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**NEWTONHILL SCHOOL**

**POSITIVE RELATIONSHIPS, ETHOS and CULTURE POLICY**

At Newtonhill we are proud of the fact that our pupils, parents and staff support and lead each other towards higher self-esteem and self-discipline. This is achieved through the forming of positive, nurturing relationships and the modelling of exceptionally high expectations of good behaviour.

As a partnership with children and parents, we work together to develop a caring, considerate environment in which all children are entitled to learn effectively and encouraged to be resilient, supportive learners.

Self-esteem and Self-discipline are at the heart of thinking, behaviour and effective learning. We aim to provide positive everyday experiences that enable our children to not just be responsible for their own behaviour and actions but to learn actively and in an enjoyable way.

The responsibility for children’s pastoral care and behaviour lies mainly with teaching staff in conjunction with the Head Teacher.

Parents are actively encouraged to share responsibility for the behaviour, happiness and wellbeing of their child. They are able to contact the class teacher or Head Teacher, just as the school will contact them in the same circumstances.

Guidelines are in place to ensure that all children enjoy a safe and stimulating environment where positive interactions and relationships are promoted and children are taught to consider others as well as themselves.

**In order to provide a safe, positive environment staff will:**

* Provide positive role models, show consideration, good manners, care and respect for all children and adults.
* Understand stage / age appropriate behaviour.
* Encourage children to talk about their friendships by sharing their feelings and ideas, and by communicating their needs in a safe and open environment.
* Listen to what children have to say, acknowledging their feelings, thoughts and behaviours.
* Be consistent, impartial and supportive.

Children should be treated as individuals and through the sharing of feelings, thoughts and needs, will become aware of the effect their behaviour has on themselves and others. Staff will:

* Praise and encourage positive relationships and interactions, ensuring that children do not receive adult attention only for undesirable behaviours.
* Engage the children in activities, such as circle time, to raise self-esteem and encourage mutual self-respect and understanding.
* Liaise with parents, team members and members of the management team if a child is in need of support; if necessary they will agree an individual action plan.
* If necessary, seek parental permission to consult external agencies for example Educational Psychologist or social work

Staff through the school will work with children know what is expected of them, and to achieve this staff will:

* Develop positive classroom management strategies which establish approaches, attitudes and behaviours which foster and develop good relationships, self-esteem and self-discipline .
* Deal sensitively with anyone who is finding it difficult.
* Offer fair and consistent treatment.
* Never use or threaten physical punishment. Remembering that children take false threats literally.
* Never ridicule or humiliate children.
* Never shout at children in a threatening way.
* Make clear to everyone, especially the child, that it is certain behaviours which are not acceptable – never the child.
* Make it clear to children that they will always have our respect, care and support.

**OUR POSITIVE RELATIONSHIPS, ETHOS and CULTURE GUIDELINES FOR PUPILS**

**At Newtonhill School we encourage children to:**

* be gentle
* be kind and helpful
* look after property
* listen to people
* share their thoughts, feelings and ideas
* be honest
* try their best

**Our school values are important in ensuring we promote positive relationships and a safe and happy environment for all.**

* Happy
* Respectful
* Kind
* Honest
* Responsible
* Hardworking

# How we will support all children:

We promote good self-esteem, self-discipline and positive relationships in our school by:

* Sharing success stories
* Giving non-verbal praise – a smile, thumbs up etc.
* Displaying children’s achievements from outwith school in our ‘roll of Honour’
* Giving verbal praise – a quiet word, a public word, positive written comments
* Giving out stickers/certificates to promote good role models.
* Sending children to the Head Teacher for praise and time.
* Weekly Head Teacher awards for achieving excellence in some aspect of school life.

# How we will offer further guidance for pupils where needed or beneficial:

* Verbal interactions – a reminder to play kindly and considerately
* Uses of eye contact, gesture and the ignoring of low-level negative behaviours as appropriate
* Follow-up consequences such as conversations, time-outs or praise if positive change has occurred
* Use of our card system for dealing with persistent low level disruption and some challenging behaviours
* Restorative approaches for supporting pupils through disagreements, altercations and other behavioural incidents

At Newtonhill School we encourage the children to talk about their feelings, thoughts and behaviours. Questions are asked with a focus on establishing those feelings, thought processes and personal needs followed by finding agreeable solutions. This approach enables children to understand acceptable social behaviour and approaches to dealing with similar situations that may happen in the future, providing them with vital social and emotional skills. Parents may at times also be consulted to reinforce positive behaviour at home if it is causing concern.

Higher levels of challenging behaviour may be encountered. The following procedures may be used in circumstances described below. All incidents are logged and when appropriate, parents and/or carers may be asked to sign an account of the incident and its outcome. This is done in a confidential manner in line with Care Commission Guidelines.

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| Incidents requiring further support | Further types of support offered |
| **Repeated hitting**  **Repeated nipping**  **Kicking or punching**  **Hard pushing or pushing from**  **height.**  **Violent or aggressive behaviours**  **Persistent and ongoing**  **disruptions.**   |  |  | | --- | --- | |  |  | |  |  | |  |  | | Parents and/or carers would be contacted. Possible strategies and approaches would be discussed with home and school, together.  As with any aspect of a child’s personal and social development, discussion will be ongoing with parents/carers to support children.  Actively aggressive or pre-planned negative ‘engagements’ will necessitate a behaviour support plan to be drawn up.  Where children are struggling to feel calm or are excessively distressed, they will be supported in a quiet area.  Alternatively the other children may be removed from the class if a danger to anyone is posed. |

Above all, communication with parents/carers is of paramount importance. An insight into home routines, preferences, background and health and wellbeing will support staff as they strive to best meet the needs of all children.

United Nations Convention on the Rights of the Child Article 28 – “Every child has the right to an education. Discipline in schools must respect children’s dignity and their rights.”