

POSITIVE RELATIONSHIPS POLICY



Turriff Primary School

Updated August 2021

Turriff Cluster of Schools

The Turriff Cluster includes Turriff Academy and its feeder Primary Schools; Auchterless, Crudie, Fintry, Fyvie, King Edward, Monquhitter and Turriff Primary. The Schools value positive relationships. 'The Classroom is a community. A community is healthy when its connections between members are sound'. Thorsborne & Vinegrad.

The Vision for all Turriff Cluster Schools

Our vision for the Turriff Cluster Schools is to foster a climate of Respect, Ambition, Achievement and Resilience where all are valued, listened to and contribute to improving what we do.

The Values for all Turriff Cluster Schools

We value the right to experience: safety, fairness, honesty, kindness and respect

The Aims for all Turriff Cluster Schools

Safe: To have a safe and supportive environment which encourages the building of positive relationships, self-esteem, understanding and concern for all.

Healthy: To be as healthy (physically, mentally and socially) as possible and support others to make healthy choices too.

Achieving: To be creative, risk-taking, determined and reflective in all that we do and develop a growth mind set in order to achieve our potential through a wide range of experiences both in and out of school.

Nurtured: For everyone to feel listened to, cared for, supported, protected and valued without judgement

Active: To be actively engaged and motivated in all that we do.

Respected: To have positive relationships and everyone's opinions and unique qualities to be respected and valued.

Responsible: For everyone to be proud of and to take appropriate responsibility within our community and be accountable both independently and as a team.

Included: To overcome inequalities and for everyone to have a voice in finding solutions to foster the development of positive relationships.

Articles from the UN Convention on the Rights of the Child that apply to this policy

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 28 (right to education) every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Turriff Primary School uses its Vision, Values and Aims poster around the school as a visual reminder and is referred to in conversations around conduct.

Turriff Primary School's Vision, Values and Aims

Vision:

To enable all children to reach their full potential.

Values:

Happy
Respecting
Achieving

Aims:

TURRIFF PRIMARY SCHOOL LEARNERS...

INCLUDE EVERYONE

We are friendly, responsible, creative, imaginative and inspirational. We understand that everyone is different and that's ok.

KNOW THAT

EFFORT = SUCCESS

We have a growth mind set. We know that mistakes are good; we want to keep improving so we aim high.

We aspire to be:

Positive
Confident
Curious
Motivated
Ambitious
Resilient
Proud



DEVELOP AND APPLY

LIFE SKILLS

We understand the relevance and importance of learning about maths, reading, our local community and the world.

We learn best from active lessons both in and outside the classroom.

We know it is important to be good team players and to be independent – it's a balance.

DEVELOP KNOWLEDGE

We are hardworking and are deep thinkers. We can collaborate with others, we can reflect and talk about our learning. We can identify our next steps in learning to get better.

Turriff Primary School's Positive Relationship Policy

Turriff Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our positive relationships policy guides staff to teach self-discipline and self-control. It echoes our core values of happy, respecting and achieving with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and learners.

Aim

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention for poor conduct.
- To help learners take control over their behaviour and take responsibility for the consequences of their behaviour.
- To build a community which values kindness, care, good humour, a good temperament and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Rationale

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Whole School 3 Values

Happy
Respecting
Achieving

Whole School 3 visible consistencies

1. All staff and pupils will greet each other as they walk past or enter a classroom or office saying hello/ good morning/ good afternoon and signing in Makaton
2. All pupils and staff taking part in Friendly Friday – half an hour of positive relationship building activities as a class/ year group or with another class.
3. All staff will consistently model positive behaviours in the school with everyone. These explicit behaviours will be brought to the attention of the pupils regularly. (An example would be 'fantastic walking')

Turriff Primary School Rewards

We expect positive behaviour from the whole school community. All pupils who show good manners, are polite, follow the school's shared values and rules of happy, respecting and achieving and work to their best ability will be recognised and rewarded. There are three main ways at Turriff Primary School that we recognise over and above positive behaviours from P1 – P7.

1. Recognition Board

Every classroom has a recognition board, a board that targets expected learning attitudes. The theme of what is being recognised changes daily/ weekly and is appropriate to the class/ age/ stage. This is used to capture the names of pupils in the classroom who have displayed the expected learning attitude such as using one voice at a time or staying on task. Names cannot be removed from the board. It is not a competition so peers can nominate others in the class to be recognised so the whole class can work together to get their names up. The reward is a collective round of applause or other pre agreed reward by the teacher and class. The recognition boards are used consistently and relentlessly to catch learners demonstrating the right attitudes and behaviours.

2. Teacher Award Certificate/ PSA award certificate

Every class teacher will write a Teacher Award certificate for at least one pupil weekly; this pupil will have achieved something by displaying a 'TPS Learning Power' or gone above and beyond the school's values. The theme of the award is a weekly focus communicated at assembly. PSAs can award any pupil from P1-P7 for showing a school value – happy, respecting, achieving.

All teacher and PSA awards are read aloud by the house captains in assembly each week. Every recipient will receive a gold star token worth 5 house points with their certificate. A round of applause is given to all Teacher Award winners. Photos of Teacher Award certificate winners are displayed on the Teacher Award boards in the school.

3. House Points

Every pupil from P1 – P7 belong to one of the four school houses, Forglen, Delgaty, Craigston or Hatton. When pupils exceed the shared values and rules expected they will be rewarded with house points from staff. These points can be collected as tally marks in the classroom (all classes should have a tally chart prominently displayed and used daily) and by being awarded with physical house tokens that can be posted in to the 4 house boxes. All staff have purple tokens to award (one point) and PSAs have gold star tokens to award (five points).

Each week the house captains will count all house points, the physical tokens in the boxes and tally charts in each classroom. The house with the most points is announced as part of the weekly assembly. The house cup is decorated with the winning house's coloured ribbon.

House treats are awarded once/ twice each term, the winning house's pupils celebrate in an afternoon of activities together outside of the classroom.

Other rewards used by all staff may include...

- Stickers and stamps
- Verbal praise
- Note of praise sent home from school early/ middle stages praise pads
- Note of praise/ house points earned sent home from school on middle/ upper stages notelet
- Positive comments in jotters/ on classwork/ home-school reading book
- Good news phone call/ email home/ SeeSaw comment from teacher
- Visit to SLT to share good work/ effort/ behaviour
- See Policy for 'Recognising and Celebrating Achievement' for more detail

Restorative Approaches

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in any school.

All schools in the Turriff cluster use restorative approaches to draw a crucial distinction between the person and their behaviour. Restorative Approaches is based on 'Fair Process' - engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict. Pupils at Turriff Primary School are therefore encouraged and supported by all School Staff who have been trained in Restorative Approaches to take responsibility for their actions and have to work out how to put things right. New staff will be offered training in this approach.

The key to a truly restorative school community is a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners, to find solutions to conflicts rather than focus on who started it and why.

Restorative Conversations with Pupils - we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting, summarising.
- Be empathetic (listen for thoughts, feelings, experiences, behaviours).
- Use a 'solution' rather than a 'blame' approach.
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair.
- Be aware of our body language, tone and facial expressions.

Restorative Conversations questions (early stages questions also available)

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected by this?
- What do you need now so that the harm can be repaired?

Turriff Primary School Consequences

It is important to understand that some pupils have additional support needs where their behaviour is affected by particular difficulties or from personal challenges they are facing. We expect all pupils to try their best and meet our school expectations for behaviour but strategies for managing behaviour will be tailored to individuals based on our knowledge of them.

For incidents of bullying please refer to our School's anti bullying policy and Aberdeenshire Council's anti bullying policy.

All learners are held responsible for their behaviour. Every member of Turriff Primary School staff will deal with behaviour and use the stepped actions below for dealing with poor conduct. Pupils are in school to learn so learning time should not be lost through poor behaviour.

The chart below is linear in design however we are very aware that not all behaviours fit such a chart. We encourage staff and pupil 'take up' time between each stepped action. For low level disruption it is not possible to leap or accelerate steps.

Steps

- Recognition and Praise (for those who follow school expectations - green)
- Redirection (yellow)
- Reminder (amber)
- Warning (red)

- Time out as a support when required at redirection/ reminder/ warning
- Restorative Approach Conversation after redirection/ reminder/ warning

- Consequence for unacceptable behaviours
- Email or phone call home
- Formal meeting held

A traffic light colour system for the steps should be used by staff and children to help them visualise the stages between steps. See appendix One for a class use copy that can be displayed and referenced often. Early stages classes may want to amend the words, but the traffic lighting colours should stay the same so that it is a whole school shared language.

Values:

**Happy
Respecting
Achieving**

Steps	Actions	
Recognition and Praise	For example - verbal praise, written positive comment in jotter/ reading record, name on recognition board, house points awarded, teacher/ PSA award, Seesaw message, stickers and stamps, praise pad/ notelet home, good news phone call/ email sent home from staff, visit to SLT to share good work.	
Redirection	Gentle encouragement to redirect the pupil to show expected behaviours *Time out offered to give pupil chance to reflect away from others. It may also diffuse any anger or other big emotions.	
Reminder	A clear verbal reminder delivered privately wherever possible, deescalate the situation. *Time out offered to give pupil chance to reflect away from others. It may also diffuse any anger or other big emotions.	
Warning	A clear verbal warning delivered privately wherever possible. Make the pupil aware of their behaviour and clearly outlining the consequences if they continue – stepped actions below. *Time out offered to give pupil chance to reflect away from others. It may also diffuse any anger or other big emotions.	
Time Out	Time out is used as a support. Examples may include – moving a pupil from one seat/ table where incident happened to another one, increased adult support, moving pupil away from classmates to a quieter area of classroom, leaving the astro/ climbing frame area, the pupil is asked to speak to the member of staff away from others, restriction of the current activity.	
Restorative Approach Conversation (RAC)	Give the pupil a chance to reflect away from others. Speak to the learner privately and give them an opportunity to engage for a Restorative Approach Conversation - RAC (If incident happens outside of the classroom, the CT should be made aware) RAC is not a punishment and will not be treated this way – it is a positive choice to improve the situation. RAC can only happen when all involved have had time to reflect and are calm to be able to contribute to the conversation. Each child is different and so the timing for a RAC will be different in each situation.	PSAs should note any RAC they have had with the child's CT. CT to contact Parents when RACs increase to make the Parents aware. Pupil made aware that Parents will be contacted and both Parents and Pupils aware that call will be logged using Latest Pastoral Notes. Tag SLT line manager in the note.

Consequence	<p>As every individual pupil and details of situations are different, the responses and consequences of unacceptable behaviour will be specific to individual circumstances. In addition to the traffic light actions above, consequences may also include</p> <ul style="list-style-type: none"> • Alternative arrangements at specific times of the day in class • A letter of apology • Work taken home to complete • Indoor break/ lunch • Home and School communication sheets/ emails to promote positive behaviour and show progress towards targets, this will always be done discretely • Working out of the classroom environment in central area of zone • Excluded from class for a set period, working with a member of management team to complete work in school • Promoting Positive Behaviour risk assessment • Work with Pupil Support Worker, Intervention and Prevention Teacher • Advice from the Educational Psychologist, Social Worker, Health Professionals 	
Phone Call home	<p>When an incident has been serious and/or violent the Parents of children involved need to be made aware. Names of other children involved should not be shared. In school consequence shared. The teacher (CT/ ASN/ NCCT) or SLT dealing with the situation should be the one to make the phone call/ compose the email.</p>	<p>Phone call/ email logged on Latest Pastoral Notes. Tag SLT line manager in the note/ cc in SLT in email. In email make it clear if you work part time.</p>
Formal Meeting	<p>Formal meeting with Pupil, Parents, CT, SLT. Agreed targets set that will be monitored and reviewed over an agreed period of time.</p>	<p>Targets noted on Latest Pastoral Notes.</p>

Aberdeenshire Council policy and procedures are used to support staff when dealing with exceptionally challenging behaviour. These include the Violence at Work policy, Violent Incidences Reporting system* and the Physical Intervention policy. A serious breach is an incident that may lead to a fixed term exclusion from the school. The Scottish Government documents Included, Engaged and Involved would be used alongside Aberdeenshire Council policy and procedures to support these decisions.

A violent Incident form should be completed if a staff member is hurt as the result of a violent incident, the office team will log this on the reporting system.

In addition to the stepped actions chart above the following may be used in school

- Whole school assemblies to educate all on our values and rules
- SLT to speak with classes/ year groups when situation is specific to them

Pupils that exhibit poor behaviour will not be reprimanded in public, this will be done privately and respectfully. If a class has been affected or interrupted by the unacceptable behaviour of another pupil in the school then the class teacher will always explain to the class that there will be consequences for the child's behaviour. As a school we will not share all the specific detail in the consequences agreed between staff – pupil – parent but the class will always be reminded that there is always a consequence for unacceptable behaviour at Turriff Primary School. This is a good opportunity for the class to ask questions and alleviate any concerns they may have about a situation.

Behaviour on the Bus

Some children at Turriff Primary School travel to and from school on an Aberdeenshire Council approved bus. Aberdeenshire Council shall take reasonable care for the safety of pupils, while they are using transport provided by external operators on behalf of Aberdeenshire Council. Parents/carers are responsible for the conduct of their children while using this transport. Schools are not required to supervise this transport. If the transport company informs the School of pupils misbehaving on any of the buses, Parent/Carers of these pupils will receive a phone call home from a member of the Senior Leadership Team (Head Teacher or Depute Head Teachers.) This call will be noted on Latest Pastoral Notes.

Parental Concerns

Sometimes children are adept at hiding behaviour from school staff. Where parents feel that behaviours have not been noticed in school they should address these in the first instance to the Class Teacher who is in an excellent position to investigate and work to resolve any issue.

Repeated concerns that have been raised with the Class Teacher should be brought to the attention of the Depute Head Teacher with remit for that year group or the Head Teacher.

With these procedures in place, we hope that all our children will enjoy school as a happy and safe place to learn.

APPENDIX ONE

Values:

**Happy
Respecting
Achieving**



Recognition and Praise

Redirection

Time out

Reminder

Restorative Approach
Conversation

Warning

Consequence for unacceptable behaviour

Phone call/ email home

Formal meeting