



# Fisherton Primary School and Early Years Centre

## Relationship Policy

2024 - 2025

### Vision

At Fisherton Primary School and Early Years Centre we believe that with **tenacity**, opportunities and support we can all experience success and achieve our potential.

Friendly and **kind** people help fill our school with happiness.

Inspired by the world around us we welcome pupils to join us on a journey of discovery.

Success is experienced across the curriculum and beyond with

Helpful staff and families working together for our young people.

Everyone has a voice in our learning community and we strive to model

**Respectful, responsible** and **safe** approaches in all that we do.

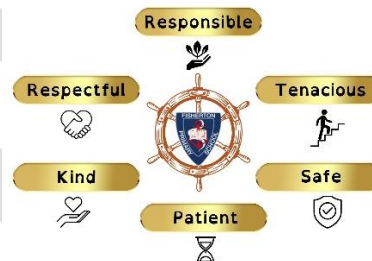
**Tenacious** attitudes and motivation encourage our pupils to strive to give their best.

Opportunities to develop skills are welcomed and

Nurturing approaches and **patience** help our children grow and learn together.

### Values

At Fisherton Primary, our values are how we behave.



We are **Kind** – We care about others. We think about the impact our words and actions have on others. We include others, everyone is welcome here.

We are **Patient** – We are patient with each other. We help each other and take turns.

We are **Respectful** – We treat others with respect. We use respectful language when communicating with others. We value the diversity and uniqueness of others within our school and community. We respect our learning environments.

We are **Responsible** – We tell the truth and will ask for help when we need it. We follow instructions and try our best to meet expectations.

We are **Safe** – We keep ourselves and each other safe by making positive and safe choices. We keep our learning environments clean and tidy. The adults in school help us by teaching us ways to stay safe and helping us assess risks.

We are **Tenacious** – We are hard-working, we value effort and doing the best that we can.

### Aim

At Fisherton Primary and EYC we are committed to creating an ethos which promotes relationships built on mutual trust and respect and creates an engaging and empowering climate for learning. Across the school community relationships are positive and supportive and there is a strong sense of community, shared values and high expectations.

Members of staff model high standards of behaviour. Through our conduct we demonstrate how we establish and maintain positive relationships and deal with challenging situations when they arise. We ensure that school staff have opportunities to undertake professional learning based around building positive relationships through training and regular updates. Staff aware that attachment and trauma may impact on a child's ability and readiness to learn.

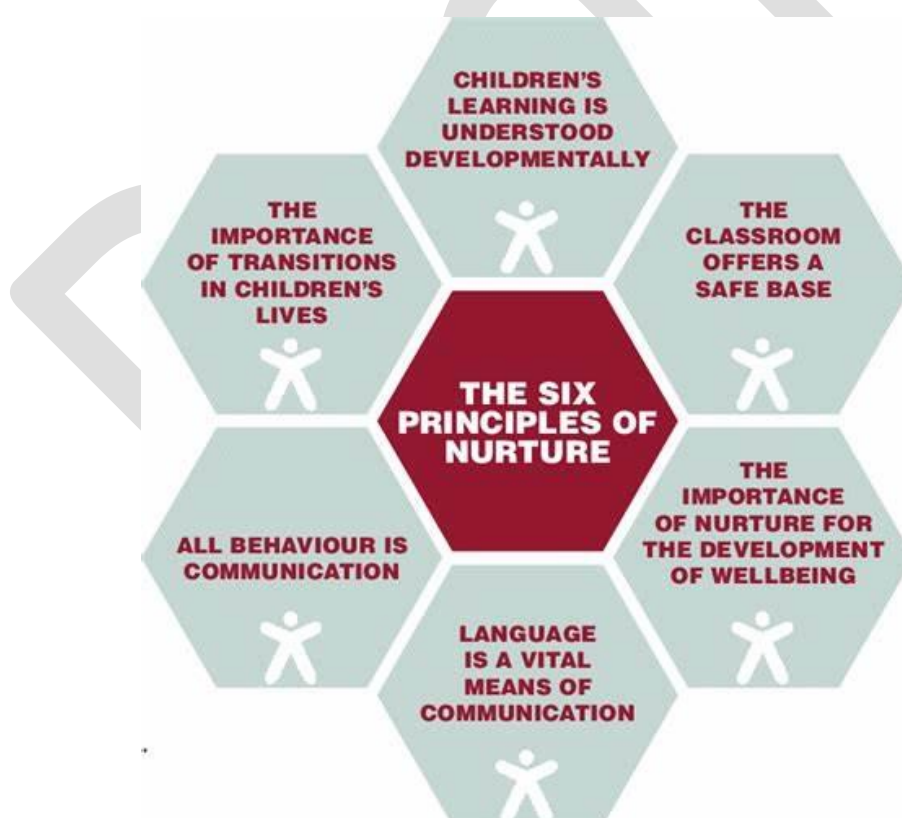


We understand that relationships are key. Our nurturing and inclusive approach is our driver for how we support our children. This policy details the strategies that underpin our approach to promoting positive relationships, motivating learners and supporting children with behaviour.

### Nurture Principles

South Ayrshire Council's approach to promoting positive behaviour emphasises that relationships are at the heart of nurturing approaches.

All teaching staff in Fisherton Primary have been trained in the six Nurture Principles, which are:



### Children's Rights

Children's Rights are key to promoting positive relationships within our school community. We ensure that children learn about their rights through classroom and whole school learning experiences. The Rights Respecting Schools Committee play an important role in educating others within the school community. We plan monthly assemblies to promote Children's Rights along with other activities throughout the school year. Pupils right to be listened to is extremely important to us and we have consulted them on the creation of this policy.

Each class begins a new session by creating a Class Charter, which is based on the United Nation's Convention on the Rights of the Child (UNCRC) as well as our school values. The Class Charter is at the heart of creating responsible citizens and should be referred to frequently throughout the year. Each class should display their Class Charter. The Rights Respecting Schools Committee have also developed a School Charter which is shared at assemblies and displayed on the committee board.

(See Appendix 1)

### Getting It Right for Every Child

While the strategies and procedures mentioned within this policy are standard procedures for supporting children, each child is an individual and so each situation will be dealt with in a manner appropriate to the needs of the child and their family. For the majority of children, the overall expectations and consequences will be the most appropriate approach. Where necessary, children will be given individualised support plans. Class teachers are encouraged to adapt this guidance where necessary to meet the needs of the children in their class most effectively. The Senior Leadership Team will support with this.



## **Motivating Learners**

### **House Points/House of the Term**

Children who demonstrate our school values can be acknowledged by achieving House Points. These can be issued by all staff around the school. Children will add to the termly points sheet located on the House Teams board in the main corridor. Each term, House Points will be counted and a 'House of the Term' will be awarded. The Captain and Vice Captain for the winning house will be presented with their House colour at assembly to be displayed on the House Teams board. The House of the term will be awarded with additional play time.

### **Value of the Month**

Our values underpin everything we strive for at Fisherton. Each month we will select a Value of the Month. This will be shared with children at the first assembly of the month. At the end of the month, all children who have demonstrated this value will be celebrated by being presented with a certificate at assembly. Any member of staff can nominate a pupil to receive a certificate.

### **Fun 31 and Bronze/Silver/Gold Awards**

Every Friday afternoon, pupils are given the opportunity to celebrate if they have followed all instructions, completed all tasks and followed all of our school values. Pupils will take part in 'Fun 31' in line with Article 31 of the UNCRC "The Right to Play and Relax". They will have a choice of a range of activities across the curriculum which may include a whole class activity or game, or an individual recreational activity of their choice. Children can earn 6 minutes of 'Fun 31' time each day, totalling 30 minutes on a Friday.



Class teachers will track individuals who are consistently displaying our school values and meeting expectations by monitoring who earns their 'Fun 31' time each week. Children will also have their own individual trackers and will receive a stamp/sticker each week that they earn the full 30 minutes. Children will be celebrated for achieving the following milestones.

10 weeks = Bronze Award and Head Teacher Prize

20 weeks = Silver Award and Head Teacher Prize

30 weeks = Gold Award and 'Treat' (activity planned in the final few weeks of the school session)

### **Additional Tools to Motivate and Engage Learners**

- Non-verbal rewards such as thumbs up or a smile.
- Verbal Praise
- Showing work to another teacher or the Head Teacher.
- Stickers/stamps
- Certificates
- Displaying work
- Prizes/rewards

## **Roles and Responsibilities**

### **Senior Leadership Team**

Overall responsibility for maintaining positive relationships and behaviour throughout the school lies with our Senior Leadership Team. The Senior Leadership Team will work alongside class teachers and colleagues to support, guide, model and show a unified consistent approach to all learners. SLT will:

- Be a visible presence around the school to encourage positive choices and appropriate conduct.
- Establish a culture of positive rewards and monitoring the consistent application of this policy.
- Support staff during restorative conversations and discussions with learners.
- Support staff in managing learners with more complex needs.
- Ensure staff training needs are identified and targeted.
- Use data to target and assess interventions.
- Celebrate consistently positive behaviour amongst all children and instil a sense of pride in those children for demonstrating positive relationships.
- Embed the 6 Principles of Nurture across all aspects of school life.
- Manage the induction of new staff to ensure they understand this policy and receive the appropriate support to ensure that it is fully implemented.

### **The Role of the Class Teacher and Early Years Practitioner**

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the 6 Principles of Nurture and restorative practice. Each adult has responsibility for the maintenance of positive relationships and behaviour in their own class/setting. They will:

- Create safe, secure, flexible and caring environments based on the 6 Principles of Nurture.
- Model positive communication and emotional regulation.
- Maintain high expectations of all children.
- Follow restorative approaches to ensure a consistent and fair approach for some children this will be through restorative dialogue rather than written restoration.
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement, opportunities for speaking and listening and practical demonstrations of learning.
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant.
- Encourage, praise and listen to children.
- Inform parents at the end of the day either in person or via telephone call if their child has made a negative choice, not followed our school values or acted in an unsafe manner.
- Contribute to a chronology document if required.
- Keep a written record of all incidents of a serious nature and ensure that the SLT is informed of any such incidents within that same day.

### **The Role of Support and Office Staff**

- Promote and uphold the Relationships Policy.
- Have high expectations of all children.
- Encourage, praise and listen to children.
- Follow restorative procedures to ensure a consistent and fair approach.
- Model positive communication and emotional regulation.

- Evaluate and identify the factors which can contribute to negative behaviours and seek to provide high levels of engagement and opportunities for speaking and listening.
- Seek the advice of the Class Teacher in the first instance, should the situation not be resolved.
- Contribute to a chronology document if required
- Ensure that SLT are informed of any such incidents within that same day.

#### The Role of Parent/Carer

- To promote and uphold the Relationships Policy.
- To respect the professionalism of staff and work co-operatively to support their child.
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying dysregulated behaviours.
- To attend meetings with relevant staff and participate in discussions around their child's behaviour.
- To address issues to the Class Teacher in the first instance in an appropriate, respectful manner.
- Parents/carers are expected to discuss all concerns regarding their child/children with a member of staff and trust that the matter will be investigated, addressed and appropriate action taken. Parents/carers should not approach other children or adults.

## **Managing Behaviour Consistently and Positively**

In order to protect the rights of our children, we believe it is important to establish clear boundaries and natural consequences for negative behaviours that are created by and understood by all involved. We believe that behavioural interventions should be fair and timely. Children should be provided with ample 'take up time' to allow them to regulate, reflect and modify their behaviours without further intervention. Staff may use reflective chat prompts (see Appendix 2) to encourage children to reflect on their behaviour and make positive choices.

Engagement in learning is always our primary aim at Fisherton Primary School. For most of our learners a gentle reminder is all that is needed, however there are some occasions when it is necessary for a child to leave the classroom for a short period of time until they are ready to learn. The steps detailed below should always be followed with care and consideration, taking individual needs into account where necessary.

### **Practical Steps – Managing and Modifying Behaviour (see Appendix 3)**

#### **During class time:**

The stages described below show the clear and consistent steps to be followed when a child is not following our school values and making negative choices in the classroom:

#### **1. Verbal Reminder**

When displaying undesirable behaviour a pupil will be given a verbal reminder to follow our school rules. This indicates to the learner that they are displaying a negative behaviour and gives them time to correct this. This should be done privately where possible.

#### **2. Take-Up Time**

Allow child time to process and respond to reminder.

#### **3. Final Chance/Reflective Chat**

This will be a verbal warning (in private where possible). The child should be made aware of their behaviour and the possible consequence if their behaviour continues should be clearly outlined. A final opportunity should be given to the child to engage and a positive choice could be offered. Allow additional 'take-up' time.

#### **4. Reflection Time**

If the above steps have not had the desired impact and the behaviour continues, this will then result in reflection time which is age/stage appropriate. At Fisherton Primary, we have agreed:

- P1-3 – 5 minutes
- P4-5 – 10 minutes
- P6-7 – 15 minutes

In most cases, it would be appropriate and preferable for reflection time to happen within the child's own classroom, however, as mentioned above, sometimes it will be appropriate for this to happen out with the classroom. This decision would be taken to best support the needs of all learners.

This reflection time allows the learner to regulate their emotions and adapt their behaviour before returning to join their peers. During reflection time pupils will be expected to continue their work where possible. Class teachers should ensure that pupils are visible to them or another adult during reflection time. Once the reflection time is up, if the pupil is ready, they will return without further comment from the adult to avoid disruption to the learning of others.

#### **5. Restorative Conversation**

Use restorative questions as detailed below. At this time an appropriate consequence may be put in place by the class teacher. For example, if significant learning time was lost, the decision may be taken to send the work home to be completed.

#### **6. SLT**



If behaviour persists or in the case of serious, unsafe dysregulation (see below), then a member of SLT should be informed. If it is deemed necessary, SLT will contact parents. Some serious incidents include threatening/aggressive behaviour and swearing. In these cases, other steps may need to be skipped. If a child's behaviour is unsafe, the staff member may send a sensible child to get a member of SLT. The child who is displaying unsafe behaviour should not be left unsupervised with other children.

### **Restorative Approach**

Restorative approaches are built on values which separate the child from their behaviour. This approach encourages children to be accountable and want to seek to repair any harm caused by their behaviour. Research has proven that restorative approaches help to create peaceful learning environments for children. The emotional atmosphere in schools and the relationships between pupils and staff can be more positive when restorative approaches are in place.

**Restorative Conversations** play a vital role in children being able to talk through situations and learning skills for life. In Fisherton Primary, when a child's behaviour is unacceptable, they will be asked to have a conversation with a member of staff and, if appropriate, any peers involved. The aim of the conversation is to ensure that the pupil recognises why their behaviour is not acceptable and how their behaviour can impact others. The conversation should then challenge the pupil to discuss the steps they must take to ensure their behaviour is of an acceptable standard in future. Throughout the conversation, barriers that the pupil faces in meeting the standards of acceptable behaviour should be discussed and how these barriers can be removed. Restorative conversations may take place with the class teacher or a member of the SLT, if appropriate.

**Examples of Restorative Questions: (see also Appendix 2)**

1. What happened?\*
2. What were you feeling/thinking at the time?
3. What have you thought since?
4. How did this make other people feel?\*
5. Who has been affected and how?
6. What should we do to put things right?\*
7. If this happened again, how could you do things differently?

*\*Suggested key questions for young people in Primary 1-4*

### **During break and lunch time:**

The stages described below show the clear and consistent steps to be followed when a child is not following our school values and making negative choices during break time and lunch time either within the school building or within the playground:

1. Verbal Reminder
2. Take-up Time
3. Final Reminder
4. Reflection Time

Reflection time will be given indoors at the designated area beside the door or outside of the staff room where children can be supervised. As above, this reflection time should be age/stage appropriate. At the end of lunch time, the member of staff who gave the reflection time should make the class teacher aware. The class teacher may then have a **restorative conversation** with the learner at a suitable time.

If a learner requires reflection time more than once within a week, this should be referred to the Senior Leadership Team after the second instance. The SLT will use restorative approaches to support the child to reflect further on their behaviour and may choose to make a phone call home.



### Unsafe Dysregulation

In the circumstance that a young person is still not displaying positive behaviour within a given lesson, or for serious instances of unsafe dysregulation, the young person will be removed from the classroom to ensure that teaching and learning is able to continue for others. They will be taken to the Sensory Room, Library or the SLT office until they are regulated and ready to take part in a restorative conversation. During this conversation, the necessary consequences and loss of privilege will be discussed and agreed.

Potential consequences may include:

- Temporarily moving pupil from a group within classroom.
- Restorative measures such as writing a letter of apology reflecting on their behaviour.
- Exclusion from the playground for a period of time.
- Exclusion from specific areas within the school premises e.g. the lunch hall.
- Exclusion from a school activity such as an after-school club, outing or House treat.
- Loss of privileges e.g. access to football pitch.

Alongside this, any unfinished work will be sent home to be completed that evening.

### Support Plan

Where a child is requiring significant support to make positive behaviour choices, a Support Plan may be put in place. This plan will include clear targets which will be set in conjunction with the Senior Leadership team and parents/carers. If deemed appropriate, this may include daily written communication between home and the class teacher through a Home Link jotter.



# Fisherton Primary

## School Charter



### Articles 28 and 29

You have the right to go to school, learn and develop your talents!

### Article 14

You have the right to think and believe what you choose.

### Articles 19 and 36



You have the right to be safe.

No matter how **BIG**,  
No matter how small,  
Children have rights,  
We enjoy them all.

### Article 16

You have the right to privacy.

### Article 24



You have the right to learn about health and wellbeing so you can stay healthy.

### Article 12



You have the right to give your opinion and be listened to.

### Article 31



You have the right to relax and play.

*Agreed September 2024 by the Rights Respecting Schools*



## Appendix 2

### Examples of Restorative Questions

1. What happened?\*
2. What were you feeling/thinking at the time?
3. What have you thought since?
4. How did this make other people feel?\*
5. Who has been affected and how?
6. What should we do to put things right?\*
7. If this happened again, how could you do things differently?

*\*Suggested key questions for young people in Primary 1-4*

### Reflective Chat Prompts

"I'm not pleased with the way you are behaving at the moment (e.g. wandering around the classroom.)"

"You are not showing our value of *responsible*."

"If you continue to distract others, you will choose to have time out of XXX"

"Do you remember when you..." (finished all your writing, and how it made you feel)...Let's see if you can complete the work and feel that way again..."

## Appendix 3

	Steps	Actions
1.	Verbal Reminder	<ul style="list-style-type: none"> <li>A reminder to follow the school rules/values (privately where possible)</li> </ul>
2.	Take-up Time	<ul style="list-style-type: none"> <li>An opportunity for the child to reflect and respond the reminder.</li> <li></li> </ul>
3.	Final Chance/ Reflective Chat	<ul style="list-style-type: none"> <li>A verbal warning in private where possible.</li> <li>Making pupil aware of their behaviour and clearly outline consequences if the behaviour continues.</li> <li>Final opportunity for pupil to engage</li> <li>Offer a positive choice to do so and refer to examples of good behaviour.</li> <li>Use script (or similar conversation).</li> </ul>
4.	Reflection Time	<ul style="list-style-type: none"> <li>Time out in class if possible.</li> <li>Always supervised.</li> <li>Child can continue their work or complete a reflective task.</li> <li>Age appropriate time: P1-3 – 5 minutes, P4-5 – 10 minutes, P6-7 – 15 minutes</li> </ul>
5.	Restorative conversation	<ul style="list-style-type: none"> <li>Use restorative questions.</li> <li>Teacher decide on consequence depending on child/situation.</li> </ul> <p>(e.g. if situation resulted in significant learning time being lost, the teacher may decide work should be taken home to pay back)</p>
6.	SLT	<ul style="list-style-type: none"> <li>In more serious circumstances, i.e. aggressive/threatening behaviour or swearing.</li> <li>If behaviours persist after following above steps.</li> <li>SLT may take decision to contact parent to support.</li> <li>If a situation is unsafe, please send a child for a member of SLT. Do not leave the child displaying unsafe behaviour unsupervised.</li> </ul>