



Rothienorman Primary School and Nursery - Positive Relationships Policy

Rothienorman Primary School's Positive Relationship Policy protects and respects children's rights as set out in the [United Nations Convention on the Rights of the Child](#) (UNCRC).

Our Vision

As an inclusive school community our vision is to develop nurturing relationships created in a climate of mutual respect where everyone has a voice. We believe that;

Together we Learn, Together we Grow!

in whatever circumstances we find ourselves in.

Rationale

Rothienorman Primary School is committed to creating an environment and ethos based on our core values of **Ready, Respectful, Safe**. Our policy is supported by Curriculum for Excellence, [Getting It Right For Every Child](#) Policy and focuses on the SHANARRI Indicators and the UNCRC.



Our Vision
As an inclusive school community our vision is to develop nurturing relationships created in a climate of mutual respect where everyone has a voice.

Our Values
Ready – we are ready to learn, listen and participate
Respectful – we are respectful towards ourselves, others, property and the school community
Safe – we make choices that are safe towards ourselves and others

Our Aims
To cascade our values through our curriculum, learning environment and personal achievement to enable all young people to become:

- **Successful contributors** who think about new ideas and do the best we can
- **Confident individuals** who are healthy, both physically and mentally, happy and look forward to the future
- **Responsible citizens** who take part in making decisions and have respect for other people
- **Effective contributors** who are creative and work well with others to develop leadership and enterprise

At Rothienorman Primary School we view behaviour as communication that often reflects an emotion or feeling. We respond to that by addressing the learning need to support the child. Our approach focuses on building positive relationships and mutual respect. This policy sets out a clear and consistent framework to promoting positive relationships and supporting pupils to develop their skills, understanding and engagement with school.

We use our Health and Wellbeing curriculum, Zones of Regulation and Assemblies to underpin the expectations of relationships, conduct and mutual respect. These are also modelled by staff and visitors to the school.

Aims

- Nurture a positive learning environment that creates a culture of manners and mutual respect
- Promote positive relationships between all members of the school community
- Promote a community of shared expectations which values kindness, empathy and responsibility and embraces **Ready, Respectful, Safe**
- To build an understanding that behaviour is a form of communication that signifies a learning or emotional need and respond to that in a non-judgemental and empathetic manner to make sense of the behaviour
- To encourage and foster active parent/carer support in achieving these aims

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'The Rothie Primary Way'

Rothie Primary has the following values and behaviour expectations that all members of the school community are expected to adhere to:

- 🌐 **Ready** – we are ready to learn, listen and participate
- 🌐 **Respectful** – we are respectful towards ourselves, others, property and the school community
- 🌐 **Safe** – we make choices that are safe towards ourselves and others

We support the **Ready, Respectful, Safe** behaviour expectations by using the following strategies to promote positive behaviours:

Create Routines

- Teach whole school routines that focus on a specific behaviour, for example, manners, respectful walking around the school, looking after our environment

Recognise and Praise

- Verbal Praise
- Recognition boards in classrooms
- Certificates
- Recognition at assemblies
- House points
- Recognition Sticker from House Captains
- Recognition messages to parents when a child goes 'above and beyond'

Repairing Relationships

- Use a restorative approach to build, maintain and repair relationships to maximise social and academic learning
- Address the learning need through emotion coaching to support pupils to understand, regulate and reflect on the behaviour

Restorative Approaches

Restorative approaches promote positive relationships as they are values-based and needs-led. This approach is based on honesty and empathy and can develop effective communication between individuals, lead to respect and understanding the impact of our behaviours on others. It can also result in the restoration of one's sense of belonging in the school community. Restorative conversations take place to repair relationships. During a restorative conversation the following questions would be asked:

- 🌐 What happened?
- 🌐 What were you thinking/feeling at the time?
- 🌐 What have you thought about since?
- 🌐 Who do you think has been affected and in what way were they affected?
- 🌐 What do you think needs to be done to make things right?

Emotion Coaching

Emotion coaching involves giving children strategies to cope with difficulties, using instances of negative behaviour as opportunities for teaching and building trustful and respectful relationships with children.

Step 1 Recognise the child's feelings and empathise with them

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Step 2 Label the feeling using language from Zones of Regulation and validate them, e.g. "I can see you are feeling angry, it's ok to feel angry"

Step 3 Set limits on the behaviour (if needed) e.g. "Even though you are angry it is not ok to hit someone because people can get hurt"

Step 4 Problem solve with the child. Scaffold alternative ideas and actions that could lead to more positive outcomes

Strategies for Ready, Respectful, Safe

The following strategies are used to prevent and respond to behaviours that show pupils are not **ready** to learn, are not being **respectful** or are not feeling **safe**.

Coaching

Brain/Movement/Sensory Breaks

Safe Space with adult

Emotional Support

Restorative Conversations

Staff will use a variety of strategies to promote positive decisions, however on occasion staff may need support. Pupil Support Assistants, stage partners or the Head Teacher are available if support is required by staff members.

If a pupil displays persistent behaviours that are not in line with **Ready, Respectful, Safe** then this will be recorded on the school's recording system and will result in a phone call home from the class teacher. When necessary, the Head Teacher will contact the parent for further discussion.

Violent Behaviour will be recorded on the school's recording system and parents will be made aware.

An appropriate consequence will be given depending on the behaviours being displayed by pupils to ensure the safety and wellbeing of that pupil and others. This will be supervised by a member of staff and the focus of this time should be developing strategies to cope with difficulties.

Throughout this process the aim is to develop skills and strategies to promote positive relationships. This may include partnership working with parents and other professionals, e.g. Educational Psychology Service, the School Doctor, Social Work etc.

Bullying

At Rothienorman School we take bullying and its impact seriously and pupils and parents/carers should be assured that known incidences of bullying will be responded to in an appropriate and timely manner. Bullying conflicts with our values and our vision to 'Together we Learn, Together we Grow!'. Our approach aims to develop a mutual respect and positive relationships between individuals. Please refer to [Rothienorman Primary Schools Anti-Bullying Policy](#).

Exclusions from School

Aberdeenshire Policy on School Discipline and the Use of Exclusion states that

"The Authority is committed to the principle that exclusion should only be used as a last resort."

Exclusions may be used if it is recognised that the use of exclusion can be appropriate not only as part of a strategy to secure an improvement in individual pupil behaviour but also protect the educational wellbeing of other pupils and the safety and welfare of pupils and staff. At this stage, [Aberdeenshire policy](#) would be followed.