



St Peter's R.C. Primary School

Relationships Policy

Updated May 2026



UNCRC

At St Peter's RC Primary School, we value and promote all rights of the child. These rights underpin our relationships policy, with a particular focus on:



This policy was drawn up in consultation with all members of staff, pupils (through our pupil council) and parents.

Rationale

In St Peter's R.C. School, we aim to create a nurturing and inclusive learning environment based on Gospel values where all learners, staff and parents are treated with equality, fairness and respect.

We commit to a whole school approach, building positive relationships within an agreed framework.

The guiding principles are

- We respect everyone's right to learn, and to do so in a calm environment.
- We strive to promote a positive learning environment and whole school ethos, acknowledging this is dependent upon trusting relationships.
- Behaviour is supported in an agreed and consistent manner. We reflect on our own behaviour and the affect this can have on the rights of others.
- We follow our school values consistently. Behaviour is supported in an agreed and consistent manner.
- We follow our school values of being a Respectful Rainbow, Responsible Robin, Kind Koala, Tolerant Turtle and Forgiving Friend based on gospel values.
- We value the process of co-operative teamwork involving all pupils, staff, parents, carers and members of the wider community who support us.
- We take child-centred approaches, recognising that every child / young person is unique.

Policy Aims

At St Peter's RC School, we aim to:

- create a secure environment which mirrors the Gospel values of trust, respect, tolerance, kindness and forgiveness.
- develop learners' self-regulation skills and understanding of responsibility for their own actions.
- create a safe and supported environment in order to allow learners to reach their full potential.

This policy is designed to create Compassionate and Connected classrooms by establishing and maintaining positive relationships.

Responsibilities

All members of the school community work to promote building positive relationships within a happy, safe, caring environment by

- following the Gospel values and Catholic ethos of our school
- recognising and celebrating wider achievements
- motivating learners through praise and the celebration of success
- treating all members of the school community with respect and fairness
- encouraging learners to develop a sense of self-awareness and an acceptance of responsibility for their own actions
- encouraging learners to develop positive, caring attitudes towards one another and our school environment
- listening with care to one another's views and valuing them
- acknowledging that each and every person in our school has a unique part to play, with talents to be valued and celebrated
- developing awareness in learners of how actions may impact upon the safety and learning of themselves and others.
- working closely with parents, carers, other members of staff and school partners
- fulfilling our responsibilities (as learners, parents / carers or member of staffs) with regard to:
 - Punctuality
 - Completing learning to the best of our ability
 - Taking responsibility for our building and equipment
 - Co-operation with other school members
 - Being actively engaged in opportunities for learning
 - Behaving in a calm and respectful way around the school
 - Being aware of how noise levels affect others' concentration

A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider community. Pupil voice is essential to ensure that we continue to build on positive relationships and address any concerns.

All staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community.

All parents / carers are encouraged to work with the school to support strategies for building relationships in our school community. This helps us to create a cohesive understanding of expected behaviour across the school.

School Vision

Our shared vision is: We care for each other in a community of faith and learning. We strive for excellence and understanding in our learning and behaviour.

Values

We help children to learn about the rights of all children under the United Nations Convention on the Rights of the Child. The UNCRC became enshrined in Scots law on 16th July 2024.

At the beginning of the school year, class teachers work with the learners in each class to create their own class charter detailing how the pupils and the adults will protect their rights and the rights of their classmates. A values and rights-based classroom is a positive environment with an emphasis on personal responsibility, thoughtfulness, respect and cooperation.

The class charters follow our school values, created by our learners and represented by 'Respectful Rainbow', 'Responsible Robin', 'Kind Koala', 'Tolerant Turtle' and 'Forgiving Friends' mascots.

They values are displayed in classrooms, referred to daily and also available on our school website.

At the start of each school year, class teachers also work with their classes to develop routines and responsibilities.

Routines are in place to support the organisation and creation of an effective learning environment. Children should be given responsibilities to contribute to their sense of wellbeing through class jobs and leadership roles.

Other key drivers

Guidance from a number of other key drivers supports and promotes positive relationships in our school, including:

- [The school's anti-bullying policy](#)
- [Aberdeen City Council's anti-bullying guidance](#)
- The Scottish Government's "[Relationships and behaviour in schools: national action plan 2024 to 2027](#)" guidance
- The Scottish Government's "[Schools – fostering a positive, inclusive and safe environment: guidance](#)" document
- [Curriculum for Excellence – Health and Wellbeing experiences and outcomes](#)
- [The United Nations Convention on the Rights of the Child \(UNCRC\)](#)
- [Getting it Right for Every Child \(GIRFEC\)](#)
- [This is Our Faith](#)
- [The Charter for Catholic Schools in Scotland](#)

Encouragement and achievement

We use a variety of strategies that recognise effort and encourage learners to build positive relationships. Among those used in St Peter's RC Primary School are:

- Celebration of learning within classrooms and across year groups
- School reports
- Parent / carer consultations
- School open events
- School newsletter
- Positive praise

- House Points (see Appendix 1)
- Wider achievement tree displayed in the hall
- Wider achievement posts on Google Classroom
- Celebration of achievement in school assemblies
- Celebration of achievement on weekly Google Classroom slides
- Certificates / positive notes & phone calls home
- Table points
- “Golden Top Table” for displaying our school values in action outside in the playground
- End of year values awards
- Shared achievements in Google classroom

Learning and education about relationships and behaviour

Pupils can learn about and get support with relationships and behaviour through:

- Health and wellbeing learning and lessons in class
- Learning in Religious Education
- Whole school assemblies
- Talking to an adult
- Class charters

Responsibilities of all practitioners

All practitioners, using Health and Wellbeing indicators, have a responsibility for:

- establishing open, positive and supportive relationships across the community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- promoting a climate in which children and young people feel safe and secure
- modelling behaviour which promotes health and wellbeing and encourages it in others
- using learning and teaching methodologies which promote effective learning
- being sensitive and responsive to the wellbeing of each child and young person

Parental support

The school works in close partnership with parents / carers to encourage learners to develop confidence and their ability to work and play harmoniously with others. Parental partnership helps us to develop positive relationships with children and their families This creates a cohesive understanding of expected behaviour.

Parents/carers contribute to the success of our policy by:

- discussing the school values with their child, emphasising their support of them and assisting with their application
- attending Parents’ Evenings and parent events, and by developing informal contacts with school
- recognising that learning and teaching cannot take place without positive relationships
- working alongside their child, their teacher and the school’s Senior Leadership Team to promote positive relationships

Outside Play

Respect for others is encouraged both inside and outside of the classroom. During outside play, Pupil Support Assistants (PSAs) are there to support and maintain positive relationships to ensure pupils' safety in a shared space.

Any incidents which have caused upset are brought to the attention of the class teacher, who may then involve the school's Senior Leadership Team where appropriate.

Incidents involving an injury or serious dispute are recorded (e.g. first aid sheet and / or pastoral notes in school).

Occasionally it may be appropriate to stop outdoor break and / or lunch times for a child to support their safety or the safety of others. Restorative conversations will be held with a child in this situation to support them with managing their ability to make good choices when outside in the playground, with a view to reintegration as soon as possible.

Anti-Bullying

We have an Anti-Bullying Policy which is available on the school's website for reference. This should be referred to for incidents of alleged bullying.

Behaviour on transport (including school transport)

All behaviour on transport, whether being conveyed to or from St Peter's RC Primary School on a daily basis or taking part in an excursion, is subject to those behaviour expectations held in school. The safety of all children and staff is the prime consideration. Expected behaviours are that:

- All pupils will board the bus, minibus or taxi in an orderly manner from the pavement.
- The bus driver will open and close all doors, ensuring each child is securely seated.
- Seat belts must be worn at all times.
- Pupils must sit and remain in the seats allocated to them.
- There is no eating or drinking while travelling on school transport.
- Noise should be kept to a minimum and the driver will not be distracted at any time.
- All pupils are expected to respect the driver, other adults and fellow pupils.
- All pupils are expected to respect their own and other people's property, including the vehicle and any equipment belonging to the operator.
- All pupils will wait until the bus stops before unfastening their seat belts and attempting to leave the vehicle.

Communication

Staff at St Peter's School have identified a number of effective ways to communicate information about the building and restoring of positive relationships. Clear, regular communication is the guiding principle.

With pupils	With parents	With the Senior Leadership Team (SLT)
<ul style="list-style-type: none">• Clear expectations.• Regular learning	<ul style="list-style-type: none">• Meet the Teacher at the start of the school year to get to know routines and expectations for the class.	<ul style="list-style-type: none">• Positive behaviour recognition.• Staff inform SLT of behaviour concerns or requests for support.

<p>conversations with children individually.</p> <ul style="list-style-type: none"> • Restorative approach embedded into Health & Wellbeing. • Consistent system used in each class and playground e.g. house points • Simple and consistent across classes. 	<ul style="list-style-type: none"> • Through school / class communication, parents find out about the school year, expectations and routines as well as responsibilities the children have in class. • Regular learning updates to parents through Google Classroom. • Parent's evenings, including learner-led conferences. • Parent open events. • Feedback. • Communications by telephone, in person and by email to celebrate success. • Timely communication (in person or by phone) where there are challenges or concerns. 	<ul style="list-style-type: none"> • Concerns are logged in Pastoral Notes by the class teacher and then followed up by SLT where appropriate. • PSAs report incidents to the class teacher, who may then involve SLT. • Incidents of discrimination or physical/verbal abuse are reported as soon as possible to ensure accurate investigation, recording and next steps. • SLT to report to parents of all children involved.
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All behaviour is communicating something

We understand as a school that all behaviour is communicating something, and the first approach is to try to understand why the child is making decisions that affect their wellbeing and that of others. It is important that we work in partnership with parents to understand what their child's behaviours may be telling us and put plans in place to overcome the barrier to learning at the earliest opportunity.

Whole school positive behaviour management approaches, a nurturing solution-focused ethos and staff who understand restorative approaches are the foundation on which schools can promote inclusion and minimise exclusion. For more information, refer to [A Positive Approach to Preventing and Managing School Exclusions](#).

Types of behaviours

Behaviours can look different, dependent on the situation and what is being communicated.

<u>Low level</u>	<u>Moderate Level</u>	<u>Serious Level</u>
<ul style="list-style-type: none"> • Fidgeting / swinging on chair • Telling tales • Dropping litter • Noisy e.g. chatting / occasionally shouting out / not putting hand up • Leaving seats without permission • Bad language (one off) • Not being truthful (one off) • Running in corridors • Pushing in line (one off) • Chewing gum / eating without permission • Taking without permission • Leaving work area untidy • Lack of engagement with learning / needs motivated to complete work • Reluctance to follow instructions 	<ul style="list-style-type: none"> • Persistently shouting out / talking in class / not putting hand up • Poor effort with learning • Distracting others • Continuously unprepared for learning • Stealing • Disregarding members of staff • Refusal to cooperate • Not being truthful (persistent) • Unkind remarks • Persistent hands on others / pushing 	<ul style="list-style-type: none"> • Serious assault • Vandalism e.g. damage to school property / graffiti • Threatening / aggressive behaviour • Use of or in possession of illegal substances / weapon • Use of weapon • Violent outbursts verbal or physical / fighting • Leaving school without permission • Spitting

Restorative Approaches

We use restorative approaches to support thinking and dialogue about choices and consequences made with a focus on respecting rights. This involves a move away from sanction-based responses that aim to 'manage' behaviour, toward an approach based on positive relations. [An introduction to Restorative Approaches for children, parents and educators](#) supports understanding here.

Class teachers and PSAs respond to breakdowns in relationships in a caring, supportive and appropriate manner. Each case is treated individually and children are made aware that they are responsible for their own actions. When staff respond to an incident, there should be a focus on restoring the school values. Restorative responses may include:

- Dialogue about expected behaviour (restorative conversation with an adult)
- Restorative meeting between pupils (supported)
- Moving seats
- 'Thinking Time' using space within the classroom
- Apology (written, verbal or action-based)
- Repairing harm (e.g. helping tidy, fix or replace items)
- Relationship check-in with an adult
- Circle time to rebuild trust (where appropriate)
- Referral to the Senior Leadership Team
- Reflective writing tasks in partnership with parents

Consequences and responses

Although the focus of this policy is on encouraging and rewarding positive behaviours and using restorative approaches, it is recognised that there are occasions where responses and consequences are necessary. These are used to reinforce boundaries, support learners to understand the impact of their behaviour and ensure the safety and wellbeing of all

members of the school community.

In line with Scottish Government guidance, consequences are applied in a fair, proportionate and consistent way, and form part of a staged, supportive approach rather than a purely punitive response. While restorative approaches aim to repair relationships and reduce the likelihood of repeated behaviours, clearly understood consequences provide the structure and predictability that children need to feel safe and supported in school.

Consequences will always be appropriate to the age, stage and individual needs of the child, and will be used alongside nurturing, relational approaches to help children learn, reflect and make positive choices moving forward.

Some examples of responses / consequences / supports can include:

- Verbal warnings (clear and calm)
- Time to refocus within the classroom (e.g. short pause space)
- Loss of a small privilege (e.g. choosing activity or role)
- Reflection task
- Time out of the classroom (supervised, short-term)
- Loss of wider privileges (e.g. clubs)
- Individual behaviour targets
- Increased adult support
- Discussion with the Senior Leadership Team regarding behaviour / choices
- Communication with parents / carers (phonecall or meeting)
- Recording behaviour incidents through SEEMiS
- Working in another classroom / space within the school for a set period of time. Individualised timetable or in-school alternative provision for learning for a period of time.
- Formal meeting with parents / carers and / or a multi-agency meeting to explore supports and next steps
- Referral to specialist agencies

Serious breakdown in relationships

A serious breakdown in relationships may involve (but not limited to) physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, swearing, refusal to work and disruptive behaviour in class. This type of behaviour is rare and it is immediately referred to a member of the school's Senior Leadership Team. All serious breakdowns in relationships are appropriately recorded with parental involvement to support next steps / actions.

A key aspect of our school approach is early intervention, reducing the need for exclusion. Important to this is staff understanding and awareness of de-escalation techniques.

There will be opportunities for a debrief following incidents of an emotionally distressed nature, and we will collaborate with other partner agencies where appropriate for further supports.

While every effort is made to support children and young people through nurturing, relational and restorative approaches, there may be exceptional circumstances where exclusion is required. Exclusion will only be considered where there has been a serious breakdown in relationships, or in response to serious incidents of behaviour that pose a risk to the safety, wellbeing or learning of the child, other pupils or staff.

In line with local authority and Scottish Government guidance, exclusion is recognised as a measure of last resort, used only where no appropriate alternative is available and where it is proportionate to the circumstances.

Appendix 1: Support within school to promote building positive relationships

As we build our curriculum in line with 'Curriculum for Excellence', our pupils' wellbeing is at the heart of Getting it Right for Every Child. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the wellbeing indicators).

House Points System

Each pupil is allocated to one of 4 Houses – **St Machar (yellow)**, **Kings (green)**, **St Andrew (blue)** or **Elphinstone (red)**. Pupils can earn points for their house for any kind of positive behaviour. All members of staff are encouraged to participate and reward pupils with a house point whenever they observe positive efforts and actions. House Captains are elected by pupils to lead by example and inspire other children in their house to do their best.

All members of staff – including specialist teachers, support staff, office staff etc. – can award house points to pupils for following our school values and leading by example. These are given out as tokens which pupils post in the appropriate box in the hall. On a regular basis, House Captains count their house points and announce results at the next assembly.

Additional house points are awarded on Sports Day and the ALEX KENNEDY trophy is given to the best 'sporting' house for that year. Annually, the house with the most points throughout the academic year is awarded the ANNE LYDEN HOUSE TROPHY, inscribed with their name and the date. A reward is given to the winning house (decided in conjunction with the House Captains and the school's Senior Leadership Team).