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**Promoting Positive Relationships Policy**

In Gartconner Primary every child or young person irrespective of background, gender, race and disability is part of a resilient and positive learning community. Our school values are:

* Fairness
* Friendship
* Inclusion
* Respect

The aim of Gartconner Primary School’s Policy is to ensure the following:

* Respect and Kindness:
  + We expect all members of our school community to treat each other with respect and kindness.
  + Bullying, harassment, discrimination, and any form of unkind behaviour will not be tolerated.
* Communication and Collaboration:
  + We encourage open and honest communication between students, staff, and parents.
  + Collaboration and teamwork are valued in all aspects of school life.
* Conflict Resolution:
  + We provide support and guidance for resolving conflicts peacefully and constructively.
  + Mediation and restorative practices are used to address conflicts and promote understanding.
* Celebrating Diversity:
  + We celebrate the diversity of our school community and promote inclusivity.
  + Different backgrounds, cultures, and perspectives are respected and embraced.
* Positive Reinforcement:
  + Positive behaviours and acts of kindness are acknowledged and rewarded.
  + Students are encouraged to be role models for their peers in promoting positive relationships.

Conclusion: Our Promoting Positive Relationships School Policy reflects our commitment to creating a harmonious and supportive school community where every individual is valued and respected. By working together to promote positive relationships, we create a safe and nurturing environment where everyone can thrive academically, socially, and emotionally

**Wellbeing**

It is essential that the whole school community has a shared understanding of wellbeing and the dignity and worth of every individual. This promotes a culture and ethos of positive relationships.

**Inclusion**

Inclusion is everyone’s responsibility. Inclusion happens when educational settings create environments that meet the diverse needs of all learners, through personalised learning and support that takes account of individual needs, choices, and circumstances. An inclusive and positive ethos which is embedded across the whole school community enables positive relationships to thrive. Inclusion entails children and young people being present, participating, achieving, and being supported.

**Equality and Equity**

Education settings that promote equality treat individuals fairly, value and celebrate diversity and challenge all forms of discrimination. Equity in education ensures that each child and young person is given the right support, at the right time, in the right place to achieve their full potential.

Restorative approach

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

**Behaviour Awareness**

Create an environment where expectations of behaviour are high. A place where good behaviour is **expected always** and only exceptional behaviour is rewarded.

Foster the children’s self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners and to focus on values that will enable them to become fully rounded individuals.

**Behaviour Ownership**

Develop children’s resilience and desire to be their absolute best as often as possible.

Create individuals that do not crave incentives, rewards or acknowledgment and to recognise that the best reward is knowing that they have been their best. A skill that will be useful for life!

To own their behaviour and take responsibility for their actions.

**Respecting Mutual Rights**

Provide a secure and enriching environment where learning can take place with enjoyment.

Reduce the amount of disruption in the classroom, allowing those who want to learn to learn well- creating a class charter/class rules

**Building Working Relationships**

Pupils who are skilled to make sensible decisions about friendships and understand how their actions affect others- restorative practice/class charters

**Building a co-operative culture**

Pupils that are strong and confident and have high expectations about how they are treated, or allow themselves to be treated by others – link to our school values of fairness, friendship, inclusion and respect

**House Points**

**Class Points**

Within each class, teacher may use a points based system to help create a positive learning environment- link to VALUES /OPAL SKILLS

Within some classes, teacher may allocate themselves points e.g if pupils are not on task

Pupils will be made aware of what they are collecting points for.

Traffic Light System

* Green Light: Students start each day on the Green Light, indicating positive behaviour. They have the freedom to participate in activities and receive praise for their good choices.
* Yellow Light: If a student displays minor misbehaviour, they may be moved to the Yellow Light as a warning. This signals the need to correct their behaviour and serves as a reminder of expectations.
* Red Light: Continued misbehaviour or more serious infractions may result in moving to the Red Light. Consequences such as time-out or loss of privileges may apply, with the opportunity to reflect and improve behaviour.
* Students will work with teachers and PT to develop an improvement plan that outlines specific goals, strategies, and steps for behaviour modification- behaviour journal
* Progress Monitoring: Progress is monitored regularly to track behaviour improvement, provide feedback, and adjust strategies as needed
* If no improvement is being made meeting with DHT and work together to create a Behaviour Support Plan

**Behaviour Support Plan**

For children at risk of exclusion or displaying challenging behaviour in class or around the school, the inclusion team will utilise a Behaviour support plan.

**What is a Behaviour Support Plan?**

A behaviour support plan is a document created to help understand and manage behaviour in children who are at risk of exclusion or are displaying behaviour that others find challenging.

A Behaviour Support Plan provides carers with a step-by-step guide to making sure the person not only has a great quality of life but also enables adults working around the child to identify when they need to intervene to prevent an episode of challenging behaviour.

The plan contains a range of strategies which not only focus on the challenging behaviour(s) but also include ways to ensure the person has access to things that are important to them.

The strategies used are referred to as:

Proactive Strategies

Reactive Strategies.

Proactive strategies are intended to make sure the person has got what they need and want on a day to day basis and also includes ways to teach the person appropriate communication and life skills.

Reactive strategies are designed to keep the person and those around them safe from harm. They provide a way to react quickly in a situation where the person is distressed or anxious and more likely to display challenging behaviour.

A good behaviour support plan has more Proactive strategies than Reactive ones. This helps to ensure that the focus of the plan is not just on the challenging behaviour but provides ways to support the person to have a good life, enabling the person to learn better, more effective ways of getting what they need.

**Who is it for?**

A behaviour support plan is for individuals who regularly display challenging behaviour to the extent that it severely impacts on their life. For example, it may result in exclusion from school.

A behaviour support plan can be developed and used at any age. The earlier challenging behaviour can be understood and strategies put in place to help reduce the behaviours, the better it is for the person and those caring for them.

Behaviour Examples:

**LEVEL 1**

Consistent talking in class

Not following instructions

Disrespect/unkind to other

Level 1 behaviours and incidents will be dealt with by the Support Staff and Class Teachers

**LEVEL 2**

Name calling Pushing/hitting

Swearing

Not being honest

Level 2 behaviour or incident that occurs will be dealt with by the Class Teacher and where appropriate Principal teachers. Class Teachers will inform Parents/Carers and discuss incident that has occurred. In most cases this will be a phone call as incidents must be dealt with promptly and Parents/Carers informed.

**LEVEL 3**

Fighting

Bullying

Racist Incident

Any severe behaviour or incident that occurs must be reported directly to PT/DHT/HT

Severe behaviours and incidents will be dealt with in an appropriate and supportive manner as per ECD and national policy and guidance.

Severe behaviours and incidents will be recorded as per EDC policy

Where stepped sanctions have reached ‘Time Out’ three times within a week, this will be regarded a ‘medium’ behaviour and the relevant escalation procedure should then be followed

Children’s Views