



Positive Relationships Policy

WE SHOW RESPECT AND HAVE FUN SO WE CAN
LEARN FROM **EVERYONE!**



Reviewed 21/10/24



Next Review May 2026

At Aberlour Primary School we take pride in valuing our pupils and ensuring they are **Ready (to learn)**, **Respectful** and **Safe**. We foster a community where everyone is happy, healthy and treated fairly. We listen carefully and consider the views of everyone within our school community.

We live our school values of **Kindness**, **Pride**, **Belonging** and **Achievement** and together in our school we:

- **We appreciate others by:**
Valuing and respecting the rights of others
Making sure everybody feels listened to
Promoting good manners and caring attitudes
- **We value supportive and positive relationships by:**
Bringing out the best in each other
Showing pride in one another's achievements
Creating strong partnerships between home, school and the wider community
- **We promote achievement by:**
Holding the highest expectations for all
Striving for every child to make the very best possible progress
Encouraging a growth mind-set to keep on trying
- **We develop as confident and independent learners by:**
Providing learning which excites passion and curiosity.
Embracing challenge and not giving up
Trying our best without fear of failure
Speaking knowledgeably about our strengths and areas of improvement
- **We keep ourselves and others safe by:**
Making good choices
Looking out for each other
Using belongings and equipment properly

Aims for Positive Relationships

All our pupils are generally well-behaved and enjoy friendly, respectful and happy relationships with both other children and adults. This policy outlines the systems used in the school to maintain and develop the good relationships which are fundamental to the positive experiences we all require to learn and develop.

This policy outlines the expectations we have of everyone in the school community: our agreed rights, the ways we encourage and reward appropriate behaviour and the consequences of unacceptable/inappropriate choices.

School ethos

Aberlour is a Gold Level Rights Respecting School. Children's rights underpin the whole school policy for promoting positive relationships. We maintain high expectations, have a culture where positive relationships are normal and this is reinforced through all lessons, especially personal, social and health and education, circle time and literacy and in assemblies.

This policy is informed by the following key rights:

- **Article 2** - the UNCRC applies to everyone, whatever their race, religion, abilities, views or family background
- **Article 3** - the best interest of the child must be a top priority in all decisions and actions that affect children
- **Article 12** - every child has the right to have a say in all matters that affect them, and to have their views taken seriously
- **Article 13** - every child must be free to say what they think and to seek and receive all kinds of information as long as it is within the law
- **Article 19** - every child has the right to be protected from emotional harm
- **Article 24** - every child has the right to a clean and safe environment
- **Article 28** - every child has the right to an education
- **Article 29** - education must develop every child's personality, talents and abilities

School and Class Charters

Collectively we have created our school and class charters to ensure everyone is clear of their roles and responsibilities within Aberlour Primary School. Pupil voice and initiatives led by the House Captains and the Rights Respecting School Award Groups have been fundamental in establishing charters for classes, the canteen, playground and staff. These charters underpin our commitment to promoting and respecting important values and are linked to the articles in the United Nations Conventions Rights of the Child (UNCRC). All charters are created through consultation with children and adults.

Class charters are negotiated between teachers and the children in their class at the beginning of each school year and revisited throughout. All charters are discussed in assembly, promoted by Rights Respecting School Award Community Group members and displayed prominently around the school. The charters reflect expectations for teaching and learning in the classroom and how we can be successful around the school.

What adults in school expect of children

We encourage all children towards being responsible for making positive choices. Most children respond well to clear expectations.

We expect all children to:

-  Adhere to the standards agreed in charters
-  Work hard in lessons without distracting themselves or others
-  Follow adults' instructions
-  Keep themselves and everyone else safe
-  Speak and act respectfully to each other and adults at all times

What children in school expect of staff:

Staff work hard to create a positive ethos throughout the school so that everyone may benefit from good learning environments in the classroom and in the playground. Staff respect the rights of every child and treat them all dignity and fairness.

Children expect all staff to:

-  Provide opportunities for pupil voice
-  Be polite and approachable
-  Take them aside to talk to them about serious or reoccurring issues so that they do not feel humiliated or embarrassed in front of the rest of the class
-  Listen to them and to hear their point of view
-  Take their views into account when deciding on appropriate consequences and support
-  Give children who need it time to calm down before talking to them
-  Be fair, consistent and proportionate when dealing with challenging behaviour ensuring the safety of everyone
-  Acknowledge and reward positive behaviour
-  Value all aspects of their achievements
-  Ensure their environment is safe

What we ask of our parents:

-  Help my child to be ready and equipped to learn in school
-  To reinforce and value Aberlour Primary School's policy
-  Help maintain open two way communication with school
-  Engage and support your child's learning journey.

Rewards:

-  The primary method for rewarding respectful behaviour is through the award of house points. House points are awarded for effort; good work; respectful behaviour setting a good example to others; being polite and any other behaviour an adult in school thinks deserves rewarding.
-  Other children and their peers can recognise and recommend awarding of house points to individuals.
-  Within Aberlour Primary School we have specific skills which pupils are focusing on. Developing these skills enables a pupil to become a responsible citizen, effective contributor, successful learner or a confident individual. As teachers and peers see pupils demonstrating one of these "Skills for Stars" they are nominated for a school Oscar. Oscar ceremonies take place every week during assembly where the school celebrates pupils who have been recognised for progressing their skill base.
-  Teachers may, at their own discretion, use supplementary systems of reward and praise.

In our school we adopt an approach that promotes positive reinforcement, encourages pupils to reflect and engage with restorative conversations.

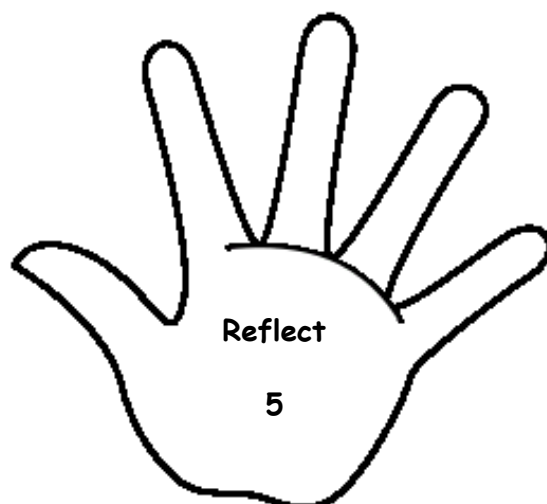
Most children behave respectfully and sensibly in school: listening and following instructions in the classroom and playing cooperatively in the playground. However, some children may experience difficulty in managing their behaviour which can disrupt their own learning, and that of other children. Such behaviours may also cause distress and upset.

These conversations are an effective tool for dealing with a range of conflicts between children in both class and playground situations. When the children have calmed down and feel ready, they meet and answer five simple questions with an adult:

Reflect 5 questions:

-  What happened?
-  How did it make you feel?
-  How do you feel about what has happened?
-  Who else has been affected by this?
-  How can we make it better?

We use them as much as possible to give children an opportunity to reflect on their actions and create resolutions. We aim to provide a targeted intervention which allows the child to stop, reflect and change their behaviours.



It is the expectation that children will work hard and respect other children's right to learn; will keep each other safe at all times and will show respect to each other and to adults. They have created and agreed to follow their class, lunchtime and playground charter. If a child does not meet these expectations they will be involved in a restorative conversation for them to make a better choice for their behaviour and actions.

Step 1 - Reflect 5.

Adult will raise their hand as a signal for a pupil to stop for 5 seconds and think what would be the better choice for me to make.

Step 2 - Reflect 5 in a quiet reflection space within the classroom (maximum of 5 minutes.)

Should a pupil continue to make a wrong choice then they are required to move to a separate quiet area to reflect and provide a time to calm down and work out what the right choice would be before re-joining the lesson ready to learn and show respect.

Step 3 - Restorative 5 question conversation.

A **Reflect 5** conversation with an adult and the pupil. If physical or persistent instances occur then class teacher will put a note home and the Head Teacher will be informed.

Step 4 - Reflect 5 conversation takes place between pupil and the Head Teacher.

Head teacher will phone home and make parents aware of unacceptable choices and ask for parents to discuss the matter and support their child to show the school expectation of **ready, respect and safe**.

Step 5 - Parents meeting in school with the Head Teacher

A joint restorative meeting with parents to discuss escalating or repetitive unacceptable choices. Together, next steps and how to move forward will be agreed.

In the playground

Our Rights Respecting Community Group members have undertaken an audit and gathered pupils' opinions to foster a playground that provides a friendly, active, supportive and fun space to play and grow together. In order for everyone to have a positive experience they have created a playground charter for everyone to follow:



Playground Charter

- Look after school equipment
- Treat people how you want to be treated.
- Show respect to all.
- Safe hands.
- Share.
- Use kind respectful words.
- Be ready respectful and safe.



Our Playground Charter

-  Look after school equipment (Article 12)
-  Treat people the way you want to be treated (Article 31)
-  Show respect to all (Article 2)
-  Safe hands (Article 15)
-  Share ((Article 13 & 15)
-  Use kind respectful words. (Article 15)
-  Be ready, respectful and safe(Articles 12, 13,15,31).



The Playground Squad

In order to support the implementation of the playground charter pupils are available in the playground. These individuals have completed leadership training and are there to be a friend, help and encourage others to join in and to support the adults in ensuring everyone is enjoying themselves.

The playground squad aims:

-  To help everyone to be included.
-  Make sure everyone has fun.
-  Make sure everyone is safe.
-  To listen to their ideas and opinions.

Our commitment

-  Incidents need to be investigated thoroughly so that children know that their voice is heard and that matters are dealt with fairly.
-  We aim to have a consistently applied Positive Relationships policy across the school so that children, parents and staff have a clear understanding of our approach. To achieve this consistency across all staff, even if a member of staff is only in the school for a short time comprehensive information about our policy will be shared and it will be a feature of continual professional development.
-  Training for staff, specifically in relation to behaviour is integral to staff induction and is led by the management team. When the policy is updated, whole staff training ensures that key messages and revisions are shared.
-  We all support each other when dealing with challenging behaviour.

Other

-  If a child brings a false or malicious accusation against a member of staff then the Head Teacher will use their discretion to investigate the matter and will follow Moray Council guidance.
-  Similarly, if a child has acted in an unacceptable manner outside of school, which has an impact on learning this may need to be investigated.
-  Parents will be informed and expected to take an active role to resolve any out of school disputes including cyberbullying.

Physical Intervention

In exceptional circumstances, it may become necessary for staff to use physical intervention to limit or control a pupil if they are at risk of harming themselves or others. Any intervention would be proportionate to the incident and for the shortest time possible.

If physical intervention is necessary to support a child following a risk assessment being carried out this will be discussed and planned with families formally through child planning.