



# Relationships Policy

**Updated: January 2024**

Everyone has to abide by certain basic rules and standards of behaviour if the work of the school is to function successfully. This applies to pupils, teachers and parents/carers.



Each class creates a Class Charter which focuses on the UNCRC Rights of the Child as the rules for the class. The Class Charter is displayed in the classroom for everyone to refer to. Charters are revisited throughout the year to ensure that they remain relevant.

All the pupils are allocated a House (**Kininvie**, **Balvenie** and **Buchromb**). CARE points are collated at the end of each week by House and Vice Captains.

Achievements out of school are embedded into our school ethos. All children are encouraged to share success at weekly assemblies so that everyone can celebrate successes together.

At Mortlach we strive to provide a safe, caring and purposeful learning environment in our school. The school enjoys a positive and welcoming ethos, which we seek to enhance via partnerships with home and the wider community.

It is important to have clear guidelines which demonstrate values, expected behaviour and procedures for those times when children need extra support and guidance in order to exercise appropriate behaviour in school.

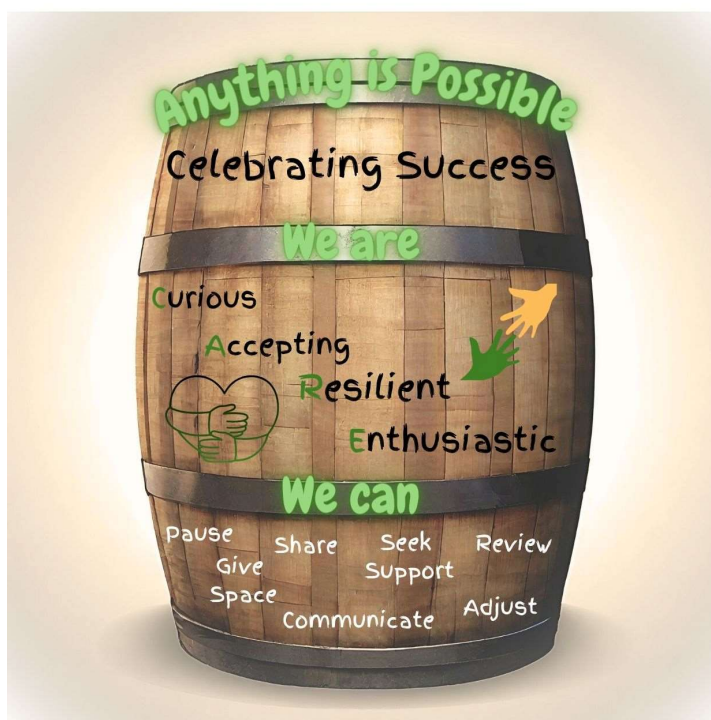
Fairness and consistency have been shown to promote positive behaviour.

At Mortlach we aim to ensure that all children, their parents/carers and staff have a clear understanding of the expected appropriate behaviours which allows everyone to benefit from full participation in school life. All pupils are encouraged to form positive relationships with their peers, teachers and support staff, helping them to develop the necessary skills to become responsible citizens in the wider community. (National Priorities: *'Values and Citizenship', 'Framework for Learning', Inclusion and Equality' and 'Learning for Life'*) **'Ambitious, Excellent Schools'- November 2004**

Our Pupil Leadership Group use 'How Good is OUR School?' to support their understanding of relationships within our school community. In Term 1 and Term 2 of 2023-24 the group looked at data from previous self-evaluation activities undertaken. The group created a survey which they used to gather up to date information about current relationship within our school. The surveys were carried out by pupils in class, playgrounds and the canteen. The data the pupils gathered was used by pupils and staff to make changes to our current 'Positive Behaviour Policy'.

Our new 'Relationships Policy' launched in January 2024. Pupils' voice has been an important driver in the creation of our new policy. When pupils support the creation of a policy they are more likely to ensure that it is being followed and valued by everyone. We also value parental support, to ensure that classrooms are safe, purposeful and happy places for all our pupils. Parental support of the policy will help to put the policy into practice.

## Mortlach Primary School Relationship Policy



### Barrel Visual

The barrel is a common feature within not only Dufftown but Speyside as a whole. A barrel features within our refreshed curriculum rationale and was selected to become the visual representation of our relationship policy. When all the staves of a barrel are securely held in place it works perfectly, therefore when all the pieces of our relationships policy are working together we can ensure that our relationships are working well, pupils and families feel supported, behaviour is positive and pupils are making progress towards their learning targets.

Copies of this visual will be displayed in classrooms and around the school and will be referred to regularly.

### CARE Cards

Pupils will collect CARE Points which will then equate to personal certificates as below:-

- 1 card – 5 CARE points and sticker
- 3 cards - 10 CARE points and bronze certificate
- 7 cards - 15 CARE points and silver certificate
- 10 cards – 20 CARE points and gold certificate

The CARE points will continue to be collated by House and Vice Captains and the House with the most points at the end of the year will be awarded the Meg Dawson trophy and take part in an event organised by the winning houses captains.

## How can pupils earn CARE points?

- Showing effort in achieving learning targets.
- Achieving learning targets.
- Showing curiosity, acceptance, resilience, enthusiasm, caring (School Values).
- In exceptional circumstances a max of 5 CARE points can be given.

## CARE Rules

We encourage pupils to follow the “Care Rules”.

**Be Safe**  
**Be Kind**  
**Be Polite**  
**Be Helpful**  
**Be Respectful**  
**Be Hardworking**

## How do we celebrate successes?

- CARE points
- Head Teacher Awards
- Stickers
- Celebrating success wall
- Praise postcards – sent home to parents via Royal Mail
- Tweets
- Phone calls to parents/carers
- Notes in diaries
- Verbal acknowledgement
- Further responsibilities
- Displays of work
- End of year trophies
- Assemblies
- Sending good piece of work home
- Smiles
- Sharing successes with peers
- And more...



## When things doing go as planned, what do we do?

Pause, space, share, communicate, support, adjust, and review.

Pause

- Adults and child take time to consider whether further action is needed.
- In some circumstances this will be enough.
- Adults to consider PACE (Playfulness, Acceptance, Curiosity and Empathy).
- Adults to consider triggers and motivators. Remove triggers if possible, use motivator to redirect child's focus.

### Space

- Give child the physical space and time to process what has happened.
- Adults to support co-regulation if required.
- Adults to consider PACE (Playfulness, Acceptance, Curiosity and Empathy).
- Adults to consider triggers and motivators. Remove trigger if possible, use motivator to redirect child's focus.
- Adults to ensure that they have the child in sight at all times, when possible, even when giving physical space.
- Adults to consider whether child needs to move into a more supportive space within the school building or grounds.
- Adults to consider whether others need to be removed to keep everyone safe.



### Share

- Restorative conversation with child about trigger of the behaviour and how to deal with it, focusing on natural consequences.
- There may be times when the child is unable to explain what has triggered the behaviour. Through co-regulation the child may start to be able to communicate what has caused the behaviour.
- CIRCLE (Education Scotland) resources used to identify strategies that may support the child in the future.
- Report to Head Teacher and record if in staff's professional judgement they deem it necessary.



**C** CHILD  
**I** INCLUSION  
**R** RESEARCH INTO  
**C** CURRICULUM  
**L** LEARNING  
**E** EDUCATION

### Communicate

- If behaviour is serious, or repeated, then communicate with parents.
- Usually a phone call or email from Head Teacher or Class Teacher.
- Staff will discuss with parents how they would like information shared with them if behaviour is occurring often.

- Staff and parental discussions will be solution orientated, looking to support the child to be able to deal with the triggers in a more appropriate manner.

### Support

- In school support – nurture groups, SFL team, Seasons for Growth, allocated nurturing time with adult, Circle of Friends, Invisible String, use of nurture areas etc.
- External expertise sought. This may be from within Education, NHS, Charities or specialist sectors.
- Risk assessments completed by Head Teacher if required. These will always be shared with parents and reviewed regularly.
- Behaviour Support Strategy risk assessments completed by Head Teacher if required. These will always be shared with parents and reviewed regularly.
- Learner Profile and Support (LPS) document created – this is a working document that all adults can use to ensure that barriers to learning are addressed. These are reviewed twice a year and shared with parents.
- Co-ordinated Support Plan (CSP) – this document is an in-depth plan that can be used to co-ordinated multiple agencies actions to support a child.
- Individualised Education Plan (IEP) – for some pupils an IEP will be used to plan target interventions to support barriers to learning, these could be physical, emotional or other barriers.
- Child planning meetings – in some instances it is beneficial for all adults who are supporting a child or family to meet regularly to evaluate progress and create action plans for next steps. This ensures that everyone is aware of what the child, or families, needs are and how they can be best addressed.

### Adjust

- Consider whether timetables, curriculum and/or physical environment suits the needs of the child.
- Other professional's advice may be sought with regards to adjustments needed.
- Where possible adjustments will be made.

### Review

- Constant review of all steps to ensure the support in place is correct and supporting the child to make expected progress.