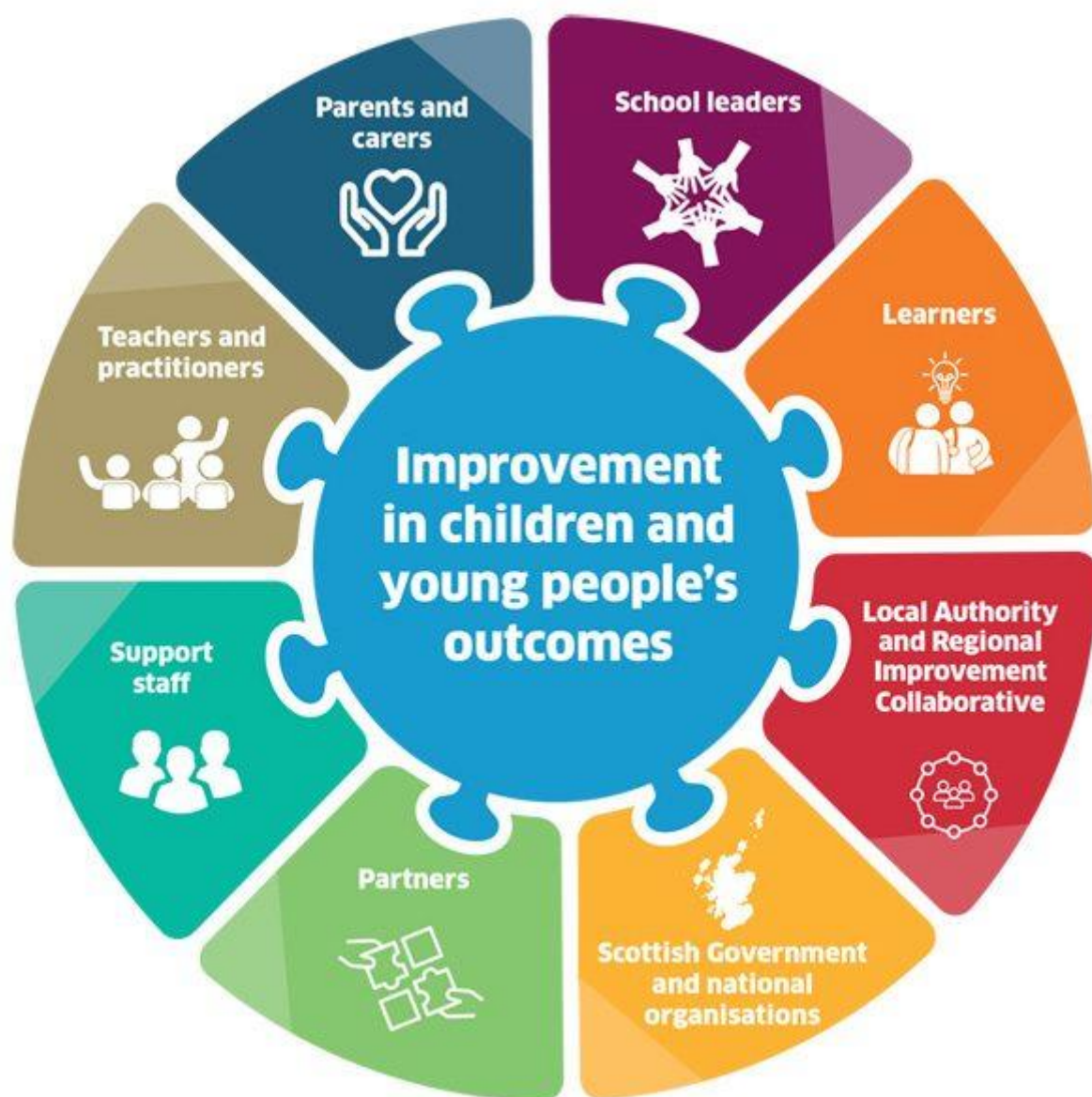


Struthers Primary School and Early Years Centre

Relationship Policy



OUR VISION



OUR AIMS

EXCELLENCE AND EQUITY

To provide an inspiring learning environment with high quality experiences to improve the standard of achievement and attainment within the school.

To ensure that every child feels valued and supported and has equal opportunities within the school.

To assist pupil's personal and social development

PARTNERSHIP WORKING

To promote an effective partnership linking school, home and community.

SCHOOL LEADERSHIP AND IMPROVEMENT

To provide a quality educational service, taking full account of National and Local Priorities and implementing them effectively.

To ensure our children are equipped with the skills they need to become successful learners, confident individuals, effective contributors and responsible citizens.

INTRODUCTION

At Struthers Primary, we are committed to fostering an ethos that promotes relationships rooted in mutual trust and respect, creating an engaging and empowering learning environment. Every member of our school community actively upholds our values through their daily interactions, ensuring they remain prominent in all we do. Across our school community, relationships are positive and supportive, creating a strong sense of belonging, with shared values, and high aspirations.

Through our everyday interactions we demonstrate how we establish and maintain positive relationships and deal with challenging situations when they arise. We ensure our school staff have undergone professional learning in building positive relationships through MAPA Training, Zones of Regulation training and regular updates on behaviour strategies which encourage and create fair, calm and consistent classroom environments. Staff are fully aware of attachment and trauma theory and how this impacts on our children'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 and improve relationships, focussing on the 6 Nurture Principles of:

- 1. The environment offers a safe base.*
- 2. Children's learning is understood developmentally.*
- 3. Nurture is vital for the development of self-esteem*
- 4. All behaviour is a form of communication*
- 5. Language is vital means of communications*
- 6. The importance of transition in children's lives is understood.*

Further information on the 6 Nurture Principles can be found by clicking [here](#).

At the start of each academic year, pupils will have the opportunity to learn about and consolidate their understanding of the Zones of Regulation to help them recognise their emotions and give them the language and the tools they need to be able to regulate their own emotions and related behaviours independently.

THE **ZONES** OF REGULATION®

Getting Started with The Zones at School

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into **four colored Zones, all of which are expected in life.**

Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



Blue Zone

Sad - Bored
Tired - Sick



Green Zone

Happy - Focused
Calm - Proud



Yellow Zone

Worried - Frustrated
Silly - Excited



Red Zone

Overjoyed/Elated
Panicked - Angry - Terrified

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"The framework is designed to move learners toward more independent regulation while also honoring and respecting the learner and their unique self." – Leah Kuypers, The Zones of Regulation creator

THE ZONES OF REGULATION FRAMEWORK & CURRICULUM

What it **IS**

- A proactive, skills based approach
- A simple, common language to understand, talk about and teach regulation
- A consistent, metacognitive pathway to follow for regulation
- A systematic framework with developmental sequence of lessons
- Meant to be adapted for your learners and setting

What it **ISN'T**

- A behavior approach
- A discipline model, punitive in nature
- A scripted curriculum with different lessons for each age/grade level
- Only about teaching the 4 Zones and feelings associated with them
- A "one size fits all" framework

PROMOTING POSITIVE BEHAVIOURS: OUR VALUES

RESPECT RESPONSIBILITY INCLUSION HONESTY KINDNESS

We recognise and reward learners who consistently demonstrate our school values in a variety of ways based on our understanding of each individual pupil and what will work best for them. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can often be as effective as a larger, more public reward.

At Struthers, our school wide systems for promoting positive behaviours include:

- Verbal praise and recognition
- Values Superstars – Friday treat
- Positive call home
- Golden tokens
- House points
- Class of the week – special visit to the park

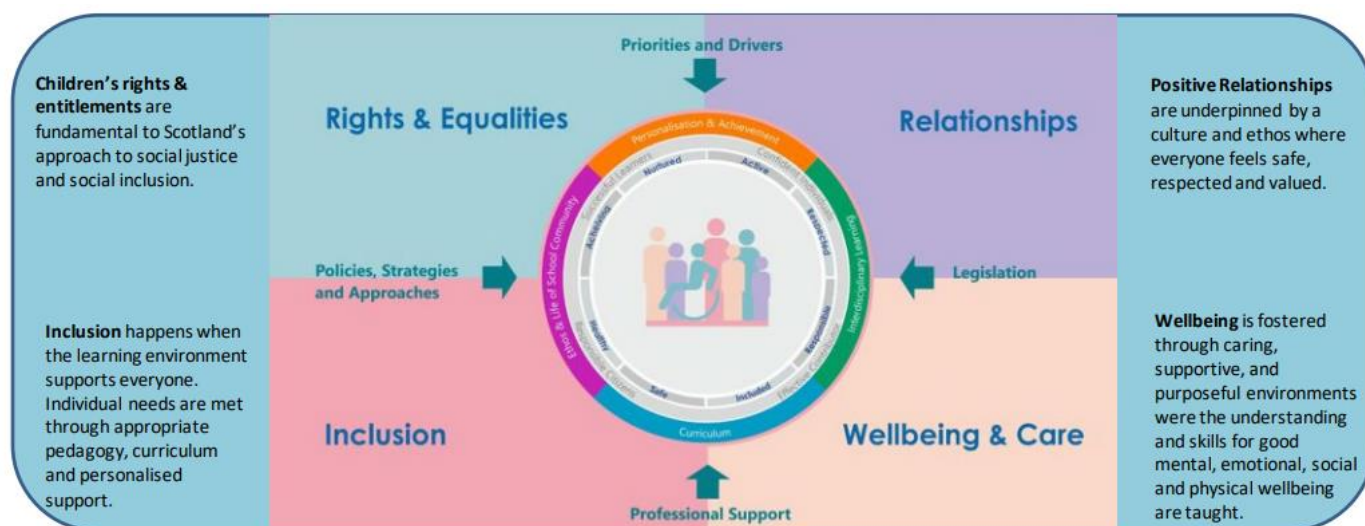
In every class, a Class Charter is negotiated between teachers and pupils at the beginning of each session. These are then put on display and monitored and reviewed by the pupils.

MANAGING BEHAVIOUR CONSISTENTLY AND POSITIVELY

Our highly dedicated staff have high aspirations for our children and strive to promote positive behaviour by:

- Creating safe, secure, flexible and caring environments
- Modelling healthy relationships
- Having high aspirations and expectations
- Providing a rich, stimulating, varied and challenging curriculum
- Encouraging praise and listening to children's views

This commitment ensures a stable and supportive environment for all children to thrive. For most of our children a gentle reminder is all that is needed; however, there are some occasions when it is necessary for further consequences. We believe that behavioural interventions should be fair, timely, undistruptive and allow for the classroom environment to remain calm and consistent in to avoid whole class learning being interrupted. Children should be provided with ample 'take up time' to allow them to modify their behaviours without further intervention. The steps detailed in the graphic below should always be followed with care and consideration, taking individual needs into account where necessary.



Relationship Policy

After consultation with our children, parents and staff, our new school rules are:

READY



RESPECTFUL



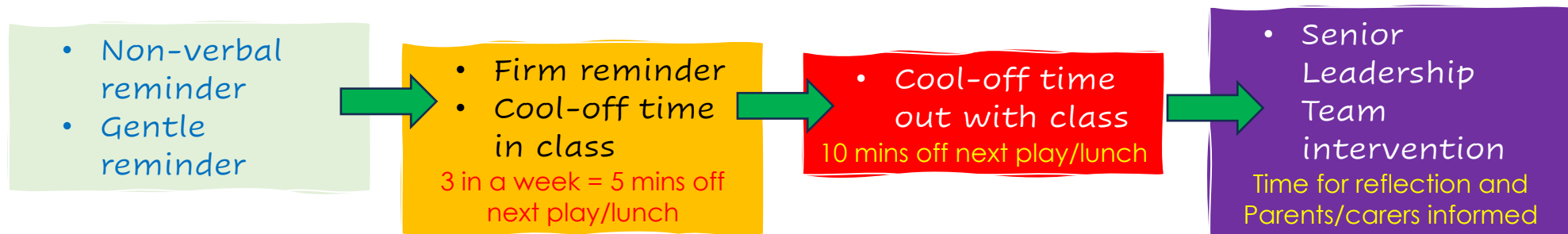
SAFE



Our revised Relationships Policy is informed by the articles outlined in the United Nations Convention on the Rights of the Child.

Article 12: Your right to say what you think and be listened to.	Article 15: Your right to meet with friends, join clubs and groups.	Article 19: Your right to be kept safe.	Article 28: Your right to learn and go to school.	Article 29: Your right to be the best you can be.	Article 31: Your right to relax and play.
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STEPPED BOUNDARIES



Struthers Primary School and Early Years Centre

Behaviour Tracking

Class: _____ W/c: _____

PUPIL	MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY			ACTION		
	O	R	P	O	R	P	O	R	P	O	R	P	O	R	P	Orange	Red	Purple
																3 in a week = 5 mins off	10 mins off next play/lunch	Refer to SLT for purple reflection sheet, SLT contact parent/carer
																5 minutes reflection at play/lunchtime 10 mins reflection at play/lunchtime - Referred to SLT for reflection - Parent/carer contacted For persistent behaviour following warnings or one-off serious incident, SLT will contact parent/carer		
																5 minutes reflection at play/lunchtime 10 mins reflection at play/lunchtime - Referred to SLT for reflection - Parent/carer contacted For persistent behaviour following warnings or one-off serious incident, SLT will contact parent/carer		
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Time for Reflection

Dear Parent / Carer

In line with our commitment to keeping you informed about your child's progress and behaviour, I am writing to let you know that [Child's Name] has missed (or will miss) time in the playground in accordance with the school's relationship policy.

We encourage all students to make positive behaviour choices, and we value your support in helping reinforce these expectations at home.

Please review the reflection sheet, and sign, and return it to the school at your earliest convenience. Your support is greatly appreciated.

➤ What rule was not followed?

➤ What happened?

➤ What will I do differently next time?

Please complete the section below:

I acknowledge receipt of letter informing me that, because of the reason detailed in the letter, my son / daughter missed /will miss time in the playground.

Signed _____(parent/carer) Date: _____

RESTORATIVE CONVERSATIONS

In Struthers, restorative conversations are used to promote accountability by encouraging individuals to reflect on their actions and understand the impact on others. This approach focuses on repairing relationships and rebuilding trust, rather than simply putting in consequences for behaviour, fostering a more supportive and empathetic environment.

The following questions can be used in restorative conversations and should be adapted to suit the needs of each individual child.

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What can I do to help you put things right?
- How can we do things differently in the future?

GETTING IT RIGHT FOR EVERY CHILD

While the procedures mentioned above 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. Class teachers are encouraged to adapt this guidance where necessary in order to meet the needs of the children in their class most effectively.

Meeting Learning Needs Through Staged Intervention

Our school ensures that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that early intervention and a co-ordinated approach by education, social services and health services are essential in enabling the most vulnerable children and their families more choices and chances to achieve.

We ensure that children and young people receive support at levels required to meet their additional support needs by using South Ayrshire Council's Staged Intervention Model.

Nurture in 'The Den'

In 'The Den' our sessions encourage children to develop their confidence, friendships, emotional literacy and a range of other skills in a caring and supportive environment. The adults in the room model positive relationships, and there is a focus on developing the children's language and communication skills.

The children are helped to settle, listen, concentrate, share and make friendships. We support them to speak about and deal with how they are feeling, and to practise relaxation and coping strategies that they can then apply within their own classroom.

POSITIVE BEHAVIOUR PLANS AND RISK ASSESSMENTS

These are designed for those children who find self-regulation tricky and need more guidance each day.

Clear targets will be set in conjunction with Senior Leadership and regular communication between home and school will take place.

