

Creating an Ethos and Culture based on Positive Relationships – Reflective Questions

BUILDING RELATIONSHIPS

Features of an ethos that promotes relationship building:	How do we (links to HGIOS4/HGIOELC 1.3, 1.4, 2.1, 2.3-2.5, 2.7, 3.2):
<ul style="list-style-type: none"> Everyone's views are sought, valued and acted upon, everyone feels safe and has a sense of belonging and everyone is seen as an individual with their own needs, risks and rights Values and expectations are shared across the learning community and are evident in everyday practice All staff make an intentional investment in a positive relationship with every individual and understand behaviour as communication All staff show relational and emotional consistency Warmth and responsiveness is balanced with structure Appropriate needs-led support is in place Use of creative approaches to proactively engage ALL families 	<ul style="list-style-type: none"> ensure our ethos and culture supports relationships, rights and participation and is consistently and fairly applied? link and use a range of approaches, such as those which are nurturing, trauma responsive, restorative, solution-oriented and rights based? as individuals consciously develop a style that is approachable, encouraging and attuned and attentive to learners needs (being actively present and emotionally available)? recognise the importance of being a stable 'safe base' for learners? ensure everyone feels connected to the learning community? provide staff with the time space to develop trusting relationships with learners? ensure we have sufficient support and professional learning to effectively engage ALL learners and support their learning, and their social and emotional needs?

NURTURING RELATIONSHIPS

Features of an ethos that nurtures relationships:	How do we (links to HGIOS4/HGIOELC 1.4, 2.1, 2.3-2.6, 3.2):
<ul style="list-style-type: none"> Everyone is collectively involved in developing helpful routines, boundaries, and expectations Universal relational approaches are evident across the setting as part of daily activities Staff understand nurture principles, attachment and child development and can be responsive to the needs of individual learners Staff have a range of strategies to use to support positive relationships and behaviour Every child has access to a trusted adult who can be a safe base Staff evidence self-awareness in all their interactions Social and emotional learning is prioritised and is a 'responsibility of all' proactively teach pro-social skills to learners who find this challenging 	<ul style="list-style-type: none"> ensure ALL learners regularly know that they are liked, appreciated and accepted? support learners who struggle to regulate their emotions by using developmentally appropriate strategies and routines? ensure the emotional and social needs of learners are considered in all transition planning (people, place, activity, day-to-day, and more significant)? prioritise support and on-going/regular professional learning on relational approaches? work effectively with parents and carers to encourage healthy relationships, motivation for learning, and positive behaviour both at home and away from home? provide staff opportunities to have collaborative, solution-orientated discussions about relationships and behaviour? measure the impact of the approaches we use on wellbeing, learning and behaviour? ensure all staff take responsibility for challenging and supporting learners behaviour? provide ongoing support for staff wellbeing?

RESTORING RELATIONSHIPS

Features of an ethos that prioritises restoring relationships over punishment:	How do we (links to HGIOS4/HGIOELC 2.1, 2.4, 3.2):
<ul style="list-style-type: none"> Promotes restorative values, thinking and language in daily practice Promotes the belief that behaviour can change Provides high levels of support and challenge to learners and staff Proactively links positive consequences to positive behaviour Negative consequences are natural and linked to the situation 	<ul style="list-style-type: none"> intervene at the earliest and least intrusive level by helping learners, once regulated, to repair their own relationships and have the opportunity to start afresh? consistently prioritise wellbeing and engagement over blame and punishment? ensure everyone involved in an incident is also involved in the restorative process? provide supportive supervision after personally challenging situations? ensure all staff have access to ongoing professional learning in restorative approaches?

Please note: To make this more an evaluative exercise the 'How do we' questions can be followed up by 'How well do we' questions.

This resource is an adaptation and summarised version of Perth and Kinross's Relationships Self-Reflection Tool