their experiences, thoughts and feelings.

Promotion of positive actions

All staff members can have an impact on behaviour by rewarding and recognising actions that are deemed positive. Behaviour that is consistently rewarded influences ethos, attitude and attainment. With this in mind staff must take into account the following:

- Embrace mistakes and see them as opportunities for learning rather than something to be ashamed of.
- Trust is key to all relationships therefore honesty is paramount- if you don't know, admit it!
- Everyone deserves a second chance.
- Adults are role models for behaviour. Disputes handled positively and with maturity will result in a positive response from pupils.
- Try not to bring too much attention to unwanted behaviour; the lowest response possible often discourages escalation.
- **Remember fair treatment and same treatment are not synonymous!** "Getting it right for every child", at times can necessitate different treatment.

- Expectations between behaviour at home and at school can differ greatly. Children need to be very aware of what is acceptable at school and this must be adhered to consistently.

Effective classroom management is central to all learning and teaching. Children need to feel safe, secure and accepted in order to achieve their potential. With this in mind, teachers need to be mindful of classroom practice and their impact on children. We will use the *Circle Resource* from 2023 as a reference point for improving our learning spaces.

At Longside School we are strong advocates of celebrating success. This is accomplished through a myriad of school systems/practices including regular praise, Assemblies, Profiling, House Points, Class Points, Head teacher Awards, Facebook and celebration of success within the four capacities (Successful Learner, Effective Contributor, Confident Individual and Responsible Citizen).

We operate a Golden Time system throughout the school (see appendix 1), children earn reward time during the week and enjoy Golden Time on a Friday. All school staff working directly with children use this system.

Restorative Practice

Before Restorative conversations can take place, the facilitator must ensure that all parties agree to partake fairly and honestly. The facilitator must remain non judgemental at all times. The five basic questions should be used to guide the conversation until a resolution has been reached.

It may not be possible to immediately conduct a restorative conversation, sometimes children may take a while to calm and be in the correct frame of mind for this. Staff are empowered to make decisions about this and, where they lack capacity to return to it, pass it on to either the teacher or a member of SLT. Have a look at this very useful document from Turnaround for Children; it contains useful scripts and ideas for staff holding restorative conversations.

[RestorativeConversations-WestEd.pdf \(turnaroundusa.org\)](https://www.turnaroundusa.org/wp-content/uploads/2017/05/RestorativeConversations-WestEd.pdf)

Additional Steps e.g. Thinking Time

Staff are able to exercise discretion with this, sometimes children need to step away from an escalating problem for a few minutes. Thinking Time may be outside on a bench, outside a classroom or, if more serious, taken at a recreation time. Staff will always handle situations calmly, raised voices can

escalate problems. As far as possible, incidents will also be handled discreetly, embarrassment can also escalate problems. A slip will always be sent home to make a parent aware of this. Very serious incidents should always be shared with a member of the Leadership Team; HT will consult with both PT and CT on these issues.

Appendix 1



Prepared June 2013 – Staff Working Group, Pupil Parliament, Parent Council

Longside School - Golden Time Procedure



Children earn 5 minutes per day plus 5 minutes on top of that if they have earned all 25 minutes.



If a child does not earn 5 minutes for one day, the extra 5 minutes may still be awarded, at the discretion of the class teacher, at the end of the week, for restorative purposes.



Each class will have a visual display of how much Golden Time has been earned by each child.



Each child will be given two warnings before they do not earn their Golden Time of 5 minutes for that day.



Golden Time will take place on a Friday.



Each class will have a box of special toys etc. to be kept for Golden Time. Our Pupil Parliament will be responsible for identifying appropriate content.



Children who are not participating in Golden Time activities (for a spell) will spend this time on other classwork.

Visiting Specialists & PSA's in Playground



Children given a warning should receive a yellow "Warning" card to be given to class teacher on return to class.



Teacher will add this to any other warnings the child has for that day.



This will avoid children automatically "not earning" 5 minutes before they have received 2 warnings.