



## Gordon Primary School - Positive Relationships Policy

Gordon 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

In Gordon Primary School we encourage all pupils to strive to

**'Be the Best We Can Be'**

in whatever circumstances they might find themselves in.

### Rationale

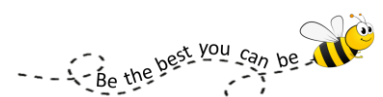
Gordon Primary School is committed to creating an environment and ethos based on our core values of RESPECT. Our policy is supported by Curriculum for Excellence, [Getting It Right For Every Child](#) Policy and focuses on the SHANARRI Indicators and the UNCRC.



At Gordon Primary School we view behaviour as communicative and this often reflects an emotion or feeling. We respond to that by addressing the learning need to support the child. Our approach is a relational approach built on mutual respect and positive relationships. This policy sets out the framework for a clear and consistent approach to promoting positive relationships and supporting pupils to develop their skills, understanding and engagement with 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, Kind, 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





## The Gordon Primary Way'

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

1. To be **READY** for learning and listening
2. To be **KIND** to all pupils, adults and property in our school community
3. To be **SAFE** with what we say and do and to feel **SAFE** in our school community

We support the **Ready, Kind, 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

### **Recognise and Praise**

- Recognition boards in classrooms
- Certificates
- Recognition at assemblies
- House points

### **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

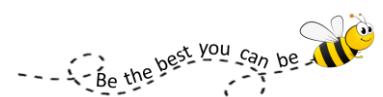
### **Restorative Approaches**

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

**Step 2** Label the feeling 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, Kind, Safe**

Preventing and responding to behaviours that show pupils are not **ready** to learn, are not being **kind** 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. Stage partners, ASL Teachers or the Senior Management Team (SMT) are available if support is required by staff members.

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

Violent Behaviour will be recorded on the schools recording system and the attached Parent Awareness Letter will be sent home (Appendix 1).

SMT may decide to restrict privileges depending on the behaviours being displayed by pupils. This will be supervised by a member of SMT and the focus of this time should be developing strategies to cope with difficulties.

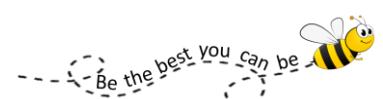
Throughout this process the aim is to develop skills and strategies to promote positive relationships. This may include partnership working with parents and other professionals, e.g. Educational Psychology Service, the School Doctor etc.

### **Bullying**

At Gordon Primary 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 '**Be the Best We Can Be**'. Our approach aims to develop a mutual respect and positive relationships between individuals. Please refer to Gordon Primary Schools Anti-Bullying Policy.

### **Exclusions from School**

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.





## Appendix 1

**Aberdeenshire**  
COUNCIL



Education & Children's Services



**Ms D Ewen – Head Teacher**  
**Gordon Primary School**  
**Castle Street**  
**Huntly**  
**Aberdeenshire**  
**AB54 4SE**

**Telephone: 01466 405910**

Date:

### Parent Awareness Letter

Unfortunately, \_\_\_\_\_ displayed the following behaviour(s) today at school.

Behaviours Displayed:

Outcome:

It is imperative that all pupils follow the shared values of Gordon Primary School of **Ready, Kind, Safe**. Please discuss your child's behaviour with them and remind them that:

Pupils need to

- Be honest
- Respect themselves and others
- Listen when others are talking
- Always try their best and allow others to
- Behave responsibly
- Follow instructions

The frequency of any children receiving a Parental Awareness Letter is recorded centrally in school and monitored so that we may support any pupil who has developed a different behaviour pattern.

Thank you for your support.

Yours sincerely,

---

I have received the Parent Awareness Letter and have discussed the matter with my child.

Pupil's name \_\_\_\_\_ Class \_\_\_\_\_

Parent/Carer signature \_\_\_\_\_ Date \_\_\_\_\_

