

Carmuirs Primary School



Positive Relationships Policy

October 2025



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Rationale

Two key policies—**Curriculum for Excellence (CfE)** and **Getting it Right for Every Child (GIRFEC)**—support the promotion of positive relationships in schools. Positive relationships and behaviour are essential for effective learning, helping children feel safe, respected, and valued, which in turn builds confidence and resilience. At **Carmuir's Primary School**, various strategies are used to promote positive behaviour, such as nurturing and restorative approaches, peer mentoring, and a focus on emotional wellbeing. The school prioritises a whole-school ethos and values to foster inclusion, engagement, and achievement.



Links to UNCRC Children's Rights



Many Articles in the UNCRC support this rationale including:

Article 2 - Children must not be treated unfairly or discriminated against based on their characteristics or those of their family.

Article 3 – All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12 - Children have the right to express their opinions, feelings, and wishes on any matter that affects them.

Article 19 – You have the right to be protected from being hurt and mistreated in body or mind.

Article 31 - Children have the right to engage in play and recreational activities that are suitable for their age.

Article 37 – No-one is allowed to punish you in a cruel or harmful way.

Article 39 – You have the right to help if you've been hurt, neglected or badly treated.



Our school values

BE ALL YOU CAN BE ★

Be READY

Be RESPECTFUL

Be SAFE

I am safe



I am calm



I am following instructions



I am showing respect



Everyone in our learning community feels valued, included, and respected. Together we create a healthy and happy learning environment where we help keep each other safe and 'be the best we can be'.

We strive to be: **RESPONSIBLE CITIZENS**, **EFFECTIVE CONTRIBUTORS**, **CONFIDENT INDIVIDUALS** and **SUCCESSFUL LEARNERS**.

School Vision statement

Our vision is for everyone in Carmuir's Primary School to feel valued, safe and successful, and to know that they have a purpose in Carmuir's, in their community and in the world.

We will provide opportunities for all children to;

- Develop the skills required to build and sustain positive relationships.
- Develop the confidence, motivation and skills to navigate through their life feeling happy and successful.
- Develop their interests, talents and passions.
- Develop the belief that their ideas and opinions matter.



Strategies

In our school we will:

- ✚ Create an ethos of respect
- ✚ Talk about safety and the steps necessary to make everyone feel and be safe
- ✚ Connect children with appropriate resources and people (i.e. Leadership Team, Speech and Language, Inclusion & Wellbeing, Aberlour, CAMHS, Seasons for Growth)
- ✚ Have a predictable environment with clear expectations for behaviour
- ✚ Have cool-down or time-out areas for children: quiet, comfortable and safe spaces in the classroom and the calm room
- ✚ Provide a range of sensory materials and relaxation activities in nurture areas
- ✚ Recognise early warning signs, and use verbal and non-verbal cues to distract and distance children from potential triggers



Responsibility for behaviour management strategies is devolved to class teachers, and may include (but not be limited to):

- ✚ Individual or group targets
- ✚ Whole class incentives
- ✚ Creation of class charters
- ✚ Praise and encouragement
- ✚ Positive postcards / phone-call home
- ✚ Class recognition board displaying a social skill

It is recognised that some pupils will require additional support to develop and maintain relationships, and to display appropriate behaviours. Staff should refer to Individual Child's Plans and /or risk assessments. These will be developed between the class teacher and a member of the Senior Leadership Team, shared amongst all relevant adults and reviewed regularly.

Restorative approaches

Children need to be supported in being held accountable for their actions but not by being shamed into submission. Children who demonstrate a change in their behaviour or are emotional have often experienced shame and have low self-esteem.

Punishments don't teach children how to behave. Restorative conversations help children to consider the choices they made and what they can do differently next time.

Where there has been an issue, restorative conversations will be facilitated between those involved. Restorative questions are embedded at Carmuir's Primary School. The following questions will be asked...

Restorative conversation script

What happened?

What were you thinking about at the time?

What have your thoughts been since?

Who has been affected by what you did?

In what way have they been affected?

What do you think needs to happen next?

When children believe they are being heard and understood, they are far more inclined to engage in healthy conversations that lead to positive resolutions. They need to be able to process their feelings of stress and frustration and know that the adults understand what they are experiencing.



What happens if...

Research confirms that all behaviour is communication and we need to understand why children are displaying the behaviours they sometimes do.

For low-level behaviours, teachers should refer back to their classroom behaviour management strategies and restorative approaches. If this does not result in a positive change, the following may be considered:

- ✚ Moving where a child sits in class
- ✚ Target sheet to promote positive behaviour
- ✚ Time out in the classroom calm corner or buddy class
- ✚ Time-out with Support for Learning Assistant
- ✚ Informal conversation with parents (at the end of the day in playground or via telephone/seesaw)
- ✚ Alternative playtime / lunchtime arrangements

If the behaviours being displayed continue, and all the strategies described above and outlined in Risk Assessments / Child's Plan (if in place) have been exhausted, the following may be considered:

- ✚ Formal meeting with child and parents (initially with class teacher, then the Senior Leadership Team)
- ✚ Peer-mediation
- ✚ Support with targeted interventions
- ✚ Multi-agency support referrals
- ✚ Internal exclusion
- ✚ External exclusion

30 second scripted language when speaking to a dysregulated child

- I noticed you are...
- Our school values are...
- You have the right..... and the responsibility...
- You are choosing to...
- Do you remember when you... this is who I need to see today...
- Thank you for listening...

To further complement our school relationships policy please look at Falkirk Council's Promoting Positive Behaviours Policy: [Promoting Positive Relationships in Falkirk](#)

Carmuir's Primary School Whole school charter

<u>Rights from the UNCRC</u>	<u>We can enjoy our Rights by:</u>	<u>Adults can respect our Rights by:</u>
<u>Article 12</u> - We have the right to an opinion and for it to be listened to and taken seriously.	➤ Contributing sensible ideas and show good listening skills when others are talking.	➤ Encouraging all children to share their thoughts and opinions daily. ➤ Promoting children's voice through pupil council, and all other pupil groups. ➤ Planning IDL topics with the children.
<u>Article 19</u> - We have the right to be protected from being hurt, in body and in mind.	➤ Being kind, caring and considerate towards others. ➤ Talking to a trusted adult if you feel worried or unsafe.	➤ Providing support and / or strategies if a child has a problem or a concern. ➤ Facilitating restorative conversations. ➤ Making sure that policies and routines are followed to ensure the safety of all children.
<u>Article 24</u> - We have the right to the best health care possible, safe water to drink, nutritious food, and a clean and safe environment.	➤ Making healthy choices. ➤ Following the rules and routines of our school in order to stay safe.	➤ Providing healthy eating options for school lunches and the Healthy Hut. ➤ Providing information on how to stay healthy and safe.
<u>Article 28</u> - We have the right to a good quality education.	➤ Demonstrating a positive attitude towards learning, and always trying our best. ➤ Listening carefully and following instructions.	➤ Providing support and encouragement. ➤ Planning fun and challenging learning opportunities.
<u>Article 31</u> - We have the right to play and rest, and to join a wide range of activities.	➤ Joining in with playground games and inviting others to do the same. ➤ Developing our talents, skills and interests in extracurricular activities.	➤ Listening carefully and following instructions. ➤ Providing a variety of after school clubs and active schools opportunities.



CARMUIRS PRIMARY SCHOOL

School Code of Conduct

What we expect of our School Community

Learners Charter

- There is an expectation of positive behaviour from all learners
- I am responsible for my own behaviour as a Rights Holder
- I am responsible for listening to adults – the Duty Bearers
- I am responsible for speaking to my peers and adults in a calm and respectful manner
- I will continue to follow the school values of **Be Ready, Be Respectful and Be Safe**
- If I do not follow the school charters, I understand the adults will follow the steps in our Code of Conduct Expectations - **5 Steps to a Better Me and Better Choices**

Staff Charter

- All staff will help learners follow the school charters
- All staff will follow the 5 steps approach
- All staff will use the class 5-point scale to support regulation
- All staff will give out house points when they recognise above and beyond behaviour
- All staff will speak to learners in a calm and respectful manner

Parent/Carer Charter

All parent/carers will work in partnership with the school to:

- support the school community charters and expectations, reinforcing best conduct at home and at school
- communicate via telephone or face to face to show the child that home and school are working together reinforcing best behaviour at all times when the school rules may have been forgotten
- celebrate their child's respectful and kind manner towards other learners and adults
- celebrate above and beyond behaviour when shared by the school with home

A 5 Steps approach

A child friendly Code of Conduct **5 Steps to a Better Me and Better Choices** will be displayed in classrooms and around the school environment.

Depending on the behaviour, the adult may have to bypass the Stepped Consequences Approach and go to Step 5 involving the Senior Leadership Team and parent/carers support. Similarly to that of learning, where a child requires personalised support with their school work, this may also be a requirement for an individual learner who needs a staged intervention approach for their behaviour.

School staff will only ever discuss a consequence or a child's plan with the child's family. This information is confidential.

CARMUIRS PRIMARY SCHOOL

5 Steps to a Better Me and Better Choices

If I have not followed the school charters, the adults will help/remind me to –

Be Ready, Be Respectful and Be Safe

Step 1 A verbal / non-verbal reminder 	The adults will remind me to follow the school values: ➤ Be Ready ➤ Be Respectful ➤ Be Safe
Step 2 A Conversation between the child and adult 	The adult will speak to the child to go over the class charter and identify the reason behind the behaviour. • Did the child have a difficult night / morning at home? • Did they sleep well? • Are they feeling hungry? • Are they happy with their seating arrangement?
Step 3 A safe space / buddy class is offered 	To provide a change in environment a safe space / buddy class will be offered, taking into account friendships / class dynamics. Children should be familiar with their safe space and where it is. Some children may have a fidget box to accompany them.
Step 4 SLT / Parents informed 	The Senior Leadership Team is made aware of concerns and will speak to the child about choices they have made. SLT will make a phone call home to parents.
Step 5 Meeting / Home and School working together 	The Senior Leadership Team, class teacher and other agencies will meet with parents to discuss concerns and next steps, update Child's plan, and make referrals if appropriate.

