



**Fishermoss School**  
**Relationships & Behaviour Policy**

**Motto:** 'Being the Best we can be'

**Vision:** Together we aspire to be a community where everyone feels valued and safe, achievements are recognised and celebrated, and we learn together and develop as individuals. In Fishermoss School everyone is encouraged to be the best they can be.

**Values:** Respect - Honesty - Responsibility - Kindness - Hard Working

Together we aspire to make Fishermoss School a happy, healthy and safe place for learning by encouraging everyone to:

- Be confident, kind, honest, respectful and polite.
- Accept and appreciate ourselves and others for who we all are.
- Be responsible, taking care of ourselves, each other and the environment.
- Be positive and keen to succeed.
- Do our best, work hard and achieve success.
- Have our say and contribute to making the school a better place.

At Fishermoss School we value the role of establishing and maintaining an ethos of mutual respect and trust across our learning community, in order to support our vision.

A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider school community. At Fishermoss we aspire to be a place where everyone feels valued and safe. We are encouraged to be the best that we can be.

This policy has been created following a consultation with Pupils, Parents and Staff. Please see Appendix 1 for Positive Behaviours we identified that we want to continue to be evident in our school community.

At Fishermoss School we seek to create an inclusive environment in which all pupils can achieve their full potential. Pupils have the right to work and develop in an atmosphere of trust and respect. We believe that it is the shared responsibility of every member of the school community, including pupils, parents, carers and staff, to nurture positive attitudes, show respect and take on responsibility for the behaviour, happiness and well-being of the child.

**Well-Being Indicators**



**All Staff, Pupils and Parents can be proactive in promoting positive relationships and behaviour by:**

- establishing open, positive, supporting relationships across the school community where everyone will feel that they're listened to.
- promoting a climate in which everybody feels safe and secure.
- modelling behaviour which promotes health and wellbeing
- being sensitive and responsive to the wellbeing of everyone

**Approaches to Promote Positive Relationships & Behaviour:**

- Golden Rules
  - Golden Time
  - Golden Tree
  - Golden Book
- } **See Golden Rules Policy**
- Learning Celebration Assembly
  - Termly Effort, Attitude and Behaviour Report - homework diaries
  - Bounce Back - whole school resilience programme
  - Relax Kids Strategies
  - Restorative Approaches - **see Information Leaflet**
  - Circle Time - **see Policy**
  - Class Incentives (e.g. points, Lego pieces, charts, marbles in the jar, Star Writer)
  - Stickers and Certificates
  - Class Charter - start of new school year
  - Good News About Me
  - Pupil Council
  - Buddies
  - Young Aberdeenshire Volunteer Award (YAVA)
  - Friendship Bench
  - Guidelines for Indoor Breaks/Lunchtimes - see Policy
  - Verbal praise
  - Note of praise sent home
  - Positive comments in jotters/on classwork.
  - Rights Respecting School Activities



**Article 28**

Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

**Article 12**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

**Article 2**

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status.

## **Approaches for Protecting Everyone's Rights**

- Health & Well-being focus e.g. Circle time, rights respecting activities
- Assembly focus
- Maintain a consistent, fair approach based on agreed rules
- Promote positive attitudes throughout school and with parents
- Before taking any action, communicate intentions clearly and effectively to the child
- Verbal warnings and encouragement, reinforcing correct behaviours
- Restorative Conversations
- SLT to speak with classes/year groups when situation is specific to them
- Loss of Golden Time
- Change of seating arrangements within the classroom
- Appropriate apology (whether verbal or written)
- Note in homework diary to inform parents and/or phone call where appropriate
- Recorded in Chronologies & Pastoral Notes
- Time reflecting indoors over break time
- Withdrawal of privileges
- Time out
- Pupil discussion with member of the Senior Leadership Team (SLT)
- If continued inappropriate behaviour child may be supported by another staff member/SLT
- Use of Red Card System
- Repeated or major incidents will result in a phone call home to discuss with parents
- Single agency plan
- Risk assessment
- Alternative playtime/lunch plan
- Working with education professionals - Pupil Support Worker, Intervention Prevention Teacher, School Nurse, Educational Psychologist
- Additional adult support - playground, class
- Small group friendship skills activities

It is also important to understand that some children in school have additional support needs where their behaviour is affected by particular difficulties/challenges. These pupils may have very specific and tailored plans related to their behaviour and strategies in place.

In some circumstances an incident may be so serious as to warrant exclusion either on short term, conditional or permanent basis. See Aberdeenshire Council Policy.