



ST SERF'S PRIMARY SCHOOL AND ELC

OUR APPROACH TO:

PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOURS



RATIONALE

At St Serf's Primary School, our school values of **Respect, Compassion, Ambition, Honesty and Resilience** underpin all that we say and do. Our aim is to ensure these values are visible throughout our school community and we aim to create and nurture a positive learning environment for learners, staff and families alike, working together towards this common goal.

Positive relationships lie at the heart of the learning process and are fundamental to ensure the best possible outcomes for all learners. This policy highlights the expectations and approaches at St. Serf's to promote positive relationships and behaviour.

To this end, and amongst other strategies outlined in this policy, school staff will work on a model of recognising positive behaviour first. The principle being to shift away from the less desired behaviour and focus on the positive examples of what is expected.

We want all learners to be rights aware and to be able to show respect for the rights of others. Our approaches are underpinned by the following articles from the United Nations Convention for the Rights of the Child (UNCRC):



Article 28:

Children have a right to education.



Article 29:

Children need to be included, engaged and involved in their learning.

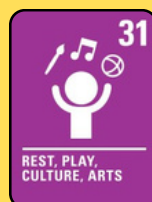


Article 29:

Children have the right to get the support they need to benefit fully from their education and achieve their full potential.

Articles 2, 3, 6, 23 and 31:

Wellbeing, positive relationships and an inclusive ethos and culture are the foundation for learning.



We recognise that learners and families may require help and support at times for a wide variety of reasons. We value working closely in partnership with parents/carers and other agencies to provide this support and overcome any challenges in a timely manner.

While this policy aims to highlight the common themes and approaches across the school, it is worth noting that there may be some variation in strategies used to ensure we are getting it right for all of our learners.

RECOGNISING SUCCESS AND POSITIVE CONSEQUENCES

An important element of our approach to promoting positive relationships and behaviour is to ensure that positive behaviours and the many successes throughout the school day are recognised.

At St. Serf's, pupil success is recognised through the following:

- Spoken praise
- Individual class teacher recognition (Group points, Dojo points, in-class systems that are age and stage appropriate)
- Praise or recognition from a member of the Senior Leadership Team
- House points - Daily
- Kindness Ambassadors - Weekly
- Wider achievements at Assembly - weekly
- House points top scorer/winning house - Fortnightly
- St Serf's Superstars - Fortnightly
- Recognition for showing school values - Termly

HOW WE SUPPORT THE PROMOTION OF POSITIVE RELATIONSHIPS AND BEHAVIOUR

As a whole school we are continuing on our journey of embedding the 6 principles of nurture through our daily practice. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn.

The 6 Principles of nurture are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The Importance of nurture for the development of well-being
- Language is a vital means of communication
- All behaviour is communication
- The importance of transitions in children's lives

This whole school approach will play an important role in the development of a supportive and inclusive learning environment which is built upon positive relationships and behaviour.

Currently, there are a number of strategies already in place for achieving this goal. We have included some of these below:

To establish a welcoming and inclusive environment, staff personally greet each pupil as they arrive in class every morning and acknowledge each other as we pass in the corridor.

- Staff and pupils alike model respectful conduct and conversation with one another throughout the school.
- Staff consistently use positive, nurturing language to establish expectations, encourage a growth mindset, promote good behaviour and engage in restorative conversations.
- Each class has systems in place to support transition periods throughout the day such as soft starts, class novels, pupil choice etc.
- Classes utilise visual timetables to support pupils understanding of their day and to help alleviate any uncertainty of daily routines.
- As a school we have removed the ringing of bells throughout the day and no longer require children to line up before re-entering the building.

These are just a sample of the various strategies we have already implemented throughout the school. This list will continue to grow as we work together through the principles of nurture and we ensure a consistent approach to relationships and behaviour throughout the school community.

RESTORATIVE APPROACH

When necessary, staff may engage in a restorative conversation with learners, this is sometimes known as a restorative approach. Education Scotland define these approaches as:

"Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation."

(Education Scotland, 2021)

At St. Serf's our restorative conversations aim to encourage learners to accept responsibility, develop reflection skills, and build positive behaviour patterns. Ideally the restorative conversation should happen between the learner(s) and a key adult.

The main questions that might be explored during these conversations are listed below:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected and how?
- What are you thinking/feeling now?
- What do you need to do to make it right?
- What can we do differently next time?

ST. SERF'S RESTORATIVE APPROACH

THE FIVE POINT PATH

Sometimes learners may make choices which do not reflect our expectations of our values and behaviour. In these circumstances, all staff will follow the approaches listed below to ensure a fair, positive and consistent approach that enables learners to alter their behaviour and make positive choices. These approaches will follow our restorative approaches/ conversations as detailed in this policy.

In the majority of cases, staff will follow the steps below in chronological order however, depending on the situation and seriousness of the incident, a fast-track approach may be necessary.

1. Reminder – A quiet conversation with a reminder of rules, expectations and class charter encouraging learner to make positive choices.

2. Breathing Space – Learner steps out of the class within view of adults to take a few minutes to reset. The learner will have the option to take a fidget/regulation toy with them if this would help. After a few minutes, the learner returns to class and back to learning.

3. Change Direction – A final verbal warning given with the learner reminded of behaviour expectations within the setting and next steps outlined if there isn't a change of direction.

4. The Reflection Zone – The learner will attend The Reflection Zone during lunch time where they will have the opportunity for a 1 to 1 restorative conversation with a member of staff, reflecting on the incident, behaviour and what can be done to move forward together. Learners attending the Reflection Zone at lunch time will still have time to eat their lunch and following the restorative conversation, will spend the end of lunch outside with their peers. (More information on The Reflection Zone can be found on the next page.)

5. Senior Leadership Team (SLT) – In the event of a serious incident, the SLT may decide on an appropriate alternative action which may involve further conversations with the learner, meetings with parents/carers or the creation of an individual Positive Relationships and Behaviour Plan.

While this is the whole school approach to promoting and supporting positive relationships and behaviour, the staff at St. Serf's Primary School are well-experienced in a variety of behaviour management strategies. Within their classrooms, staff will also employ other approaches to promote a positive classroom environment

(For examples, see the Recognising Success and Positive Consequences section of this policy).

THE REFLECTION ZONE

As outlined in The Five Point Path, there may be occasions where learners attend The Reflection Zone during lunchtime. There may be a number of reasons that children attend however, the most likely reason is that they have failed to alter their behaviour through the previous 3 steps of our approach. Learners attending The Reflection Zone at lunch time will still have time to eat their lunch and following the restorative conversation, will spend the end of lunch outside with their peers.

During this time, learners will complete an adapted version of the Emotion Works - Think Sheet (see Appendix 1), and with an adult, discuss the incident and behaviour. This adapted form incorporates the "Rights of the Child" and allows for a better system of tracking and monitoring The Reflection Zone attendances. Following attendance at The Reflection Zone, school will notify parents/carers via Class Dojo or at school pick up so that parents/carers can have a supportive conversation at home.

ABOVE AND BEYOND

At St. Serf's Primary School, all staff understand the importance of consistent adult approaches when engaging with our learners.

When a learner presents with challenging behaviour, our main objective is to reduce the level of anxiety or distress and to de-escalate the situation. In order to achieve this, we may use a number of de-escalation techniques in line with our behaviour policy. These approaches will vary child to child and may include:

- Providing a safe space for the learner
- Allowing for a movement break
- Walking with the learner
- Use of regulation strategies

Where applicable, staff will support the learner through strategies identified in their Positive Relationships and Behaviour Plan (PRBP) - see Appendix 2. If one is not in place, the creation of a PRBP may be considered as an appropriate support for the learner.

In heightened scenarios, a member of the Senior Leadership Team will be called for and where possible, at least 2 members of staff will be present. Following the incident, and when the learner is able to do so, they will be supported to begin self-regulating and self-reflecting. This process of reflection is important as it allows the learner to:

- Reflect on their behaviour and identify how they were feeling at the time.
- Discuss what caused them to behave or react in this way.
- Understand how their behaviour has affected others.
- Establish positive steps that they can take to cope with these situations in the future.
- Recognise the positive impact that can happen as a direct result of their attitude and behaviour.

CONCLUSION

We strongly believe that it is the responsibility of all members of our school community; staff, learners, parents/carers and wider school partners to uphold our school rules and values and to consistently demonstrate appropriate behaviour that supports our promotion of positive relationships and behaviour.

REFERENCE LIST FOR FURTHER READING

Crisis Prevention Institute, recognising positive behaviour first, Available: <https://www.crisisprevention.com/en-IE/blog/education/cpis-behaviour-experts-discuss-how-to-reduce-disruptive-behaviour-in-school-corridors/> (Accessed September 2025)

Education Scotland, Restorative Approaches. Available: <https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches/> (Accessed September 2025)

Nurture UK, The Six Principles of Nurture. Available: <https://www.nurtureuk.org/the-six-principles-of-nurture/>

UNCRC, Available: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> (Accessed September 2025)

UNICEF, Guide to Creating Rights Based Charters. Available: <https://www.unicef.org.uk/rights-respecting-schools/charter-guidance/> (Accessed September 2025)

MONITORING AND REVIEW

This version of ***"The St Serf's Approach to Promoting Positive Relationships and Behaviours"*** was reviewed by the St. Serf's SLT in September 2026.

It is due for review in September 2028.

APPENDIX 1

Original Emotion Works Think Sheet



I can think about my choices and how they affect ME and others.

's Think Sheet



What happened?

How it made me feel



What I chose to do:

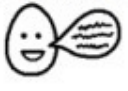
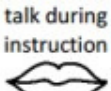
	kick	hit	push	bite	talk or scream
					
	run	not work	pinch	use unkind words	throw something
					

My behaviour was a trigger to _____

How did _____ feel?

	happy	sad	mad	scared	frustrated
					

Good choices for next time

	have SAFE feet	have SAFE hands	use kind words	listen and not talk during instruction	ask for a calm break
					
	say "I need space."	ask someone to "Please stop."	follow directions	stay in my work area	say, "I don't understand."
					

Good choices are a trigger to good feelings

	others will want to be with me	others will feel good around me	others want to play with me	people will know that I am kind	I will feel proud of myself
					

Positive Relationships and Behaviour Plan (PRBP)



Date:

Person completing plan: _____

CHILDS' NAME (CHILDS' CLASS) Positive Relationships and Behaviour Plan		
Triggers	Behaviours	Strategies

Additional Comments: