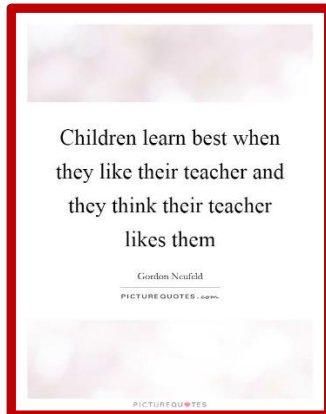




## Rathcoole Primary School and Nursery Unit

“Nurture, Inspire, Flourish”

# Relationship Policy



<b>Date reviewed</b>	<b>June 2025</b>
<b>Next review date</b>	<b>June 2027</b>

<b>Chair of Board of Governors</b>	<b>Alison Bennington</b>
<b>Principal</b>	<i>Emma Quinn</i>

## Introduction

At Rathcoole Primary School and Nursery Unit our Positive Behaviour Policy is a working document for the whole school community to ensure good practice throughout the school. It has been written for the pupils, staff, and parents and visitors.

### Principles underlying the policy

- ❖ Nurture
- ❖ Inspire
- ❖ Flourish



The 6 Principles of Nurture underpin all that we do. As a nurturing school, we believe that all behaviour is communication.

We view behaviour in a positive way where praise and relationships are fundamental. It is our desire to cultivate in the whole team, an acceptance and recognition of their own decisions, their actions, and consequences. We hope to train and guide children, in partnership with parents, to behave in a socially acceptable way.

We feel it is vital that the staff support children's behaviour in a positive manner by upholding the United Nations Convention on the Rights of the Child (UNCRC). Staff appreciate all pupils' work whilst acknowledging positive behaviour and actions. Staff take account of children's special educational needs and follow Personal Plans Support Plans where appropriate and necessary. In order to maximise the effectiveness of our policy, parental involvement and support on a continual basis is essential.

As a Rights Respecting School, our pathway to a successful future is grounded in the UNCRC.

- ✓ Article 3: The best interests of the child must be a top priority in all actions concerning the child.
- ✓ Article 12: Every child has a right to say what they think in all matters affecting them and to have their views taken seriously.
- ✓ Article 19: Children have a right to be protected from all forms of discipline that does not uphold the child's dignity and self-esteem.

This policy has been devised in conjunction with Governors, Staff, Pupils, and Parents. The policy is part of the school's overall Pastoral Care Policy and has links with other policies such as Child Protection and Safeguarding, Anti-Bullying, Special Needs and Inclusion, and Nurture. These policies help ensure the safety, welfare and wellbeing of all pupils in our care.



We are a Take 5 Platinum School. We embed the 5 steps to wellbeing throughout our school, culture, teaching and learning and all that we do. These steps are evidence-based actions that promote positive mental health and overall well-being for both students and staff.

This document provides the framework for the creation of a happy, secure, and safe environment in which children can learn and develop as caring and responsible individuals. It is written for the benefit of the whole school community to help facilitate a positive whole school approach to behaviour management at Rathcoole Primary School and Nursery Unit.

### **Ethos Statement**

**“**The Rathcoole Primary School and Nursery Unit family are devoted to ensuring that every child is nurtured and inspired to flourish and achieve in their own unique way. We are proud of our inclusive learning environment, where every child matters and every voice is heard.”

### **Mission Statement**

- ❖ To establish a nurturing community wherein staff, pupils, parents and visitors are valued and enjoy a sense of belonging.
- ❖ To create a safe and supportive environment, enabling effective teaching and learning.
- ❖ To foster positive, nurturing and caring relationships towards everyone, where achievements at all levels are valued.
- ❖ To encourage self-respect, self-discipline, and respect for others and property in the school and wider community.
- ❖ To provide clear boundaries and promote positive behaviour.

- ❖ To develop independence and self-discipline so that everyone learns to accept responsibility for their own behaviour.
- ❖ To have a consistent whole school nurturing approach to create a climate conducive to sound relationships.

## Values



## Promoting Positive Behaviour

- 1) The three concepts below set out the standard of behaviour we expect our pupils to demonstrate.

Are pupils **READY** to learn and participate in school life?

Are pupils **RESPECTFUL** of the individual differences, opinions, and values of other learners and adults in school?

Are pupils **SAFE** in their actions and behaviours towards others and themselves?

These three concepts of 'Ready, Respectful, Safe' will help shape the positive culture we want to see for our pupils. These values will be promoted by all staff and through whole school assemblies.

- 2) **THE PATHS PROGRAMME: Promoting Alternative Thinking Strategies**

In addition to the taught Personal Development for Mutual Understanding (PDMU) curriculum all year groups follow the PATHS programme. PATHS encourages pupils to think about caring for others, their communal responsibility, and the importance of moral and social responsibility. Issues such as personal responsibility, self-discipline, self-respect, respect for others, and respect for other people's property are explored.

A consistent whole-school approach to the implementation of the Positive Behaviour Policy is promoted through:

- Regular conversations and reminders of 'The Three Concepts'.
- Whole school involvement in the PATHS pastoral programme.
- Appreciating and following individual Class Charters.
- Encouraging pupils to see themselves as members of the school team and recognising their responsibility within this.

- Developing the skills of cooperation and discussion in lessons that engage, challenge, and meet the needs of all learners.
- Encouraging everyone to take care of each other and their environment.
- Creating a stimulating learning environment.
- Celebrating achievements and positive behaviour.
- Meet and greet children and parents/carers at the front of school playground/classroom door.
- A calm and reflective dialogue with learners who are not following the rules.

## **Rights and Responsibilities**

### **Board of Governors**

The Governors have legal responsibility for the school's Positive Behaviour Policy and it is their role to maintain a policy for the school that is current, being implemented, positive in nature, and reflective of the school ethos.

If, or when, a case of challenging behaviour should come before them they must act upon it having considered the views of the principal, other interested parties, and any reports forwarded to them.

#### **The Board of Governors have a Responsibility to:**

- Ensure policies and procedures designed to promote good behaviour and discipline are pursued at their school.
- Safeguard and promote the welfare of pupils.
- Prevent bullying and ensure consultation with pupils.
- Support the principal and staff.

### **Principal**

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. She must ensure that teachers, pupils, and parents play a vital role in the life and organisation of the school.

#### **The Principal has a responsibility to:**

- Ensure the rules of the school are administered fairly and consistently to all pupils.
- Support her staff where appropriate.
- Furnish the Board of Governors and the Education Authority (if necessary) with a report on the behaviour within the school or on the behaviour of an individual pupil where necessary.
- Ensure the school's Positive Behaviour Policy is processed in accordance with and alongside all other relevant school policies, i.e. Special Needs and Inclusion Policy, Anti-Bullying Policy, Code of Practice, etc.

- **Staff (Teaching and Non-Teaching – Including Substitute teachers)**

A teacher's role is to provide education for the children in his/her care.

'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.' *'Promoting Positive Behaviour' pg. 6 DENI, 2001*  
Positive Behaviour is a necessary part of the provisions we make in Rathcoole Primary School and Nursery School to create and maintain a supportive working environment to ensure everyone feels safe and secure. We believe that all staff have a responsibility to actively help children develop core skills, which in turn can create a positive learning environment.

**Staff have a Right to:**

- Meaningful and professional relationships with colleagues, parents, and pupils.
- Engage in opportunities for professional development.
- Be valued as part of the school team.
- Engage all pupils in the school according to school procedures.
- Have an opportunity to work to their full potential in a calm, safe and nurturing environment.

**Staff have a Responsibility to:**

- Behave in a professional manner - Be ready, respectful and safe.
- Support the development of an age-appropriate Class Plan for Learning.
- Engage with children and adults in a calm and respectful manner.
- Provide children with a broad, balanced, and suitably differentiated curriculum.
- Be approachable, empathetic, and alert to pupils in difficulty.
- Recognise the individuality of children.
- Have high but realistic expectations for each child and strive to cater for their needs.
- Celebrate effort and achievement.
- Consult with parents about their child's progress or behaviour.
- Provide a safe, stimulating, and caring working environment in the classroom where all children can work effectively to the best of their ability.
- Implement the school's behaviour policy in a fair and consistent manner.
- Cooperate and work with the school management team and colleagues.
- Pursue opportunities for personal and professional development.

**Pupils**

Pupils in each class should work together to establish a Class Plan for Learning allowing the classroom to operate effectively within a safe, happy, and nurturing learning environment. This will be reviewed regularly. Playground rules should be established in the same way.

**Pupils have a Right to:**

- Be valued as a member of the school community.
- Have a voice through consultation and active listening.
- Work and play in a calm, well managed, and safe environment.
- Receive a broad, balanced, and suitably differentiated curriculum.
- Be listened to in a sensitive manner.
- Get help when needed.
- Be mindful of Ready, Respectful and Safe.
- A fair, consistent, clear, and calm approach to behaviour management.

**Pupils have a Responsibility to:**

- Follow the school values of Ready, Respectful and Safe.
- Be respectful to staff, visitors, and other pupils in school.
- Be respectful of their own and others' property.
- Represent the school in a positive way.
- Always listen attentively and work to the best of their ability.
- Follow directions of staff, ensuring a conducive environment for learning and teaching.

**Parents/Carers**

Standards of behaviour are well established in children before they come to school. Accepted standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school.

Following the 6 Principles of Nurture, we believe in partnership and therefore encourage parents/carers to establish and maintain a positive relationship with all staff. The support of parents/carers is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, caring for learning materials and supervision of homework.

**Parents/Carers have a Right to expect:**

- A safe, stimulating, and happy learning environment for their child.
- The delivery of a well-balanced, broad, and suitably differentiated curriculum.
- To be informed about their child's progress with any concerns shared.
- Up-to-date information on the school behaviour policy and procedures.
- An opportunity to discuss behaviour with the class teacher or principal
- A consistent and fair approach to behaviour.
- A school community which is sensitive to the needs of the individual child.
- An acceptable level of courtesy and respect to be shown to their child by staff.

### **Parents/Carers have a Responsibility to:**

- Act as positive role models for their child in their relationship with the school.
- Promote an understanding of positive relationships and be good role models.
- Support the school in implementing the positive behaviour policy.
- Ensure their child is well rested and prepared to start the school day on time.
- Encourage their child to be ready, respectful and safe to all staff, school visitors, and peers.
- Encourage their child to value their own property, school property, and that of others.
- Encourage their child to complete schoolwork and homework to an acceptable level.
- Check and sign all written homework.
- Advise school at the earliest opportunity of any concerns that may impact their child's school day.
- Work in conjunction with all staff.

### **Class Plan for Learning**

Pupils have the right to have a voice and to have their voice heard.

A commitment to consult, agree, implement and display age-appropriate Class Plans for Learning with all classes. Each class will develop their own Class Plan for Learning

#### **A Class Plan for Learning should include the following 5 elements.**



- I. Classroom Values
- II. Behaviours for learning
- III. Rights and responsibilities
- IV. Expectation/rules and routines
- V. Acknowledgements, affirmations and boundaries

These will be age appropriate and will consider each child's needs, including that of any Special Educational Need.

The policy and plans, will have an emphasis on affirmation, nurturing and restoration. They will be in age-appropriate language. Some classes may use visuals in lieu of or as well as words, to ensure all children can access and understand the plan. Social stories may also be used to ensure that pupils throughout the school can recap and understand.



## Examples of behaviour for learning :

**Build** the Learning Environment 

**Behaviours for Learning involve a wide variety of skills.**

<p><b>★ Organisational Skills</b></p> <ul style="list-style-type: none"><li>• Good time keeping</li><li>• Bringing the correct equipment to lessons</li><li>• Planning &amp; organising a response to the task</li><li>• Keeping work, desk &amp; room tidy</li><li>• Knowing where to find equipment</li><li>• Setting appropriate goals</li><li>• Keeping focused on the task</li><li>• Using notes &amp; prompts</li><li>• Monitoring own progress</li></ul>	<p><b>★ Social Skills</b></p> <ul style="list-style-type: none"><li>• Helping others to learn</li><li>• Using peer support</li><li>• Supporting others in their learning</li><li>• Respecting the ideas &amp; views of others</li><li>• Sharing equipment</li><li>• Listening actively, waiting turn to speak &amp; speaking politely</li><li>• Using an appropriate tone of voice</li><li>• Knowing when &amp; how to seek help</li><li>• Ignoring distractions</li><li>• Working collaboratively</li></ul>	<p><b>★ Learning Skills</b></p> <ul style="list-style-type: none"><li>• Sharing ideas</li><li>• Cooperating with reasonable instructions</li><li>• Learning independently, in pairs or with a group</li><li>• Trying new ways of learning &amp; taking risks</li><li>• Learning from mistakes</li><li>• Asking the right questions</li><li>• Knowing what help is needed</li><li>• Retrieval</li><li>• Self-Reflection</li><li>• Thinking Skills</li></ul>
---	--	--

### Reducing Barriers to Learning

These three values of 'Ready, Respectful, Safe' will help shape the positive culture we want to see for our pupils. These values will be promoted by all staff and through whole school assemblies and a preventative curriculum.

#### Is the Rathcoole PS Family...

**READY** to learn and participate in school life?

**RESPECTFUL** of the individual differences, opinions, and values of other learners and adults in school?

**SAFE** in their actions and behaviours towards others and themselves?



## The Preventative Curriculum

In addition to the taught Personal Development for Mutual Understanding (PDMU) curriculum all year groups follow the PATHS programme : Promoting Alternative Thinking Strategies)

<https://www.pathseducation.co.uk/>

PATHS encourages pupils to think about caring for others, their communal responsibility, and the importance of moral and social responsibility. Issues such as personal responsibility, self-discipline, self-respect, respect for others, and respect for other people's property are explored.

A consistent whole-school approach to the implementation of the Positive Behaviour Policy is promoted through:

- Regular conversations and reminders of 'The Three Values'.
- Whole school involvement in the PATHS pastoral programme.
- Appreciating and following individual Class Learning Plans.
- Encouraging pupils to see themselves as members of the school team and recognising their responsibility within this.
- Developing the skills of cooperation and discussion in lessons that engage, challenge, and meet the needs of all learners.
- Encouraging everyone to take care of each other and their environment.
- Creating a stimulating learning environment.
- Celebrating achievements and positive behaviour.
- Meet and greet children and parents/carers at the front of school playground/classroom door.
- A calm and reflective dialogue with learners who are not following the rules.
- Restorative Practice and restorative, coaching conversations.
- Trauma Informed and trauma sensitive approach.
- Nurture Principles.
- Take 5 Whole School Approach.



## Involving Parents and Carers

In keeping with the aims of our suite of policies, we encourage parents/carers to take an active part in the life of the school. We believe this is essential in establishing trusting and nurturing relationships which allow us to work together in partnership to support all children.

Information about ways in which parents/carers can help their child is provided through regular updates on ClassDojo, open night, meetings with the class teacher, events throughout the year to reinforce our school message and social media.

- ✓ Parents will be contacted by the class teacher, senior teacher or the Principal, if there are any concerns about behaviours.
- ✓ Behaviours may be tracked in school to see if there is a pattern or trigger to them and support put in place. School will also use the ABC charts to reflect on key events.
- ✓ Pre-intervention checklists are also used to help pay attention to changes and other potential reasons for a change in behaviour.
- ✓ Equally all staff are encouraged to celebrate and promote the positive choices that the pupils and staff make each day.

## Suspension and Expulsion

Where necessary, referral may be made to a specialist teacher or outside agency.

In very exceptional circumstances, and following Education Authority guidelines, the procedures for suspension and expulsion will be initiated.

The Board of Governors will be notified and consulted. The Education Authority Suspension and Expulsion procedures will be always followed. Initially, any exclusion will be for a temporary fixed term but if necessary permanent exclusion may be considered.

The School Management reserve the right to bypass the imposition of sanctions and move directly to 'Formal Disciplinary Proceedings' for children considered to have seriously broken the school rules or misbehaved in a serious manner.

School will work in partnership with home and services to support a positive outcome for all.

**It is important to realise that such decisions will not be made lightly.**

## **Policy of Reasonable Force and Safe Handling**

Rathcoole Primary School and Nursery Unit actively promotes the use of positive behaviour management strategies, thus reducing the need for any form of physical intervention. However, emergency situations may arise when this is unavoidable and necessary. Such situations may be;

- To prevent a pupil from committing an offence;
- To prevent a pupil causing personal injury to, or damage to the property of, any person (including the pupil himself);



In the event of contact as a last resort becoming necessary, the procedure and guidance as outlined in the Department of Education Circular 13 of 2021 'Restraint and Seclusion' will be followed

<https://www.education-ni.gov.uk/publications/circular-202113-interim-guidance-use-restraint-and-seclusion-educational-settings>

<https://www.education-ni.gov.uk/publications/towards-model-policy-schools-use-reasonable-force>

## Links with Other Parties

### **Relationship Policy and Parental Links**

The support and cooperation of parents/carers is essential in achieving the aims within this policy. Parents/carers need to be aware of the importance with which the school views their role and responsibility in helping us achieve these aims.

Opportunities to build parental involvement will take many forms: through the promotion of our relationship approach, questionnaires, Personal Learning Plans, reports, school trips, and face-to-face meetings.

Close communication between school and home should ensure the needs of the child are addressed quickly and efficiently.

### **Relationship Policy and Special Needs**

It is our intention to assist pupils who may experience emotional or behavioural difficulties in our school.

Within our Special Needs and Inclusion Policy all teachers are aware of the role they play in assessing, targeting, and drawing up a Personal Learning Plan for a pupil.

When it becomes evident that further help will be required the Learning Support Co-ordinator will make a referral to the local Educational Psychology Office, or other services, requesting outside support.



### **Relationship Policy and Links with Outside Agencies**

In attempting to cater for all pupils it is sometimes necessary to call on the support of other professional support agencies from outside the school (for example the Educational Psychologist, the Behaviour Support Team, the Education and Welfare Service, and Social Services).

### **Monitoring and Evaluation**

The Governors will seek the views of all staff, pupils, and parents when carrying out a review of the policy and procedures. The policy will be given to each member of the Board of Governors, staff, parents, and volunteers. It will also be available from the school office and on the school website. This policy will be reviewed annually. The policy may also be reviewed as considered necessary to meet changes in school circumstances or to reflect changes in legislation or DENI guidelines.

Participation and consultation with children and parents will be undertaken through the use of questionnaires, focus groups or other appropriate means.

### **Pupil Voice**

Participation and consultation with children will be undertaken through the use of questionnaires, focus groups and simple surveys, dependent on age and stage of development of the child[ren]. We will also use the PASS survey to help highlight any areas of development.

### **Continuing Professional Development for Staff**

CPD is an essential aspect of ensuring the policy is implemented fully. School ensures that all staff have access to or dissemination of :

- Nurture Training
- Solihull
- Trauma Informed Practice, including being a trauma sensitive school
- Whole School Together Training (Provided by the Education Authority)
- Primary Behaviour Support Services e.g. CALM plan, SBEW planning
- Links with our Autism Specific Classrooms and Specialist Training.
- Special Educational Needs training, relevant to the profile and needs of the school (Pupils and staff)

### **The Board of Governors**

The Board of Governors will be updated at every Governors meeting in respect of the implementation of the policy. There is also an Annual Report issued to the Board of Governors every year.

The Board of Governors will review this policy every 2 years or earlier, if deemed necessary.

## **Appendix 1 Key Policies and internal templates**

<b>Template</b>	<b>Link</b>
CALM plan example	<a href="#">SBEW PLAN SAMPLE.docx</a>
Pre-Intervention Checklist	<a href="#">CHECKLIST (1).docx</a>
CAMHS referral form	<a href="#">CAMHS Referral Form Blank.docx</a>
In school behaviour tracking chart	<a href="#">Daily behaviour chart to record frequency of events.docx</a>
Risk Reduction Action Plan	<a href="#">RISK REDUCTION ACTION PLANNING DOCUMENTS FEB 2022.docx</a>
Strategies used for de-escalation	<a href="#">Deescalation Strategies Trial Sheet.docx</a>
ABC chart	<a href="#">ABC-Chart-with-guidance.docx</a>
Support Plan [SBEW Planning]	
<b>Policies</b>	<b>Link</b>
Safeguarding and Child Protection Policy	<a href="#">RPS Child Protection Policy - November 2023.docx</a>
SEN policy	<a href="#">SEN and Inclusion Policy RPS June 2020.docx</a>
Anti-Bullying	<a href="#">Anti Bullying Policy -December 2023 Final.docx</a>
Equality and Inclusion Policy	<a href="#">Equality + Inclusion Policy 2023.docx</a>
Complaints Policy	<a href="#">complaints-policy-2020.docx</a>
Home-School Communication Policy	<a href="#">Home-School Communication policy September 2023.docx</a>
ASC policy	<a href="#">ASC POLICY NOVEMBER 2023.docx</a>

## **Appendix 2 : Key Legislation and links**

Key References include the following:

- The Children's Services Co-operation Act (NI) 2015  
<https://www.education-ni.gov.uk/childrens-services-co-operation-act-northern-ireland-2015>
- SEND Act (NI) 2016  
<https://www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion>
- Addressing Bullying in Schools Act (NI) 2016  
<https://www.education-ni.gov.uk/anti-bullying-policyV>
- Pupil Participation DE Circular 2014/14  
<https://www.education-ni.gov.uk/publications/circular-201414-pupil-participation-0>
- Suspensions & Expulsions DE Circular 2021/04 : updated notification DE Circular 2015/19 updated 2023  
<https://www.education-ni.gov.uk/publications/de-circular-202104-suspensions-and-expulsions-arrangements-pupils-grant-aided-schools-northern>
- Interim Guidance on the Use of Restraint & Seclusion in Educational settings DE Circular 2021/13\*  
<https://www.education-ni.gov.uk/publications/circular-202113-interim-guidance-use-restraint-and-seclusion-educational-settings#:~:text=This%20interim%20guidance%20provides%20educational,schools%20from%20the%20Education%20Authority.>
- Promoting Positive Behaviour, DE 2001  
<https://www.education-ni.gov.uk/publications/pastoral-care-schools-promoting-positive-behaviour>
- Every Schools a Good School DE 2009  
<https://www.education-ni.gov.uk/publications/every-school-good-school-policy-school-improvementV>
- Safeguarding and Child Protection: A Guide for Schools, DE, updated 2022  
<https://www.education-ni.gov.uk/publications/safeguarding-and-child-protection-schools-guide-schools>

- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools & Boards of Governors DE 2021

<https://www.education-ni.gov.uk/anti-bullying-policy#:~:text=The%20Act%20provides%20a%20common,review%20of%20the%20school's%20anti%2D>

- Children & Young People's EMOTIONAL HEALTH AND WELLBEING in Education Framework DE/DOH Feb. 2021

<https://www.education-ni.gov.uk/publications/children-young-peoples-emotional-health-and-wellbeing-education-framework-final-version>

- Working with the Whole-School Community to Understand, Nurture & Support SBEW SEN Resource File DE updated 2020

<https://www.education-ni.gov.uk/publications/resource-file-children-special-educational-needs>

- Independent Review of Special Educational Needs Services & Processes Executive Summary DE March 2023

<https://www.education-ni.gov.uk/publications/independent-review-special-educational-needs-services-and-processes>