



Promoting Positive Relationships



‘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.**’

*Promoting Positive Relationships in Educational Settings
(Education Scotland, 2021)*

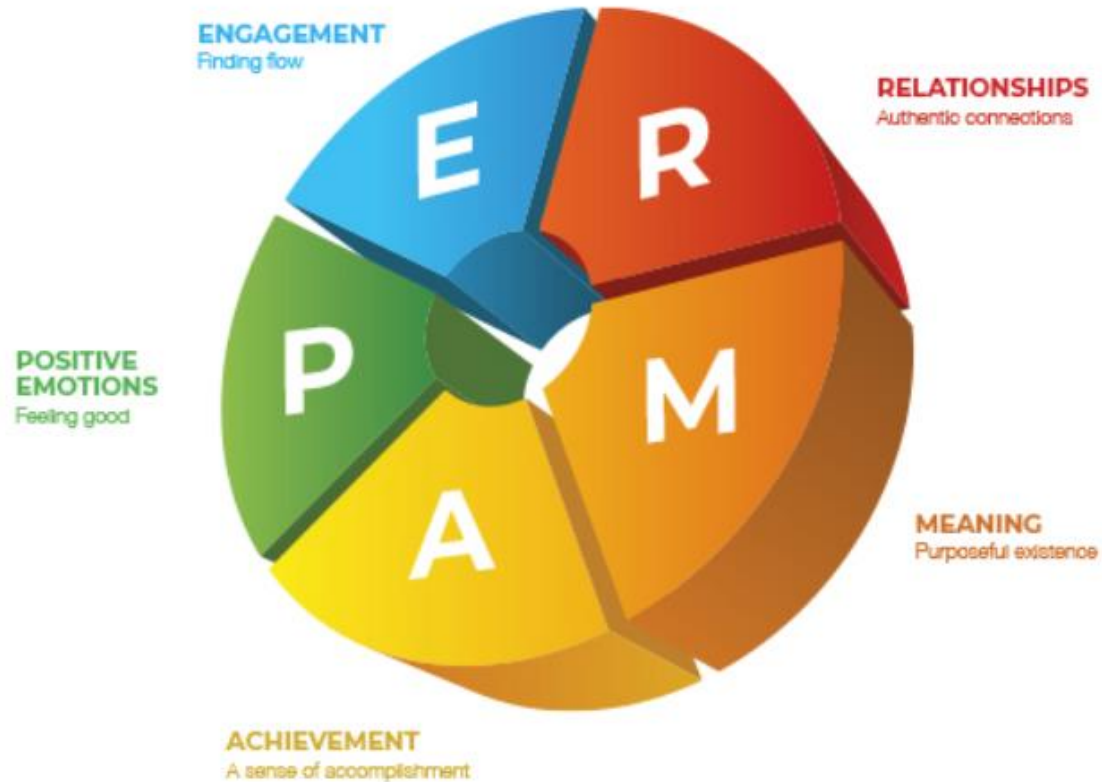
Student Wellbeing – Vision at FPS

- ✓ To enable all students to understand the importance of positive mental health and wellbeing, to know what impacts this and to understand what steps they can take to look after themselves and each other.
- ✓ To ensure every student in the school knows they have emotionally available adults who are proactive in supporting their wellbeing.
- ✓ To use Martin Seligman's positive psychology approach (PERMA) to create a school climate which embraces the importance of promoting wellbeing for our whole community.



Martin Seligman's PERMA

PERMA makes up five important building blocks of well-being and happiness:



The School Mental Health Award Framework

The award is based on eight key competencies, each with a series of KPI statements, that you will use to self-evaluate your school's practice.

The eight competencies are:

- Leadership and strategy
- Organisational structure and culture – staff
- Organisational structure and culture – pupils
- Support for staff
- Professional development and learning
- Support for pupils
- Working with parents and carers
- Working with external services



Curriculum / Wellbeing Sessions

Moral, Social, Cultural Studies (MSCS)

Values

- honesty
- tolerance
- respect
- responsibility
- thoughtfulness
- harmony
- courage
- helpfulness
- moderation
- humility
- kindness
- consciousness

(International Day, Participating in key events to raise awareness and to celebrate the diversity and uniqueness of our community.

Kindness Week, Wellbeing Month, Odd Socks Day, Anti-Bullying Week, Mental Health Day)

E-Safety Lessons

(Guidance on how to be safe online)

Behaviour for Learning Policy

(High standards of behaviour)

Promoting Positive Relationships at FirstPoint

Random Acts of Kindness

(Encouraging Kindness across the School Community)

Student Leaders to support with building positive Relationships

(Wellbeing Warriors, Care Ambassadors, Play Leaders)



Team Building Weeks

Building positive relationships

Cheer and Chat Support Groups

Building friendships

Developing Student Resilience

Solving their own small problems

Student Mental Health and Wellbeing Policy

(working towards our Carnegie Mental Health Award)

Pastoral Theme of the Week

(Assemblies - Kindness, Respect, Teamwork etc)

Celebrations – Assemblies

(House points, Stars of the Week, Principal Awards, achievements outside of school)



Building Positive Relationships in EYFS



Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Personal, Social and Emotional Development is one of the Prime areas in the EYFS curriculum. Our EYFS teachers map the provision to ensure there are opportunities for the children to develop their resilience, self-regulation and building relationships with others.



The implementation of our High Performance Learning VAAs and ACPs supports our children in developing positive relationships. The children in EYFS love being HPL detectors and identifying other children that are demonstrating the HPL characteristics.

Developing Student Resilience Year 1-6

Moral, Social, Cultural Studies (MSCS) helps our students to develop personal qualities, which are valued in a civilised society. It is promoted across the curriculum and throughout school life, and is linked to our school aims and philosophy. Additionally, being safe online and e-safety lessons are planned termly, to remind students of how to be safe online.



MORAL

Description Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.

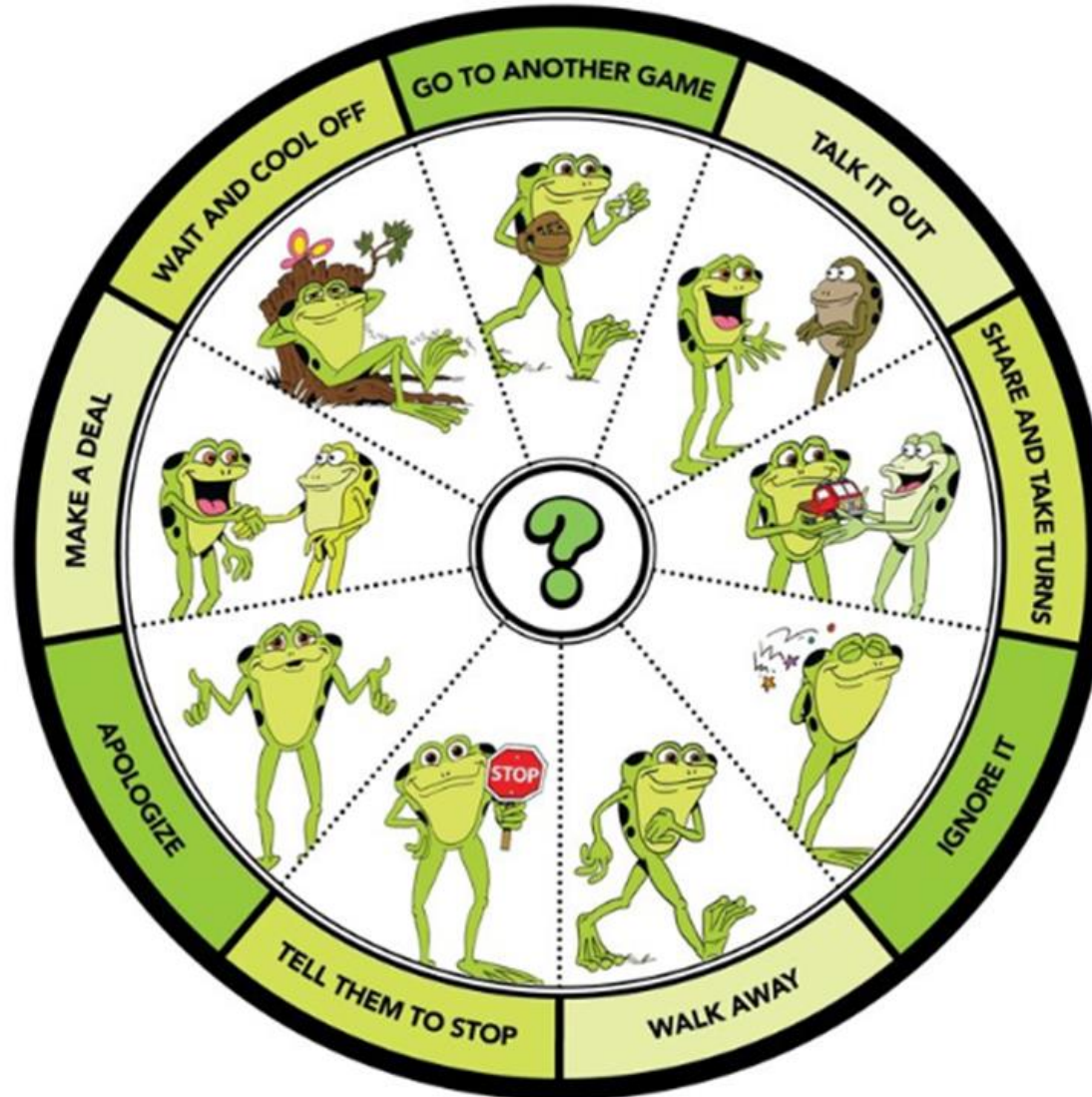
- Character and Morality
- Individual and Community

Our students continue to develop and embed the key VAAs and ACPs characteristics. The key characteristics identified prepare our students to succeed in learning and life way beyond the classroom.

The application of the VAAs and ACPs support our children in developing positive relationships with others.

Developing Student Resilience

These are Kelso's Choices. They help our children deal with small problems on their own.



A small problem is a problem which you are big enough and strong enough to solve on your own!



Who can our primary students talk to if they have a concern?

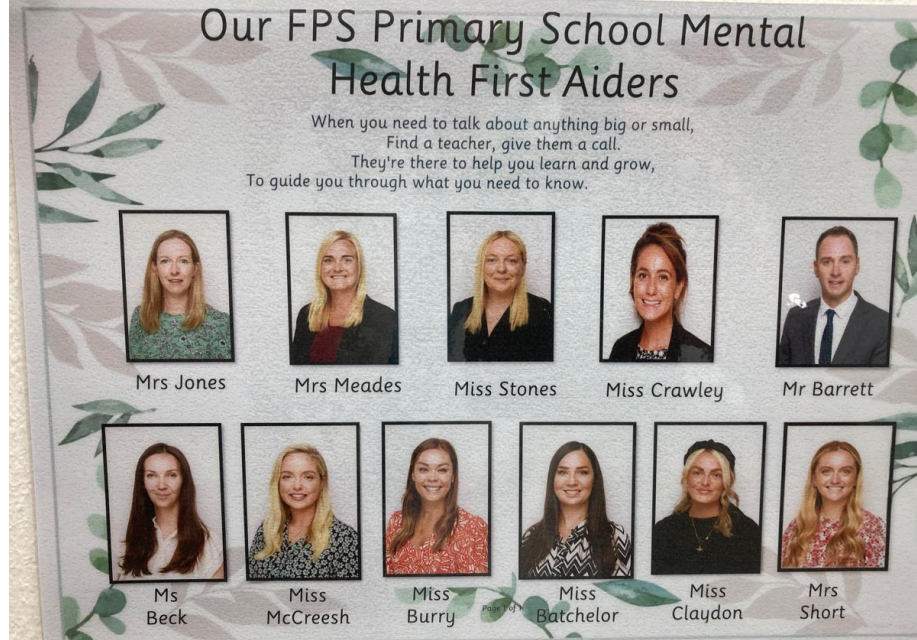
School Staff

(Teaching Assistants / LSAs, Inclusion Team)

Class Teachers

Primary Leadership Team & Mental Health First Aiders

Parents / Families



Safeguarding Team



Kindness / Worry Box / Care to Share



Student Leaders



We see genius in every child





Who can our secondary students talk to?

Staff:

Senior Leadership

SAFEGUARDING TEAM

AT FPS WE AIM TO ENSURE THAT THE PROTECTION, CARE, GUIDANCE AND SUPPORT OF ALL OF OUR STUDENTS IS AT THE FOREFRONT OF OUR THINKING, SO THAT ALL STUDENTS FEEL SAFE AND HAPPY AT SCHOOL.

 STEVE FARISH WHOLE SCHOOL DESIGNATED SAFEGUARDING LEAD	 RHYS HEADLEY SECONDARY DESIGNATED SAFEGUARDING LEAD	 ISABEL OLLEY PRIMARY DESIGNATED SAFEGUARDING LEAD
 SUSAN MAHACHI SCHOOL COUNSELLOR	 SARAH BASK SECONDARY DESIGNATED SAFEGUARDING LEAD	 NATHAN JACKSON SECONDARY DESIGNATED SAFEGUARDING LEAD
 SASHA CRAWLEY PRIMARY DESIGNATED SAFEGUARDING LEAD	 CLAIRE NIAMI PRIMARY DESIGNATED SAFEGUARDING LEAD	

PLEASE SPEAK TO ANY OF THE ABOVE DESIGNATED SAFEGUARDING LEADS IF YOU NEED ANY ADVICE, SUPPORT, OR GUIDANCE OR IF YOU ARE CONCERNED ABOUT THE SAFETY OF ANOTHER STUDENT IN THE SCHOOL.



Grainne O' Rourke

Year 7 Leader



Rebecca Davies

Year 8 Leader



Aoife McHugh

Year 9 Leader



Cormac O'Donnell

Year 10 Leader



Ryan Birkett

Year 11 Leader



Matthew Flower

Year 12 Leader



Nicole Smyth

Year 13 Leader

Your Head of year


Your Form Teacher - Or any teacher



School Counsellor
Ms Deirdre

Care Share to

If you have a concern, no matter how small, share it here and the right person will look into it.





Who can our secondary students talk to?

WELLBEING WARRIORS

TRAINED IN TEEN MENTAL HEALTH FIRST AID



ARATRIKA KHAITAN



OMAR LAVARDA



MUHAMMED MUSA



PHILINA JOLEEN HEISING



MAHNOOR JAMAL



TANYA JAMAL



JIAHUI LYU



KERINA DILLAH



SARA ALSHURAF A



BIANCA MOSTERT



AMELIE DICKINSON



HASSAN TIRMAZY



RAFAEL BRUNNER



ARWA ALHUSSAINI



HIMAKSHEE SINGHVI



FAREEZ PORUS GUZDER



ZAKARIA ABUHULWAN



MARIAM ABOUELSEoud



LILLY CONNOR



We see genius
in every child



Who can our parents talk to if they have a concern?

School Staff



Gemma Peers
Foundation Stage 1 Leader



Lauren West
Foundation Stage 2 Leader



Heather Nisbett
Year 1 Leader

Safeguarding Team

SAFEGUARDING TEAM

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SUSAN MAHACHI SCHOOL COUNSELLOR	SARAH BARR SECONDARY DESIGNATED SAFEGUARDING LEAD	NATHAN JACKSON PRIMARY DESIGNATED SAFEGUARDING LEAD
	SADIA CRAWLEY PRIMARY DESIGNATED SAFEGUARDING LEAD	CLAIRE NAME PRIMARY DESIGNATED SAFEGUARDING LEAD

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School Leadership Team



External Agencies



CHILD MENTAL HEALTH MATTERS
For Parents

A 2-hour online workshop for parents, including Q&A and discussion.

School Counsellors



Susan Mahachi

School Counsellor



School Counsellor

Ms Deirdre



Primary Leadership Team – Key Contact Details



Matthew Barrett

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EDUCATION



Secondary Leadership Team – Key Contact Details

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Rhys Headley

Head of Secondary School

[READ MORE](#) >



Lewis Hammill

Deputy Head of Secondary School

[READ MORE](#) >



Laura Nulty

Assistant Head Teacher

[READ MORE](#) >



Nathan Jackson

Assistant Head Teacher

[READ MORE](#) >



Sarah Barr

Assistant Head Teacher

[READ MORE](#) >



Emma Monteith

Assistant Principal

[READ MORE](#) >



Samera Dhansey

Assistant Head Teacher



Erika Kennedy

Assistant Head Teacher

We see **genius**
in every child





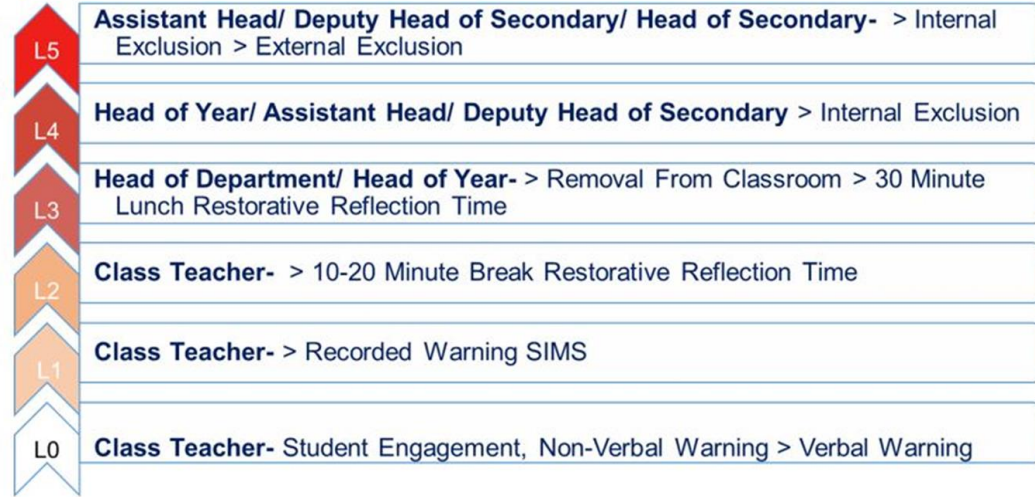
Behaviour

- ✓ Policy – Which is renewed and updated regularly
 - ✓ Create role models in the classroom and positively reinforce
 - ✓ Consistent strength in T&L outcomes
 - ✓ BSO rated 'outstanding' for pastoral
 - ✓ All behaviours are considered on an individual level and are restoratively dealt with in-line with policy and level of severity
-
- ✓ Behaviour Points vs Reward House Points Ration
 - ✓ 1BP given for every 8HP received
1:8 ratio – Showcasing positive reinforcement.



Behaviour Policy

Recognise, Reinforce, Reward- Behaviour recorded on SIMS



Restorative Approach- Reflect, discuss and review

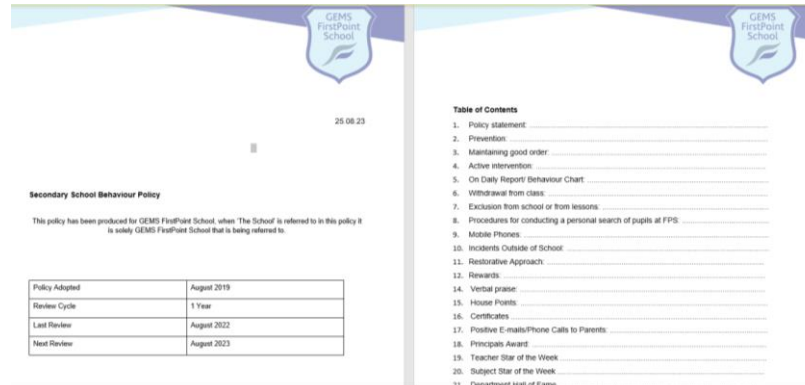
Recording, Monitoring and Tracking- Behaviour Points recorded on SIMS

Key Points:

- Teachers make students directly accountable to them
- Subject areas proactively manage behaviour and have own procedures for RRT/Removals
- Behaviour poster displayed in class
- Parental contact is integral
- Form Tutors and Heads of Year are Cc'd in to parental contact
- Teachers monitor, record and act on out-of-class incidents.
- All L1+ must logged on SIMS.
- All L2+ must have brief comments added to the SIMS log.



We see genius in every child



We see genius in every child





Behaviour- Sanctions

At GEMS FirstPoint School, we recognise that students will make mistakes; we provide them with opportunities to learn from these. We want students to make more informed decisions by adopting a restorative approach:

Integral for driving our ethos

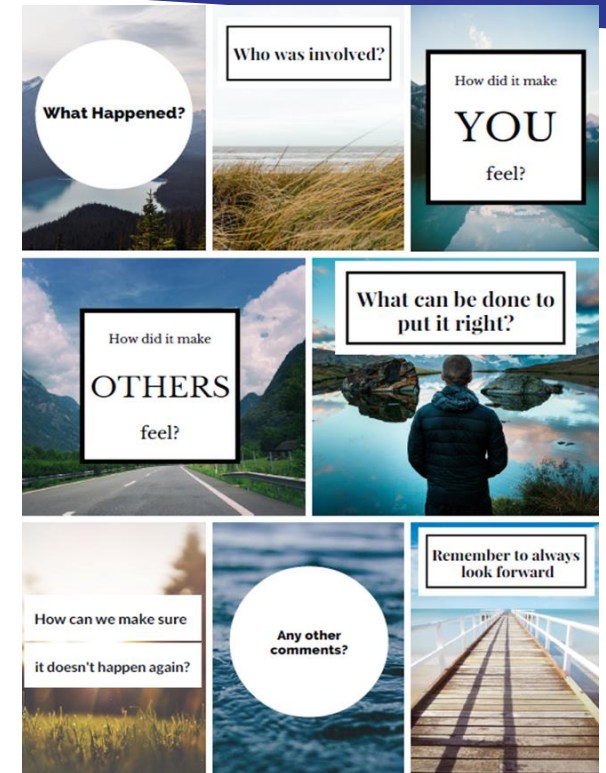
Students identify their mistake, understand the impact that it has had on the situation and analyse how they could have behaved differently to achieve a positive outcome. Further decisions are then reviewed.

Student, teacher and parental involvement

Accountability, informed decisions, learning from mistakes, empathy and honesty

Our sanctions are outlined in the updated Behaviour Policy which is available on our school website. (Updated August 2022 and is actively reviewed)

Although we continue to use education and the restorative practice as our main tools, sanctions are still put in place as a reflection and learning method, linking where possible to real world scenarios. Whenever a sanction is given be this "reflective time" or in serious cases "isolations" we ensure that all parties are involved including parents/students and staff to educate and have a clear plan moving forward to ensure there is a reduction in these incidents occurring again.



"Restorative Practices in school, keep students **in** school, **learning**, rather than removing them for suspension or expulsion..."

Anti-Bullying- Reach Out



Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

Bullying is identified into three main types:

Verbal bullying is saying, or writing mean things
Social bullying, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships

Physical bullying involves hurting a person’s body or possessions

As a school we promote anti-bullying through a range of different strategies including:

- Educational Assemblies
- Awareness days
- Anti-Bullying week
- Reach out initiatives
- Through HoY led initiatives focused on specific year group trends
- Student led initiatives to raise awareness

As a parent, what should I do if I think my child is being bullied?

- ✓ Speak with your child to obtain as much information as possible
- ✓ Encourage your child to speak with their Tutor/Head of Year to report any concerns
- ✓ Contact your child's Form Tutor and Head of Year if you have any concerns, no matter how small
- ✓ The pastoral welfare of all of our students is our priority and the team will arrange a meeting to discuss and support all incidents

What action will the school take?

A full investigation is taken against any bullying accusation and all incidents are taken very seriously at GEMS FirstPoint School we adapt the following steps for our investigations:

- ✓ Initial discussions with parties raised to be involved
- ✓ Written statements taken
- ✓ CCTV reviewed where applicable
- ✓ Action plan in place
- ✓ Parental communication
- ✓ Educating all parties involved
- ✓ Restorative approach taken to rebuild relationships
- ✓ Sanctions in-line with Behaviour Policy



E-Safety – UAE Laws



Article 43 of the UAE Copyright Law (Federal Law No. 7 of 2002) states that if a person has captured a photo or video of another, he/she should not exhibit, publish, or distribute it without prior consent. Otherwise, he/she may face a fine and detention of not more than six months.

Privacy is a huge matter in the UAE, and taking pictures of people without permission is illegal. Article 378 of the UAE Penal Code (Federal Law No. 3 of 1987) states that taking a person's photo without his/her consent is an invasion of privacy, and thus punishable by law.

Likewise, Article 21 of the UAE Cyber Crime Law (Federal Law No. 5 of 2012) clearly states that anyone who is “using a visual device to invade the privacy of a third party by capturing their picture or transferring, copying, or keeping those pictures is a crime punishable by at least six months imprisonment and a fine of up to AED 500,000.”

Did you know!?!

- If you are under the age of 16 in the UAE and commit a cyber crime it is your parents/guardians who are held responsible as you are treated as a minor, think about your actions and the consequences they have on others!
- Posts you make online, even on snapchat and whatsapp are traceable and can come back to cause you problems down the line... Once you post something online it has the power to be there for ever!

E-Safety – Setting parental controls to support your children online.

Youtube has many different solutions and walk-through ways to support all devices and recommended apps that can be installed to support and protect your child from dangers online. Below are two which may be useful but there are many more out there.



How to set up Parental Controls on Youtube and Google – ‘Howfinity’



How to set up Parental Controls on Ipad/Iphone – ‘Howfinity’



Questions

