

PROMOTING POSITIVE RELATIONSHIPS

1 RATIONALE

Fostering positive relationships is a shared responsibility within our school community. It is fundamental to our mission of providing effective teaching and learning while establishing a strong foundation for our students' growth and development.

At Glenealy, we aspire to be kind, inclusive, and empathetic citizens who demonstrate responsibility towards one another and the world around us. By prioritising positive relationships, we ensure that our educational environment is safe and inclusive, enhancing social and emotional skills. This collaborative approach empowers both students and staff to work together and achieve their fullest potential.

“Promoting positive relationships involves developing an understanding of how an individual interacts with other people, other living things and the wider world; behaviours, rights and responsibilities of individuals in their relationships with others, communities, society and the world around them; the awareness and understanding of similarities and differences; an appreciation of the environment and an understanding of, and commitment to, humankind’s responsibility as custodians of the Earth for future generations.”

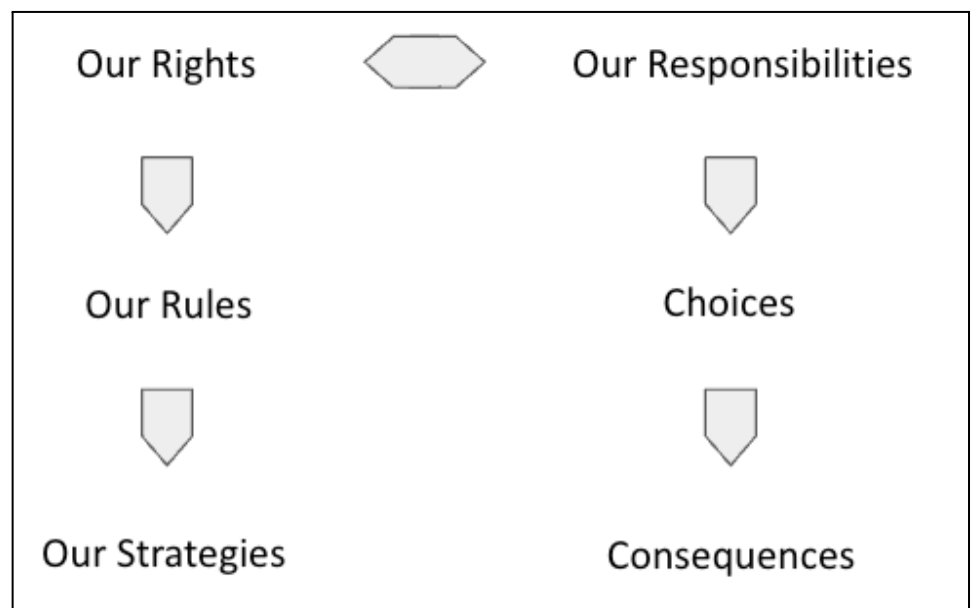
PSPE Scope & Sequence (IB)

2 A FRAMEWORK FOR PROMOTING POSITIVE RELATIONSHIPS

Our framework for promoting positive relationships encompasses key elements that are consistently integrated into the curriculum and enhance each child's overall experience at school.

- **Rights**

Our rights represent the entitlements of every individual within the school community. Grounding our actions in recognised rights empowers both children and adults to evaluate behaviour effectively. This understanding helps children identify the root of issues while allowing adults to articulate corrective interventions clearly.



- **Responsibilities**

Rights and responsibilities are fundamentally linked. We emphasise the importance of helping children choose responsible behaviours, enabling them to engage fully in the school community.

- **Rules**

Our rules are a reflection of our personal responsibilities. These non-negotiable guidelines establish a framework that safeguards our rights and ensures a supportive environment.

- **Strategies**

Our strategies consist of the specific actions we actively teach children to promote self-support and mutual assistance among peers.

- **Choices**

We emphasise the importance of making choices that foster behaviours and actions, allowing everyone to participate fully in the school community.

- **Consequences**

The outcomes of our choices, both positive and negative, are unavoidable, highlighting the importance of thoughtful decision-making.

The elements of our framework work together to support conversations about promoting positive behaviour in school. (Adapted from 'Creating Confident Classrooms by P. Hook & A. Vass)

3 OUR COMMITMENT TO POSITIVE RELATIONSHIPS

Our Commitment to Positive Relationships

At Glenealy, we are committed to fostering positive relationships, enabling everyone to thrive in an environment where they can reach their full potential. We are all entitled to the same rights and strive to protect these through our shared agreements.

3.1 Our Rights

Children across the school worked through a process of suggesting and prioritising the rights they feel are most important in protecting and supporting them with our learning at school. The rights most important to the children are captured in an easy-to-remember charter:

- Everyone has a right to safety
- Everyone has a right to be happy and belong
- Everyone has a right to respect

Everyone has
a right to be
safe

We keep hands, feet and
objects to ourselves

Everyone has
a right to be
happy and
belong

We support and
include one another

Everyone has
a right to be
respected

We treat everyone with
kindness & empathy



3.2 Our Agreements (Rules)

Alongside this charter, we have also established a set of agreements designed to protect our rights and support our commitment to acting responsibly within the school community. Our agreements are:

- We keep our hands, feet and objects to ourselves
- We support and include one another
- We treat everyone with kindness and empathy

Our rights and agreements work together and help to support conversations about promoting positive behaviour in school

4 SUPPORT STRATEGIES

Our approach includes the concepts and strategies that we actively teach the children to enable them to support themselves and others.

Children develop age-appropriate strategies through class discussions and reflections, utilising the resources listed below. These support children in making appropriate choices in their interactions with others. Key resources used at Glenealy include:

- Social & Emotional Aspects of Learning
- UR Strong Programme
- Social Thinking including Zones of Regulation
- Self-Regulation Strategies such as executive skills

5 RESTORATIVE PRACTICE

When incidents occur during a child's life at school, we strive to address these using Restorative Practice techniques, designed to repair and rebuild relationships between the parties involved.

The use of the key restorative questions with those involved is fundamental to resolving most issues that arise. Serious incidents are referred to the school leadership team for follow-up and resolution. This may lead to a formal Restorative Conference involving all parties and their parents.

Our restorative practice approach involves:

- **Awareness**
Making students become aware of how others have been affected by their behaviour choices and actions.
- **Active Involvement**
Encouraging students to talk about their actions through face-to-face dialogue and listening to those who have been affected by their inappropriate behaviour allows them to understand others' perspectives and guides them in repairing the harm done. All students are expected to make a commitment to this positive action.

- **Ongoing Learning**

Ensuring that students develop an awareness that negative behaviours, choices and incidents can be used constructively to build understanding, empathy and a sense of community.

- **Conferencing**

Students involved in minor conflict situations on the playground will be supported by the teacher or educational assistant on playground duty, who will aim to resolve the matter by conducting an informal conference between those involved, using some of the following relational questions as a guide.

6 THE ROLE OF THE ADULT

The role adults play in shaping student behaviour is pivotal. Adults are vital role models, demonstrating how to navigate challenges with resilience and empathy. By modelling positive behaviour and emotional regulation, adults create an environment where students feel safe and valued. It is through the response and attitude of the adults in school that we can significantly influence students' choices and interactions. This not only fosters a culture of respect and understanding but also empowers students to take responsibility for their actions, leading to more constructive behaviours and a harmonious school community. Ultimately, how adults approach situations lays the groundwork for helping students grow into more positive and self-aware individuals.

Adults should:

- Actively model positive behaviour
- Praise positive behaviour
- Encourage the children to make positive choices
- Be mindful to criticise the behaviour, not the child
- Encourage children to reflect on the consequences of their behaviour
- Avoid the use of negative reinforcements eg. shaming, writing names on the board, removal of rewards already given, sarcasm etc.

7 BULLYING

We define bullying as being 'repeatedly mean on purpose':

"An ongoing misuse of power in relationships through repeated verbal, physical, and/or social behaviour that causes physical and/or psychological harm."

Bullying can involve an individual or a group exerting their power over one or more individuals. It can occur in person or online and may be overt (obvious) or covert (hidden). Regardless of its form, bullying can have lasting effects not only on the victims but also on bystanders.

It's important to note that single incidents or conflicts between equals, whether in person or online, do not fall under the definition of bullying. However, these situations still require attention and resolution.

All incidents related to bullying should be thoroughly investigated, addressed, and communicated with the relevant parties to ensure a comprehensive resolution.

8 PROCESS

TYPE	EXAMPLE	CONSEQUENCE
Minor	Isolated incidents / negative choices that violate our rights and agreements	The teacher or educational assistant will engage students in a restorative dialogue, utilising the language outlined in the Positive Relationships Policy
Harmful	- Bullying (as per policy definition) - Persistent negative conduct - Behaviour which deliberately harms others and/or unsafe behaviour (verbal, physical, emotional abuse/harm). - Recurring negative choices and behaviours that violate our rights and agreements	The class teacher will coordinate with school leadership to arrange a supervised reflection The reflection is either sent home or discussed directly with parents by an appropriate member of staff Additional consequences and supports will be implemented as necessary eg. loss of playground time, ELSA Support, individual coaching, and additional supervision
Serious Misconduct	- Violent behaviour with the intent to harm - Intentional destructive behaviour and vandalism - Deliberately causing injury - Serious incidents eg. possession of a weapon or knife, racism, sexual harassment	Enhanced support for children involved in serious misconduct will be provided Possible strategies include: development of an Individual Behaviour Plan, involvement of external support services, suspension