

# Promoting Positive Relationships at South Park Nursery



## Fraserburgh South Park School and Nursery

2023/2024

## **RRS**

'The best interests of the child must be a top priority in all things that affect children.'

*UNCRC - Article 3*

'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.'

*UNCRC - Article 19*

'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.'

*UNCRC - Article 29*

## **Rationale**

At Fraserburgh South Park School, a restorative approach is integral to who we are. We aim to make this process the foundation for every aspect of school life.

'Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience, and positive views about themselves. This applies equally to all staff in the learning community.'

*Better Relationships, Better Learning, Better Behaviour: Scottish Government*

## **Ethos and Life of the School**

Fraserburgh South Park School actively builds an ethos which promotes mutual respect and trust, restoration of relationships and looks to repair harm at every opportunity. A whole school restorative approach provides an over-arching framework for working collaboratively with children in order to create an environment where all members of the school community feel valued and enabled to do their best. It ensures that everyone shares responsibility for having a 'good' day at school and that they become accountable when things go wrong. We believe that by using a restorative approach and encouraging communication between those harmed by conflict, and those responsible for the harm, we can enable everyone affected to play a part in repairing the harm and finding a positive way forward. As part of our restorative journey, we continually reflect and review our policies and procedures in partnership with children, staff and parents.

## **Aims**

At Fraserburgh South Park School and nursery we aim to:

- Help children to become confident, tolerant, and considerate young people.
- Encourage the whole school community to respect themselves and treat each other with respect.
- Embed an ethos of children doing the right thing for the right reasons.

- Enable children to develop the skills required to build positive relationships and provide strategies to support them when relationships break down.

We will achieve these aims by:

- Ensuring that everyone has a shared understanding of a restorative approach.
- Encouraging children to self-regulate and take responsibility for their behavioural choices.
- Creating an environment where learning is a partnership between home and school.
- Helping children to recognise and understand the feelings and needs of others.
- Giving all parties the opportunity to put things right when relationships break down.
- Ensuring that everyone feels actively listened to.

### **A Restorative Approach**

At Fraserburgh South Park School we believe that for many children the motivating factor for coming to school is relationships - socialising and seeing their friends. They have a lot to learn about how to manage their relationships e.g. disagreeing with teachers and friends in respectful ways. Making mistakes in these areas can often lead to verbal/physical clashes. Rather than seeing this as "misbehaviour" we aim to see these as errors due to lack of skill and experience in these situations.

The aim of a restorative intervention is to give people a structured opportunity to learn to manage shame and/or take responsibility for their behaviour, address any harm done, reconcile damaged relationships and consider how future problems can be avoided.

When a restorative conversation is carried out the listener remains impartial in order to create space for children to reflect on what has happened and identify a way forward. The following questions show the structure of a restorative conversation.

- Can you explain what happened?
- What were you thinking at the time?
- How were you feeling at the time?
- How are you feeling now?
- Who else do you think has been affected by this?

Once they have had the opportunity to reflect on what happened, the focus becomes the present and then finally what needs to happen in the future. Equal emphasis is placed on behaviour, thoughts, feelings and needs. Children take responsibility for their actions and the solutions become long term.

### **The Curriculum and Learning**

Within Curriculum for Excellence all staff are expected to be proactive in promoting positive relationships and behaviour in the nursery, classroom, playground and wider school community. There are specific experiences and outcomes in Health and Wellbeing which enable learners to become emotionally literate and develop the skills required to build and maintain positive relationships and deal with and avoid conflict. These experiences and outcomes are the responsibility of all.

We acknowledge childrens' efforts, achievements and positive behaviour through a variety of ways including:

- The South Park Way is used in all areas of school and nursery.
- Children's positive behaviour and achievements are celebrated using dispositions.
- Informing parents through profiles

- House points
- Discussing a different disposition regularly and adding achievements to the school assembly.

As well as acknowledging and celebrating the individual efforts and successes, children are encouraged to work collaboratively as a team and gain points for their house teams. Winning teams are celebrated termly, and winners are awarded a house treat.

The behaviour flow chart in Appendix A, details guidelines for dealing with instances of inappropriate behaviour. Appendix B illustrates how relationships are built upon in the nursery. These are clearly displayed throughout the school and reinforced regularly.

Additional consequences of inappropriate behaviour may include:

- Loss of privileges (eg: missing a school trip)
- Loss of playtime/lunchtime

Some children, for a variety of reasons, find it more difficult than others to cope with school life. This can sometimes result in difficulties with relationships at school and a separate behaviour plan may be required. These plans are created in consultation with the child, school staff and parents/carers. In addition, some children may be at risk of exclusion. Aberdeenshire Education and Children's Services' Policy on School Discipline and the Use of Exclusion states that 'the authority is committed to the principle that exclusion should only be used as a last resort'.

Before deciding to exclude a child, the head teacher will have taken into account previous behaviour patterns and any recent incidents in which the child has been involved. The head teacher will also consider the effects the child's behaviour is having on the education and welfare of other children in the school. Further information on exclusions can be found at [https://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](https://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

## Appendix B – South Park Nursery

### Positive Behaviour

The nursery team will focus on praising and rewarding positive behaviour. Staff will build effective relationships with children and ensure that they have many ways in which positive behaviour can be celebrated. This may be through special privileges, stickers, house points etc.

### Building Understanding

At a very early level, children at South Park Nursery will engage in restorative conversations to help them learn to manage their behaviour, take responsibility for it, become aware of how others feel and repair any 'damage' done.

During a restorative conversation, children will talk about what happens, explore their feelings and think about how their behaviour impacted on others. The nursery staff will then help the children identify what needs to happen in the future to prevent a similar event.

### Behaviour Process

When a child displays undesirable behaviour at South Park Nursery, we take the following steps to support the child:

1. Instances of undesirable behaviour - adult to support the child understand their behaviour and the impact it has on others (restorative conversation).
2. Nursery staff will always focus on praising positive behaviour and discussing undesirable behaviours with the child.
3. If the behaviour continues, after regular restorative conversations, and reinforcing positive behaviour, nursery staff may make use of thinking time/ reflective chair.
4. If the behaviour continues with the above supports in place, nursery staff, with the Head Teacher and parents/carers, will devise a specific support and intervention plan (see below) to support the child.

### Parental Involvement

At the heart of our approach to behaviour is positive relationships. South Park Nursery staff will ensure open and honest communication with parents/carers at all times. Parents/carers will be informed on a daily basis, if necessary, when there are incidents within the nursery. Parents/carers will be fully involved in creating a care plan, when necessary, which meets the needs of their child.

### Support and intervention / care plans

This plan simply ensures that everyone around the child has a clear understanding of the areas for development and next steps. A support plan ensure that the child is being fully supported and that the correct supports are in place to ensure a positive nursery experience.