Positive Relationship Policy

**Aberchirder Primary School**

January 2022

Aberchirder Primary School – Our Vision, Values and Aims

Introduction

At Aberchirder Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, nurturing and fair. Our philosophy is to use approaches which promote positive behaviour at all times and is underpinned by our school vision, values and aims.

Our Vision

**‘Yes We Can’**

Our Values

**PRAISE**

Persevere Respect and Responsibility Attitude Included Safe Enthusiastic

Our Aims (linked with UNCRC)

* To foster a mutual respect for the rights of all pupils and staff, ensuring inclusion for all (ARTICLE 4 and 28)
* To encourage everyone to take responsibility for their actions, choices and daily lives (ARTICLE 12 and 19)
* To encourage a passion for learning (ARTICLE 5 and 29)
* To create opportunities to work together, in partnership with our community and our families (ARTICLE 2, 15 and 29)
* To embrace challenges and conquer difficulties (ARTICLE 28 and 29)

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Policy Aims

* To have shared high standards across the school of behaviour expectations.
* To have consistent approaches towards behaviour to allow us to achieve high standards of school and community life.
* To appropriately recognise children who are achieving and exceeding expectations.
* To encourage children to manage their own behaviour and develop self regulation skills.
* To build a school community based on positive relationships and mutual respect.
* To apply the principles of GIRFEC (Getting it Right for Every Child) to meet the needs of all our children and families.

Policy Rationale

* To deliver clear, concise and meaningful expectations for our whole school community.
* To create an ethos where children are enthusiastic and ready to learn.
* To develop mental, social and emotional wellbeing for all.
* To improve and support behaviour within the school community.

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Strategies for supporting behaviour

Zones of Regulation

**The Zones of Regulation** is a programme of work used to teach children self regulation and self control. It teaches children about different emotions, what these look like, can be described as and strategies or tools to help children move between zones. The Zones of Regulations focuses on 4 zones which are distinguished by their colour. There is no bad zone, but it is important to learn and use strategies that would help children get to their Green Zone. At Aberchirder Primary all children have engaged with the Zones of Regulation materials as part of their Health & Wellbeing curriculum. Staff have also received appropriate training to ensure a consistent use of language and to allow this strategy to become embedded.

**The Red Zone**  
The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behavior, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

**The Yellow Zone**  
The Yellow Zone is also used to describe a heightened state of alertness but a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

**The Green Zone**  
The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone children generally need to be in to work well.

**The Blue Zone**  
The Blue Zone is used to describe low states of alertness, such as sad, tired, sick, or bored. Usually the body and/or brain is moving slowly.

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Strategies for supporting behaviour cont.

Restorative Approaches

In supporting our pupils engage in positive behaviour and maintain positive relationships, the whole school uses restorative approaches. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation (Education Scotland). This approach focuses on dialogue between staff and children to identify appropriate solutions to situations and mend relationships where these have been damaged. During these conversations 5 key questions are addressed:

1 What happened?

2 What were you thinking?

3 What were you feeling?

4 Who else has been affected by this?

5 What do you need now so that the harm can be repaired?

At Aberchirder Primary School all staff have been appropriately trained in the use of restorative conversations and these are embedded in our discussions with children.

Playground Zones and Playground Managers

At Aberchirder Primary the school has set up initiatives for break and lunchtimes to support children during periods of time where incidents often occur and situations which affect relationships take place. The playground has been ‘zoned’ into different activities and these are led predominantly by Primary 6/7 children. Feedback is sought by children to improve this and activities are varied daily. In addition.

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Recognition of Achievement

At Aberchirder Primary School we believe that it is important to recognise when children are meeting or exceeding expectations. We believe in doing so that this contributes to children feeling valued, having a positive sense of self and well developed emotional and mental wellbeing. Ways in which we do this are through:

* Recognition boards in all classes (these are specifically linked with the school values and shared expectations).
* Regular praise.
* Certificates of Excellence (these are given to children to celebrate their ongoing or exceeding of expectations within the school).
* House Points (children are allocated one of four houses and given tokens when expectations are witnessed. These can be issued by any member of staff. Tokens are counted termly and a reward for the whole house team is provided).
* Specific rewards which are immediate and impromptu responses to behaviour such as stickers, allocation of ‘free time’ etc.

Supporting Challenging Behaviour

We recognise that children may not always meet the expected standard of expectations and require support with managing their own behaviour. At Aberchirder we are committed to supporting children with their behaviour and Getting it Right for Every Child (GIRFEC) by:

* Using consistent strategies and reinforcing expectations.
* Engaging in meaningful dialogue to agree appropriate outcomes for all.
* Working with partner providers, other agencies and families to develop suitable plans and pathways.
* Where appropriate, engage in regular solution focused conversations to review and identify support needs and achievable next steps.

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Communication

Throughout the year, parents/carers will have regular communication about how their child/ren are progressing, including links to meeting agreed expectations.

However if a member of staff is concerned regarding a child’s behaviour these will be discussed with a member of the management team initially and should behaviours be consistently a concern over a period of time, parents will be contacted. Parents will be contacted if:

* if low/moderate behaviours are occurring on a regular basis and are not as isolated incidents.
* a childs behaviour is risking health and safety of themselves or others around them.

In addition, parents/carers are encouraged to contact the school if they have any concerns regarding their child to maintain open communication and continue building positive relationships for all.

Anti-bullying

Staff, parents and pupils want Aberchirder Primary to be a safe and enjoyable place to learn. We believe that bullying in any form is intolerable and unacceptable.  Parents/carers, pupils and teachers have a responsibility to work in partnership to maintain a high standard of behaviour and an environment free from bullying behaviour.  Aberchirder Primary and Aberdeenshire Council believe that everyone should be treated equally and with respect.

Bullying takes place when the actions of an individual or group of people cause harm to someone. Bullying can be verbal, physical, mental/emotional, or cyber. It can be intentional or unintentional, direct or indirect, is targeted and persistent.

Anti-bullying cont.

Prevention

At Aberchirder Primary we work together to prevent bullying. We do this by:

* Working to raise awareness amongst pupils, staff and parents/carers
* Working to educate pupils, staff and parents/carers about what to do
* Appropriately supporting those involved when bullying behaviour is displayed.
* Providing access to training and key information for staff.

Communication

Communication between school and home is essential to dealing with instances of bullying effectively. If parents or carers believe their child is experiencing bullying they should contact the school as soon as possible.  Likewise, if staff become aware of bullying within the school, they will make parents and carers aware of the situation and the actions taken to resolve it.

Our Response to reports/incidents of bullying and Reporting and Monitoring

At Aberchirder Primary School, we deal with reports/instances of bullying in using the following approach.

1. Open an Investigation of bullying – this involves opening a specific file, documenting evidence, and informing the adults around the child.
2. Any further incidents are recorded and kept in the Investigation of Bullying file.
3. Regular communication (usually weekly) is made with the family to discuss the Investigation of Bullying.
4. Discussions are made with any individuals involved - We use a restorative approach to have open and honest conversations and try to resolve differences and where appropriate suitable sanctions may also be implemented.
5. Conversations take place with families of those being investigated.
6. Monitor the situation
7. Review whether the situation has been resolved.

All records on bullying are kept on file until pupils leave Aberchirder Primary School. These are held on paper and electronic files.