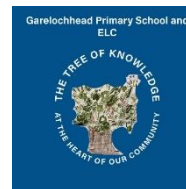




Garelochhead Primary School and Primary ELC Promoting Positive Relationships Policy



2025/2026

Rationale

A rights respecting school not only teaches about children's rights but also models rights and respect in all its relationships. The purpose of this policy is to provide guidance for staff, pupils and parents/carers on the Garelochhead relationships-focused approach to supporting pupil behaviour and wellbeing. This will allow the pupils at Garelochhead Primary School and Primary ELC to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally, to give them the best possible chance of success. We are all committed to creating an environment where exemplary behaviour is at the heart of productive learning. Our policy reflects our core values and promotes a partnership approach, fostering positive relationships, supporting learners to thrive. Consistency and clear, calm adult behaviour underpins this.

"Visible consistency with visible kindness allows exceptional behaviour to flourish." - Paul Dix, *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*

Aims

- To ensure our Garelochhead Primary and Primary ELC values underpin the school ethos and our nurturing and relationship-focused approach.
- To ensure Our Children Their Future - Thriving Together (Argyll and Bute's Education and Vision Strategy document) priorities underpin the school ethos and our nurturing and relationship-focused approach.
- To provide a safe, respectful and happy school ethos and to be equitable in our approach.
- To nurture and value strong and healthy relationships across our whole school community (pupil-pupil; staff-pupil; staff-parents/carers).
- To provide a clear approach to managing behaviour, based upon nurture principles, the Rights of the Child and restorative approaches.
- To give staff the tools to support de-escalation and co-regulation.
- To ensure flexibility in supporting behaviour that may be the result of additional support needs, trauma, attachment difficulties or adverse childhood experiences.
- To support children with the strategies to manage their own emotions and behaviour, build positive relationships with others and build resilience.
- To work in partnership with parents to promote our school values and to ensure understanding of nurturing, restorative and trauma-informed approaches.

Garelochhead Primary and Primary ELC Values

Safe - Relationships are built on trust, respect and fairness. Pupils, staff, Parents/Carers know that they will be listened to and heard. Everyone feels comfortable expressing themselves and are confident and secure within the school community. Everyone is protected from harm.

Respect - We treat one another with kindness, politeness, and consideration, showing care in both our words and actions. We take pride in our behaviour, choices, and learning, and value the diversity within our community. We manage conflict calmly and constructively and understand and follow our agreed expectations.

Kind - We act with empathy and understanding, seeking to see things from others' perspectives, responding with compassion. We use encouraging and supportive language. We include everyone and are positive in our interactions. We show forgiveness and patience, contributing to a culture where people all valued and cared for.

Ambition - We have high expectations for everyone and encourage one another to achieve our full potential. We value hard work, resilience, and a willingness to improve, even when faced with challenges. We celebrate success and support one another to succeed. We are open to feedback, learn from our mistakes, and maintain a positive attitude. We take ownership of our choices and actions.

Nurturing Approaches

We are proud to have achieved Argyll and Bute's Our Children Their Nurturing Education Bronze accreditation at Garelochhead Primary School. Staff are developing nurturing principles across the school to ensure we continue on this journey.

The nurture principles are:

- All behaviour is communication
- Language is a vital means of communication
- Transitions are important in children's lives
- The school environment offers a safe base
- Learning is understood developmentally
- Nurture is important for wellbeing
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These principles work in conjunction with our school values and trauma-informed practice. These principles are key in our school's effective promotion of wellbeing, and in turn, positively impact attainment and behaviour. Relationship-based approaches are also closely tied to the United Nations Convention on the Rights of the Child. Key Rights of the Child which underpin our relationships are:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (respect for the views of the child) 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. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 28: (right to education) Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Article 29: (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Promoting Positivity

The following strategies will be used to promote positivity across the school. Our approaches will support us to ensure all children feel welcome and part of our school community. They will also be used to recognise children who are displaying our school values.

Meet and Greet

All staff will create a welcoming environment by greeting pupils as they enter the school/classroom.

Members of the Senior Leadership Team will welcome pupils and parents/carers as they enter the school grounds each morning.

House System

Children will be allocated to one of our Houses when they join the school/nursery. Our Houses are Bendarroch, Feorlin, Whistlefield, Dunivard. Pupils earn house points every day and can receive these from any member of staff. House points are given to children who demonstrate the school's values through their behaviour, attitude and contribution to the school community.

Restorative Approaches

At Garelochhead, we believe that nurturing and positive approaches along with high expectations are central to fostering positive relationships across our community. Although this is our focus, it is also important to acknowledge that there are times when things don't go to plan in the school environment. Every adult in our school is important. Each member of staff has the skills and uses the same tools to de-escalate behavioural incidents. If an incident takes place in the playground, this will normally be responded to by a member of our support staff. Our support staff are trained in, and use, the same strategies as a member of teaching staff. This allows an intervention to take place straight away and may involve a restorative conversation. If this cannot be done in the playground, this may take place after a break in the classroom environment. In most cases, playground incidents do not need to be revisited by the Class Teacher or a member of the senior leadership team, although they may be made aware. Class Teachers will deal with most behaviours that take place in the classroom environment. To minimise disruption to learning and teaching time, the Senior Leadership Team may become involved in a variety of ways. This could include teaching the class for a short period of time to allow the Class Teacher to have a restorative discussion with a pupil.

A Whole School Approach

We will be

1. Calm, considered and consistent
2. Relentlessly positive and have high behaviour expectations for everyone

3. Nurturing, building relationships with unconditional positive regard for all
4. Committed to supporting regular opportunities to reflect and restore all relationships

We want to engage directly with parents to foster a positive environment in our learning community, to work together to maintain a consistent message, develop shared values and excellent home/school communication. We want to work together to address and prevent any difficulties should they arise, building on our strengths together.

Adult Consistencies - All Staff

1. Greet pupils positively as they enter the school or classroom
2. Model positive behaviours and build relationship
3. Refer to school values and rights in all conversations about behaviour
4. Be calm
5. Take preventative action
6. Follow up every time, retain ownership and engage in restorative conversations (see Appendix 1) with learners.
7. Where appropriate, all staff will engage with supporting all children to ensure high standards of behaviour

We should have an awareness of our language used by remembering the PACE approach to build positive relationships and de-escalate tense situations. We should have an awareness of our positioning and body language and a knowledge of the de-escalation curve and the time required when a child is in a distressed state.

After a challenging behaviour incident staff should look to reconnect with the child in a positive way to re-establish the relationship at the next appropriate opportunity.

<https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

Consequences

The use of positive reinforcement strategies will always be our default position. However, if a pupil is not responding to positive strategies, consequences will be put in place. This forms an important part of a nurturing approach where both 'care and push' are required to ensure children understand that all actions have consequences and this enables them to be ready for the world beyond school. Consequences are confidential between the child, their parent/carer and SLT, they will not be shared with other children or families.

We aim for consequences to not be shaming or excluding. Consequences for pupils consistently not responding to positive approaches may include:

- Non-verbal and verbal warnings
- 'Time out' or 'time in' to regulate
- Reflection time, including time to discuss incident with staff member
- Restorative conversation with pupil as per the outline above
- Informal discussion with parent (e.g. at end of the school day)

- Meeting with parent(s)

In more extreme circumstances, parents may be telephoned and asked to come in during the school day to support school staff and help regulate their child. This would be agreed as part of an individual pupil's wellbeing plan.

Roles and Responsibilities

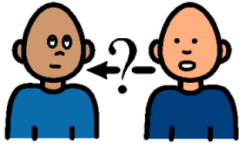


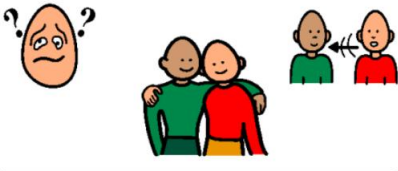

The Senior Leadership Team has overall responsibility for ensuring the effective implementation of this policy. They ensure that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour.

All staff are responsible for ensuring that the policy and procedures are followed. All staff encourage and manage positive relationships in school and act as role models within our learning community.

Parents/Carers and families are valued as key partners and are asked to work in close partnership with the school. Together, we support positive relationships and high standards of behaviour. Parents are encouraged to engage with the school about any concerns or issues relating to the policy so that we can work together to find positive and constructive solutions.

Pupils are encouraged to take responsibility for their own behaviour and are supported to understand the school's expectations, policies and procedures. Learners also play an important role in helping to create a safe and respectful environment by reporting any incidents of disruption, violence, bullying, or harassment.

Appendix 1: Restorative Conversation

<p>What happened?</p> 	<p>What happened?</p>
<p>Who has been affected?</p> 	<p>Who was affected and how?</p>
<p>How did you feel?</p> 	<p>How did you/they feel?</p>
<p>What needs to happen now to make it better?</p> 	<p>What can we do to put things right?</p>
<p>good ideal allowed</p>  <p>acceptable appropriate</p>	<p>How can we do things differently in future?</p>