



Colgrain Primary and ELC

"Inspiring all to Flourish"

Relationships Policy Statement

Purpose

The purpose of this policy statement is to provide guidance for staff, pupils and parents on the Colgrain relationships-focused approach to supporting pupil behaviour and wellbeing.

Aims

- To ensure our Colgrain Primary and ELC values underpin the school ethos and our nurturing and relationship-focused approach.
- To provide a safe, respectful and happy school ethos and to be equitable in our approach.
- To nurture and value strong and healthy relationships across our whole school community (pupil-pupil; staff-pupil; staff-parents).
- To provide a clear approach to managing behaviour, based upon nurture principles and restorative approaches.
- To ensure flexibility in supporting behaviour that may be the result of additional support needs, trauma, attachment difficulties or adverse childhood experiences.
- To give staff the tools to support de-escalation and co-regulation.
- To support children with the strategies to manage their own emotions and behaviour, build positive relationships with others and build resilience.
- To work in partnership with parents to promote our Colgrain values and to ensure understanding of nurturing, restorative and trauma-informed approaches.

Colgrain Primary and ELC values

Our school values underpin everything we do. We recognise children who display our school values by using positive strategies.

Our school values are:

- **RESPECT** - This means that we care for each other and treat each other with kindness, concern and respect. We are loving and kind in the way we speak and the way we act. Respect helps us create a school where we feel safe, valued and welcome. This includes when people are unhappy or not getting on well, we will always respond to this with kindness and love.
- **TRUST** - The care, love and concern we show for each other extends to our wider community and the wider world. We trust each other and care about what is happening to others, we

care for our neighbours wherever they may be in the world. We will forgive each other and seek to help our children manage relationships and behaviour in a way that reflects all of our values.

Nurturing Approaches

We are proud to have achieved the Bronze accreditation for our Nurture provision in Colgrain School. Staff are developing nurture principles across the school to ensure we continue on this journey.

The nurture principles are:

- All behaviour is communication
- Language is a vital means of communication
- Transitions are important in children's lives
- The school environment offers a safe base
- Learning is understood developmentally
- Nurture is important for wellbeing

These principles work in conjunction with our school values and trauma-informed practice. These principles are key in our school's effective promotion of wellbeing, and in turn, positively impact attainment and behaviour.

Relationship-based approaches are also closely tied to the United Nations Convention on the Rights of the Child.

Key Rights of the Child which underpin our relationships are:

- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- 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.



Promoting Positivity

The following strategies will be used to promote positivity across the school. These approaches will be used to ensure all children feel welcome and part of our Colgrain family. They will also be used to recognise children who are displaying our school values or those who show our school motto '*Inspiring all to Flourish*'.

Meet and greet

All staff will create a welcoming environment by greeting children every morning through an informal soft start. This will work differently for each child with staff responding to individual needs. Examples of a soft start are; feelings check-in, quiet reading time, play-based activities, etc.



Clan tokens and Clan Meetings

Children will be allocated to one of our Clans when they join Colgrain Primary and ELC. Siblings will always be placed in the same clan. Our four clans are important lochs in Argyll and Bute. They are Loch Lomond, Loch Etive, Loch Fyne and Loch Awe. Pupils can earn clan tokens every day and can receive these from any member of staff.

Each term, the winning clan will receive an 'extra playtime' for being in the lead. At the end of the session, the winning clan has the honour of receiving the Clan Cup. This is presented to the two Clan Chieftains. The Clan Cup is adorned with the coloured ribbon of the winning house for the entirety of the following session. The overall winning clan will also receive an additional treat.

Each month, the children will come together in their clan groups to find out their clan token total and take part in clan activities and council activities. Clan Meetings are supported by staff, but led by

the Clan Chieftains. There are Junior Clan Meets and Senior Clan Meets to ensure pupils are able to take part in age appropriate activities with peers groups.

Pupils can be awarded clan tokens for:

- Displaying our school and nursery values
- Excellence in their work
- Personal achievements
- Showing a large amount of effort
- Making improvements in any area (work, behaviour, effort, homework)



Restorative Approaches

At Colgrain, we believe that nurturing and positive approaches along with high expectations are the key to fostering positive relationships across our community. Although this is our focus, it is also important to acknowledge that there are times when things don't go to plan in the school environment.

Every adult in our school is important. Each member of staff has the skills and uses the same tools to de-escalate behavioural incidents.

If an incident takes place in the playground, this will normally be responded to by a member of our support staff. Our support staff are trained in, and use, the same strategies as a member of teaching staff. This allows an intervention to take place straight away and may involve a restorative conversation. If this cannot be done in the playground, this may take place after a break in the classroom environment. In most cases, playground incidents do not need to be revisited by the class teacher or a member of the senior leadership team, although they may be made aware.

Class teachers will deal with most behaviours that take place in the classroom environment. To minimise disruption to learning and teaching time, the senior leadership team may become involved in a variety of ways. This could include teaching the class for a short period of time to allow the class teacher to have a restorative discussion with a pupil.

Restorative Conversations

The aim of restorative conversations is to help a young person understand how their actions have impacted others, to teach what appropriate behaviour looks like and to create a plan to move forward.

When speaking to children about behaviour, the following questions may be used. Staff who are dealing with any incident may change the wording of the questions to meet individual needs or may change the number of questions or order of the questions depending on the situation.

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?
4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?



Consequences

The use of positive reinforcement strategies will always be our default position. However, if a pupil is not responding to positive strategies, consequences will be put in place. This forms an important part of a nurturing approach where both 'care and push' are required to ensure children understand that all actions have consequences and this enables them to be ready for the world beyond school. Consequences are confidential between the child, their parent/carer and SLT, they will not be shared with other children or families.

We aim for consequences to not be shaming or excluding. Consequences for pupils consistently not responding to positive approaches may include:

- Non-verbal and verbal warnings
- 'Time out' or 'time in' to regulate
- Reflection time, including time to discuss incident with staff member
- Restorative conversation with pupil as per the outline above
- Informal discussion with parent (at end of the pupil day, for example)
- Meeting with parent(s)

In more extreme circumstances, parents may be telephoned and asked to come in during the school day to support school staff and help regulate their child. This would be agreed as part of an individual pupil's wellbeing plan.