



Relationships Policy

When you believe in yourself, anything is possible!

Vision

At Hazlehead our vision is to create a learning environment and school ethos that fully embodies our school values, whilst allowing children and staff to feel safe and valued at all times. Fostering positive relationships and implementing a clear operational framework in which to work, enables the school to meet this vision.

Curricular Values

All staff, pupils and children are aware of the SHANARRI indicators and the GIRFEC agenda. These are visually promoted, discussed and used as learning tools consistently throughout the school.

School Values

Positive relationships at Hazlehead Primary are underpinned by our school values and their associated characters. These were voted upon and designed by pupils from the Health and Wellbeing working group. They are as follows:

Courage *Cat*, **Fairness** *Frog*, **Opportunity** *Octopus*, **Respectful** *Rabbit*,
Responsibility *Rhino*, **SHANARRI** *Calamari*



Class Charters

As a Rights Respecting school all classes are required to display a class charter in order to help raise awareness and promote rights and respect, in line with The UN Convention On The Rights of The Child

Ethos Block

The school's unique Ethos Block provides opportunities for positive relationships to blossom across the school by integrating pupils from P1 to P7. All children are assigned a Working Group and are part of a House, both of which promote a sense of belonging and collaboration. These mixed settings are also vital for staff from across the school to work with younger pupils, and for pupils to create real change through the pupil voice.

Working Groups:

Health Group, Community Group, Eco Group, Pupil Council, Global Group

Houses:

Crathes, Drum, Fraser, Fyvie

Pupil Wellbeing

Pupils learn about internet safety, social media use, cyber bullying and anti-bullying messages at all levels of the primary curriculum. This is further enhanced by the Health Working Group, who promote Anti-Bullying Week and Children's Mental Health Week on an annual basis. In P6 and P7, pupils take part in the SHINE survey, as well as ACC Health and Wellbeing surveys in order to assess how they are feeling towards various aspects of their lives. This data is used to inform the school and ASG improvement plan for both the current and following year.

Staff Wellbeing

The Health and Wellbeing Improvement Group (staff) has surveyed staff and created opportunities for colleagues to participate in various health and wellbeing activities to promote staff wellbeing. This has included: yoga, book club, wreath making, hot chocolate check-in, walks and runs in the park.

Compassionate Classrooms

When managing a class, staff are encouraged to listen in order to understand, whilst also adopting a firm but fair approach, helping to maintain high standards and expectations among children. All teachers have undertaken the training on Compassionate and Connected Classrooms. This ensures a consistent approach in terms of promoting positive messaging, language, school ethos and expectations.

Whole School Positive Behaviour Strategies

House Points, Golden Book, Incredible Work, Diary Comments

Individual Class Positive Behaviour Strategies

Pupil of The Week, Table Points, Second In Command

Consequential Behaviour Strategies

Class Teacher - Low level persistent disruption and/or incidents:

Verbal warnings in class
Change seating arrangements
Teacher/pupil mediation
Note home in diary
Phone call to parents by CT (inform SLT)
Pastoral Note completed

Escalation - Significant disruption and/or significant incidents:

Inform line manager
Send pupil through to line manager
Phone call to parents by SLT
Meeting arranged with parents
Weekly report in diary on behaviour
External agency involvement if required