



## Aviemore Primary School – Positive Relationships Policy



### **Rationale**

Our *Vision, Values and Aims* are the basis for promoting positive relationships for all at our school.

### Our Vision Statement

At Aviemore we are:

Always learning  
Always growing  
Always positive

### Our Values

Aviemore Primary

Values are:

Inclusion  
Everyone learning and happy  
Motivated  
Open-minded  
Respectful, resilient and responsible  
Exploring new things

### Our Aims

- To provide a safe and welcoming environment where children can play and learn.
- To work with parents and partners to provide the best care and opportunities for our children and families.
- To make links with our local community and use our environment as a learning resource.

### Rights Respecting Schools

We are working towards becoming a Rights Respecting School and have been awarded with our Silver Award (June 2018) giving our school the status 'Rights Aware.' All children and adults are aware of the United Nations Convention on the Rights of the Child and promote this to ensure that all members of our school community are respected and respect each other. Every class constructs a Class Charter at the start of the academic year linked to the articles in the UNCRC. We also have a Playground Charter with agreements of how we will contribute to a positive playground environment.

### Restorative Approach

We practise a 'Restorative Approach' when children find themselves in conflict with other children or are struggling with relationships. Children are encouraged to discuss their actions with honesty, and to reflect on their behaviour, its impact on themselves and others and to make amends. Children and adults are aware of the importance of restoring and sustaining strong relationships.

### Nurturing ethos

We aim to create a nurturing ethos throughout school.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection

alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles which have been adapted and are outlined below:

- Children's learning is understood developmentally
- The environment offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children and young people's lives

A nurturing approach can be applied at both the universal and targeted level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

(Education Scotland, Applying Nurturing Approaches)

## **Method**

### House Groups

All children belong to one of our four house groups; Capercaillie, Eagles, Osprey and Ptarmigan. Children are rewarded with house points for exceeding expectations in learning and behaviour. We aim for children to be intrinsically motivated to adhere to basic expectations. House Points are recorded on Class Dojo and the winning house celebrated weekly at assembly through the presentation of a trophy, sitting on the bleacher seating and receiving a round of applause at the beginning. House identity is important and as such children meet weekly in their house groups to celebrate success and share news. House captains (usually P7 children lead these meetings and wear special school jumpers in their house colour.) All houses have devised a house song/chant. The winning house at the end of each term receives a special treat, for example, a trip to local attraction. All other children take part in a treat at school, for example, a film morning. A trophy for the overall winning house is awarded at the end of the year.

### Celebrating Success

Success will be recognised and celebrated regularly. Assemblies will provide a whole school platform for celebrating success in school as well as wider achievements. Each week class teachers will select one child from each class to receive a purple 'Star of the Week' certificate which celebrates living up to our Vision Statement and demonstrates always learning, always growing or being always positive. Every four weeks we will have Star Assemblies where children may receive a Star Certificate from their class teacher, one selected by their class peers (RRS focus), one from their House group and one from SMT for wider school contribution. Playground certificates will be issued by support staff where necessary too. Parents and carers will be informed if their child is to receive a certificate at a Star Assembly.

Over and above achievements will be celebrated with a postcard home.

Children will have the opportunity to build relationships and play with each other on a planned weekly basis each Friday in a time called 'Fun 31' devised from UNCRC Article 31 – All Children have the Right to Play. This will replace Golden Time.

### Restorative Approach

Children will always receive a verbal warning in the first instance to ensure they have had the chance to make the right choice. If this step is not successful, children will be issued with an amber warning card as a visual reminder to make the right choice. This strategy will be used to ensure children stay on task and do not disrupt their own or others' learning.

A more significant incident, for example hurting someone, damaging property, being dishonest or persistent disruption to learning will result in the initiation of a restorative process. Children will engage in a restorative conversation with a member of staff to reflect on the incident supported by a red prompt consequence card to support making amends and restoring relationships.

Consequence cards are chosen by the member of staff depending on the incident. Consequences can include:

1. Verbal apology
2. Written or pictorial apology
3. Poster/information leaflet detailing learning re incident
4. Repair to damaged property/tidy up an area of school or playground
5. Learning time in alternative location
6. Break time/Lunch time in alternative location
7. An alternative agreed with SMT to ensure consistency in approach

Parents will be sent a standard email each time a child receives a consequence card.

SMT will keep a record of receipt of consequence cards.

### Anti-Bullying

“Children have the right to protection from all kinds of violence, both physical and mental. They must be kept safe from harm and be given proper care by those who look after them” (Article 19)

Our definition of bullying is STOP – Several Times on Purpose.

Allegations of bullying are investigated by SMT and recorded electronically. Additional recording may take place if bullying actions contradict our Promoting Equality and Diversity Policy, e.g racial themes. Parents/carers of both parties are informed and resolutions discussed and agreed with all parties.

### Violent and Aggressive Behaviour

Further measures may be taken if behaviour escalates and creates a risk to safety of pupil/staff safety or damage to property. This may include exclusion, in accordance with Highland Council’s ‘Exclusions in Schools’ policy and physical intervention (CALM techniques, used by trained staff) in accordance with Highland Council’s policy ‘The use of Physical Intervention in Educational Establishments.’

### **Related Policies**

- Highland Council – Exclusions in Schools February 2017
- Highland Council – The use of Physical Intervention in Educational Establishments May 2017
- Highland Council – Promoting Equality and Diversity December 2016

Parents, staff and children were consulted in the creation of this policy from February 2019-May 2019