



Kaimhill School & Nursery

Positive Relationships Policy

UNCONDITIONAL POSITIVE REGARD ...

"In order to develop trust with others, it is important to hold them in unconditional positive regard.

This requires a basic acceptance of, and respect for, who that person is regardless of what they say or do."

CARL ROGERS

INTRODUCTION

The Importance of Relationships

“Many settings continue to focus mainly on poor behaviour and use sanctions and punishments as their main strategy for improving behaviour...A classic conundrum emerges whereby adults pay most attention to the kind of disruptive behaviour they claim not to want... There is now a good deal of work on the kind of positive, emotionally and socially healthy environments that help promote the good behaviour and the growth of emotional wellbeing...Such environments are those that get the right balance between warmth, participation, the encouragement of participation and autonomy, and the setting of clear boundaries and expectations – where the ethos is positive and the focus is on good rather than bad behaviour”. - Prof Katherine Weare, University of Southampton.



At the heart of Curriculum for Excellence in Scotland is supporting children and young people to develop the [four capacities](#) of becoming successful learners, confident individuals, responsible citizens and effective contributors.

Promoting positive relationships is key in this endeavour. [Better Behaviour, Behaviour Relationships, Better Learning \(2013, page 5\)](#) concludes from research carried out in Scottish schools that: Learning communities - across early years, primary, secondary and special sectors which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact. This means that central to promoting effective learning and teaching is an environment which fosters good relationships and promotes positive behaviour. To develop effective, positive whole school approaches, emphasis is placed on children and young people, their families and establishment staff working well together in partnership within the wider community.

National and Local Context

United Nations Convention on the Rights of the Child (1989)

At Kaimhill School we strive to develop policies and procedures which aim to improve relationships and take into account the rights of children as set out in the [UNCRC](#). This includes the right to be safe, have a good quality education and to develop friendships. Upholding these rights as well as broader human rights is central to this guidance document.

Curriculum for Excellence: Health and Wellbeing Across Learning: Responsibilities of All (2014)

On a day to day basis, our practitioners within the nursery and school are responsible for supporting the development of positive relationships through the delivery of the Curriculum for Excellence. As part of this, staff are responsible for the planning of specific experiences and outcomes within the [Health and Wellbeing Curriculum](#). All staff have responsibility for promoting positive relationships among children and young people through the relationships experiences and outcomes.

[Getting it Right for Every Child](#) sets out the responsibility of staff to consider the wellbeing of all children and young people. The wellbeing of each child can be considered using the wellbeing indicators to ensure children feel safe and are healthy, achieving, nurtured, active, responsible, respected and included. Some children and young people will require more targeted/individual approaches to develop positive relationships and achieve their potential.



The Equality Act (2010)

[The Equality Act \(2010\)](#) places a duty on local authorities to promote equality of opportunity for all and to progress equality in particular for those with a protected characteristic as outlined in more detail in section four. It places a duty to foster good relationships with those who have a protected characteristic and those who do not.

Education (Additional Support for Learning) (Scotland) Act (2009)

[The amended Education \(Additional Support for Learning\) \(Scotland\) Act \(2009\)](#) outlines the wide variety of circumstances which may give rise to additional support needs. This places a duty on all education authorities to identify such needs and plan and review appropriately.

Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018)

[Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour \(2018\)](#) concludes that a positive school ethos and culture (sometimes described in research as 'climate') is essential to developing good relationships and positive behaviour in the classroom, playground and wider community.

How Good is Our School (HGIOS4) (2015) and How Good is our Early Learning and Childcare (HGIOELC) (2016)

[How Good is Our School \(HGIOS4\) \(2015\)](#) and [How Good is our Early Learning and Childcare \(HGIOELC\) \(2016\)](#) provide a framework for establishments to evaluate and reflect upon their own individual successes and capacity for improvement. Quality indicator 3.1 focuses on wellbeing, equality and inclusion. Involvement of parents and carers as part of this reflection is vital.

Statement

At Kaimhill School & Nursery we believe in and value the role of establishing and maintaining an ethos of mutual respect and trust across our learning community, in order to support our vision.

"At Kaimhill School, we are a diverse and inclusive community of learners who strive to do our best for ourselves and others. With a positive attitude, we develop confident, creative leaders of tomorrow. We grow from our mistakes and step out of our comfort zones to reach our full potential."

Underpinned by our 5 key values:



Aims

By adhering to this policy Kaimhill School & Nursery will:

- value our agreed Vision, Values and Aims.
- teach children about their rights and how actions can affect the rights of others, underpinned by the United Nations Convention on the Rights of the Child and wellbeing indicators – in line with Getting it Right for Every Child; Scotland's national approach for improving outcomes for learners.
- encourage children to demonstrate positive behaviour through our 5 key values.
- expect that good behaviour is modelled by all adults within the school community and that they treat others with respect and share Kaimhill's vision for building positive relations.
- value parental partnerships, support and understanding in finding fair solutions to behaviour issues.
- encourage early involvement of parents and carers in supporting the rights of the child and positive behaviour.
- ensure a consistent, fair and sensitive approach to behaviour management, acknowledging that children are individuals, have varying needs and therefore, may benefit from differentiated interventions/support.
- demonstrate that consequences are fair, just and respect a child's dignity.

- Apply our Anti-Bullying policy for defining, preventing, communicating, responding and reporting bullying behaviours.

Whole School Approaches

Rights Respecting Schools Award (UNICEF UK)

We encourage all children, young people and adults to help one another develop positive relationships and behaviours. We actively seek to avoid engaging in any actions/situations which could impact negatively on ourselves or others. Kaimhill School is a Rights Respecting School and is currently certified with a Bronze Award. We expect to receive our Silver Award in November 2019. The guidelines detailed within this policy are in line with the United Nations Convention on the Rights of the Child and local and national policies. This is a whole school policy and has been designed in consultation with children, staff, parents and stakeholders.

We aim to fully embrace the United Nations Convention on the Rights of the Child (UNCRC), embedding a 'child rights' approach into all aspects of school life.

We aim to do this by:

Teaching and learning **about** rights

Teaching and learning **through** rights – ethos and relationships

Teaching and learning **for** rights – participation, empowerment and action

The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together. At Kaimhill School, we focus on a positive approach of promoting rights and respectful behaviours, rather than a negative, punitive approach of 'rules' and 'consequences.'

Nurturing Approaches

Much of the trauma-related behaviours we will see in primary school will result in a nurture approach. If done rigorously, children will be identified to be suitable for 'nurture' through the completion of a Boxall Profile

At Kaimhill School nurturing approaches have been identified as the key to promoting positive relationships and positive behaviour. **(Appendix 1)**

A nurturing approach can be applied at both the universal and targeted/individual level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners. The approach has a key focus on the environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. **(Appendix 2)**

We aim to provide nurture and care universally across our learning community and through targeted intervention in the Rainbow Room.

Promoting Resilience – Bounce Back

Emotional resilience is at the core of positive health and wellbeing. At Kaimhill

School and across the Harlaw Associated Schools Group (ASG), we use a Health and Wellbeing programme called Bounce Back. This is an extensive programme for P1 and beyond. Various strategies are used, culminating in P7 in the understanding of the acronym below:

- B** – Bad times don't last. Things always get better. Stay optimistic.
- O** – Other people can help if you talk to them.
- U** – Unhelpful thinking makes you feel more upset.
- N** – Nobody is perfect – not you and not others.
- C** – Concentrate on the good and the funny bits.
- E** – Everybody has setbacks sometimes.
- B** – Blame fairly.
- A** – Accept the things you can't change, but try to change what you can first.
- C** – Catastrophising exaggerates your worries.
- K** – Keep things in perspective. A distressing situation is only part of your life.

Solution-Focused & Restorative Approaches

- Children are social beings – they prefer to feel they belong rather than to feel isolated or rejected.
- Children develop a sense of fairness, justice, right and wrong.
- Children change and their behaviour can change.
- The way I work with and relate to a child can influence his/her feelings, thoughts and actions.

We will use restorative approaches (restorative conversations, problem-solving circles, etc.) to develop respect for the rights of self and others. Instead of 'getting into trouble' and using punishment, we will encourage and lead restorative approaches where children can:

- Admit to and take responsibility for their actions.
- Hear and empathise with the feelings of others – understand the consequences of their actions.
- Discuss future possibilities /choices of behaviour in similar situations.
- Offer to say/do something to make amends (therefore restore the relationship).

ACEs Aware & Trauma Informed Practice

We understand that children who are routinely exposed to situations such as domestic violence, mental ill health, alcohol and other substance misuse problems in their homes experience a negative impact which can last well into adulthood.

These chronic stress situations are called Adverse Childhood Experiences (ACEs) and are often associated with poorer outcomes for children in educational attainment, employment, involvement in crime, family breakdown, and a range of health and wellbeing measures. Adverse Childhood Experiences (ACEs) are stressful experiences occurring during childhood that directly harm a child or affect the environment in which they live. (Bellis et al 2016)

<http://www.healthscotland.scot/population-groups/children/adverse-childhood-experiences-aces/overview-of-aces>

Trauma refers to experiences that cause intense physical and psychological stress reactions. This may be from a single event, multiple events or a set of circumstances experienced by an individual physically and emotionally and that have lasting adverse effects on the individual's physical, social and emotional, or spiritual well being.

Benefits of Trauma Informed Practice

There are a number of benefits of working in a trauma informed way for staff, partners and children:

- Support the identification of need and lead to improved outcomes for those youngsters affected by trauma
- Knowledge and application of a trauma informed lens
- Understanding the ethos: what has happened?
- Building relationships and promoting skills in self-regulation
- Early intervention to support and help - bridging the gap through understanding of learning and behaviour
- Implications for positive outcomes for children and young people

At Kaimhill School & Nursery, through partnership working, staff training and ongoing engagement with research, we are committed to developing our understanding of ACEs and Trauma Informed Practice to ensure we are able to appropriately nurture and respond to the needs of all our children.

<https://beaconhouse.org.uk>

Respect Me

At Kaimhill School we use the Respect Me framework to inform our Anti-bullying approach and practice. <http://respectme.org.uk>. Our Anti-Bullying Policy aligns itself closely with our approach to promoting positive relationships and recognises the importance of respectful relationships in and across our school community. We seek to grow a culture that encourages respect, values opinions, celebrate difference and promotes positive relationships ... (this) will make it difficult for bullying behaviour to flourish or be tolerated.

Bullying is a breach of children's rights and we believe that by placing positive relationships at the heart of our practice we can meet our responsibilities under the *The Equality Act 2010* to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Inclusive Ethos and Support

Curriculum for Excellence is an inclusive curriculum from 3 to 18 wherever learning is taking place. Equalities legislation has been put in place relating to race, gender, age, disability, religion or belief and sexual orientation. The [Additional Support for Learning](#) legislation in Scotland also promotes inclusion. There is a duty to provide additional support for learning when any child or young person needs support for whatever reason.

[Supporting Children's Learning Code of Practice](#), the statutory guidance which accompanies the Additional Support for Learning Act, explains that there is a range of factors that may give rise to a child's additional support needs. These include the learning environment that the child encounters, social and emotional factors, health and disability and the child's family circumstances. At Kaimhill School, we aim to respond in such a way that barriers to participation, learning and achievement are removed; inclusion and equality are promoted and a high-quality education for all is developed and sustained.

Support

All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely. At Kaimhill School, we use an extensive range of methods from universal whole school approaches to targeted or additional interventions. Through school and multi-agency assessment we plan individualised pathways to support our children with relationship, social or emotional needs.

4. Expectations (lists are illustrative and not exhaustive)

Our staff will ...

- Provide a safe and secure learning environment in the classroom - provide appropriate support and challenge. Make environmental adaptations as needed.
- Contribute to planning for young people transitioning from primary to secondary school (linked with the Aberdeen LOIP and recent government documentation on effective transition planning).
- Demonstrate a strong understanding of the concept of “universal support,” focusing on delivering learning to meet individual needs.
- Promote a positive, caring, nurturing, inclusive, fair ethos and climate which values genuine relationships.
- Devise and refresh RRS class charters, relating to our school charter and the needs of the class and pupils.
- Use positive, rights respecting language and model behaviour and mutual respect for all within and across the school community.
- Respond to children’s needs - personal learning/individualised education planning with regular analysis and evaluation of successes/areas for development, undertaking career-long professional learning as required.
- Provide children with regular opportunities to discuss their learning, development, relationships and/or behaviour.
- Provide additional or “targeted support,” tailored to pupils’ individual circumstances, removing barriers to learning as far as possible.
- Involve learners and families in planning - be solution orientated.
- Provide pupils with appropriate choices and opportunities to achieve positive outcomes. Have high expectations.
- Communicate and record information clearly with relevant staff, parents/carers, partners and agencies.

Empowering parents more to become involved in their child's learning facilitates greater creativity and innovation (Hornby & Blackwell, 2018)

Our parents & carers will ...

- Feel encouraged to participate in their child's learning. Evidence suggests that supporting children's learning at home does not require high levels of parental ability or education (Hornby, 2000).
- Acknowledge their parental role as prime/first educators.
- Work together in partnership with the school and other agencies.
- Ensure attendance and punctuality for pupils (e.g. at start and end of day).
- Support children to arrive, as far as possible, with a positive mind-set, appropriately labelled clothing/belongings, ready for learning (adequate sleep, nutrition, etc.).
- Model respectful behaviours – especially in and around school.
- Communicate and share important information with us.
- Support homework, other learning tasks and home/school communication systems.
- Discuss relationships and behaviours at home, with a positive mind-set.
- Ask for support if or when required – we can access many agencies and provide some useful strategies to support at home.
- Respect the confidentiality and needs of other children and families.

Our children will ...

- Show respectful behaviour to all members of staff and pupils.
- Feel empowered to share their views
- Use the support strategies available in school i.e Kaimhill Defenders, Castle Surgeries.
- Choose safe behaviours, make others and themselves feel safe.
- Focus on learning – it is the right of all.
- Ask for help when it is needed.
- Apply your best efforts.
- Accept mistakes and failure – this is an important part of learning.
- Listen to each other.
- Value the opinions and feelings of others.
- Be respectful of people's space.
- Be respectful of resources and property.

5. Celebrating Successes/Recognising Positive Behaviour

At Kaimhill School we aim to establish and promote a nurturing and supportive setting in which pupils are encouraged to accept responsibility for their actions. We understand that celebrating success and recognising positive behaviours is the responsibility of the whole school community - teachers, support staff, parents/carers and pupils themselves.

Children are praised and valued for positive, respectful behaviour at Kaimhill School when we...

- Award castle points to Castle Groups – Crathes, Drum, Fraser and Fyvie for children who demonstrate positive behaviour, kindness, being a good role model in the school, effort etc
- Congratulate children and give verbal praise
- Award Castle points, stickers or in-class web-based systems i.e. Dojo points
- Award playground tokens and an 'extra' playtime to the class of the week
- Present weekly certificates at whole school assemblies. These certificates recognise when our children use Kaimhill Learner characteristics
- SLT meet children for recognition of positive behaviour and a good work ethic/effort via the Green Card system
- Send 'SNAPSHOT' Jotters home on a termly basis. These showcase examples of learning class and provide opportunities for parents and carers to provide feedback to their child and school staff.
- Call home to recognise positive behaviour.
- Invite parents/carers to school to watch an assembly led by their child's class – show-casing learning and valuing endeavour.
- Recognise and acknowledge pupil achievement through displays of beautiful learning in the classes and school display areas
- Listen to pupil voice and children participate in C.O.G.S (Pupil Groups) where they develop skills in collaboration and work together across the stages in positive ways – developing confidence and building esteem
- Award termly certificates which recognise good attendance
- Award termly STAR awards which recognise children who have consistently displayed Kaimhill School & Nursery values across the term

6a. School Procedures for Dealing with Unacceptable Behaviour

| STAGE | Example of Behaviour | Examples of Interventions | Who Guides/ Supports With This Behaviour | Recording/ Reporting Methods |
|-------|--|--|---|--|
| 1 | Disruption to class – chatting, making silly noises, interrupting/shouting out Lack of focus on tasks Refusal to complete task, ignoring instructions Use of unacceptable/minor offensive language | Universal strategies Positive reinforcement to those exhibiting desired behaviours Restorative conversation Universal/targeted support evaluated and refreshed if appropriate Verbal reminder of expected behaviour/ reprimand & warning given Loss of dojo points/loss of activity/golden time Moved within classroom Loss of classroom/playground/school privileges | Staff Member Involved Class Teacher (CT) Pupil Support Assistants (PSAs) | Note in diary |
| 2 | Low/mid-level class disruption Misuse of school property/services regularly disengaged Refusal to follow instructions/complete task Lack of respect, continued defiance, abusive to others: verbal (offensive language), physical or in-school cyber bullying behaviour Bullying behaviours Swearing | Restorative approaches Universal/targeted support evaluated and refreshed if appropriate Previous interventions, if appropriate Log sheet/tracking/ABC analysis Exclusion from activity in progress Removed from class (PSA) Parents informed – phone call/note home Parents invited in to discuss ongoing issue Think sheet/letter of apology or other way to make amends Loss of privileges Notify member of SLT | Class Teacher, with support from SLT as required Parents | Note in diary, added to SEEMIS Pastoral notes when felt required (ALWAYS for bullying behaviours). |
| 3 | Failure to respond to previous interventions Aggressive behaviour prejudiced incident (with reference to Protected Characteristics of Equality Act 2010) Bullying behaviours Behaviour likely to injure self or others Offensive language towards staff Ongoing bullying behaviours Deliberate theft Serious misuse of services (e.g. internet) | Restorative approaches Targeted support evaluated and refreshed if appropriate Previous interventions, if appropriate Removed from class (in consultation with SLT) Inform parents Physical intervention (see Physical Intervention policy) Person Centred Risk Assessment Wellbeing Assessment I.E.P / Referral for support | SLT in partnership with CT Parents Other agencies as required | SEEMIS Pastoral notes Letters in children's file(s) |
| 4 | Serious or continued disruption Serious or continued abuse or bullying behaviours | Loss of playtime/lunchtime (extended period of time) Courting exclusion letter | SLT Parents Other agencies | SEEMIS Pastoral notes Letters in children's |

| | | | | |
|--|---|---|-------------|---------|
| | Assault on pupil or staff member Possession of alcohol, illegal substances, offensive materials or dangerous weapons | Exclusion – temporary Exclusion –conditional Request for removal from register (See A.C.C. Policy) Anti-Weapons policy | as required | file(s) |
|--|---|---|-------------|---------|

6b. Nursery Procedures for Dealing with Unacceptable Behaviour

| STAGE | Example of Behaviour | Examples of Interventions | Who Guides/ Supports With This Behaviour | Recording/ Reporting Methods |
|-------|---|--|--|--|
| 1 | Low level disruption during group time/PE/library Ignoring instructions/refusing to follow instructions/routines Being unkind | Positive reinforcement to those exhibiting desired behaviours Use of picture cards Restorative conversation Universal support Verbal reminders 1:1 support Moved within the nursery | Teacher SEYP EYP | ASN overview Key group overview |
| 2 | Repeated misuse of nursery property Persistent refusal to follow nursery routines Repeated refusal to follow instructions Mid-level disruption during group time etc Deliberate theft | Emotion works strategy Universal Support Previous interventions if appropriate Removed from activity in progress Parents informed Recorded on SEEMiS SLT alerted | Teacher SEYP EYP Parents | SEEMiS ASN overview Key group overview |
| 3 | Failure to respond to previous interventions Aggressive behaviour Behaviour likely to injure self or others Offensive language towards children or staff Repeated theft Serious misuse of property | Targeted support Tracking observation Restorative approaches Previous interventions if appropriate 1:1 support Person centred risk assessment IEP Referral for support Parents informed SLT notified | SLT Teacher SEYP EYP Parents Other agencies | SEEMiS Pastoral notes Letters in children's file(s) |
| 4 | Seriously hurting other children or adults Possession of a dangerous weapon Continuous use of offensive language | Removed from setting Courting exclusion letter Exclusion – temporary Exclusion –conditional Request for removal from register (See A.C.C. Policy) Anti-Weapons policy Parents informed SLT notified immediately SEEMiS | SLT Teacher SEYP EYP Parents Other agencies | SEEMiS Pastoral notes Letters in children's file(s) |

7. Summary

In summary, at Kaimhill School & Nursery, we believe that children's wellbeing is at the heart of being able to get it right for every child (GIRFEC). It is the shared responsibility of all practitioners, parents, carers and pupils to work in partnership so that positive relationships are valued, created and maintained.

This will consequently promote positive behaviours, improving teaching and learning, attainment and achievement. At all times, a proactive, solution-oriented approach will be priority whereby children, families and staff are respected, supported, and included to flourish at Kaimhill School & Nursery.