



Carleton Positive Relationships Policy



Fostering a Positive, Inclusive and Safe School Environment

Policy statement

Carleton Primary School is committed to the personal and social wellbeing of all our pupils. We work hard to achieve a positive ethos and a climate of respect and trust. We aim to provide our school community with a learning environment free from any threat or fear, as a matter of right and as a prerequisite to effective learning and development. Our school vision is for everyone to celebrate being **Unique, Strong, Loved** and have a sense of **Belonging** to the school. We encourage everyone in our school to show our values in action: **Caring, Achieving and Respectful Learners**, to support our aim of developing **Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens**.

Expectations of pupils, school and parents/carers

Establishing clear, age-appropriate behavioural boundaries is essential to healthy child development. Such boundaries provide structure and security, enabling children and young people to develop social competence and key skills for life, learning, and work. We have created a school code of conduct, a staged consistent approach which utilises consequences to strengthen and celebrate positive behaviour, and to reinforce expectations across the school. Level 0 is the most effective environment for high quality learning and teaching to take place. Our aim is to ensure this level is where the majority of our learners are able to remain, with strategies to support our learners to get back to level 0. We are encouraging our learners to be a zero hero. You will see the Zero Hero poster in all of our classes and in our playgrounds. This is referred to on a regular basis in each class, for encouragement and praise.

Carleton Primary School's Code of Conduct		
Behaviour being communicated	Examples of responses by staff	Expectations of parental support
3 - Leaving the school without asking. - Intentionally hurting others with words (threatening/discriminatory) - Intentionally hurting others with actions (violence/aggression) - Displaying Unsafe behaviours	3 - Removal from situation - Class evacuation - SLT support - Adults called to come in and support - Contact home - Discussion around exclusion from class/school - Meeting with adults - Recorded on system	3 - Engage with school to support child - Support to repair any harm caused - Contribute to updates in planning - Contact school following conversation with child at home, to share with school.
2 - Swearing. - Using unkind words and actions - Intentional damage to resources and belongings. - Continuing level 1 behaviour after 2nd reminder. - Wasting time leading to work not being completed. - Refusal to work. - Leaving class without asking.	2 - Restorative discussion with an adult - Access to area in/out of class for reflection - Complete work in own time-break/home - Speak to adult at end of day/note home. - Access to various support areas - Repair any harm caused - Adjustment to leaving/entering class time to avoid busy areas - Update planning as required	2 - Discuss incident - reminder of expectations – Caring, Achieving, Respectful Learners - Support to repair any harm caused - Support to complete work at home
1 - Being off task. - Talking over others. - Shouting out. - Distracting others. - Wandering around room. - Careless with resources and belongings. - Not taking accountability/responsibility for actions	1 1st reminder of expectations. 2nd reminder – offer choice/refocus/redirect. - Access to support areas - Additional planning considered – now and next/individual timetable/social story	1 - Reflect on school day – encourage positive behaviours for following day - Positive consequences at home
0 Calm and quiet. On task. Engaged in learning. Feeling happy and safe. Listening to the teacher. Tidying up. Helping each other. Working well in a group. Independently getting what I need. Good manners. Paying attention. Being mindful of others. Sharing and taking turns. Respecting others and resources. Putting up hands. Caring Achieving, Respectful, Learning. Appropriate noise levels. Participating. Co/self- regulating. Accessing plan.	0 Verbal praise and encouragement Positive Feedback Stickers House Points Carl ticks VALUES VIP-message home Recognition at CARL's Catch up	0 - Praise and encourage school recognition at home - Reflect on what went well in school day - Positive consequences out of school



Strategies in School to support an effective learning environment:

- A welcoming, inclusive classroom environment, with accessible resources to support learning
- Accessible quiet spaces in class with resources to support co and self-regulation
- Daily check ins to share expectations and support wellbeing through pupil voice
- Nurturing, Emotional Support Team (NEST) area for targeted interventions in literacy, numeracy and wellbeing
- Adapted spaces and break out rooms to support additional support at periods across the day, based on specific needs of small groups and individuals – The Acorn room, The Treetop Room, The Hideaway Sensory Room and The Burrow soft space

How we promote inclusion, diversity and anti-bullying at Carleton:

- Regular inputs linked to our vision, values and aims at weekly Carl's catch-up assemblies
- Daily check ins in class – morning messages shared
- Focus weeks to promote Diversity, Inclusion and Anti-bullying plotted across school year.

Supports in school

- Senior Leadership Team
- PSA/staff member check in
- Prefects/Infant prefects/Kindness leaders around school and in playground

- Emotion Works in classes/NEST
- Lunchtime clubs
- Kitbag sessions 1-1/groups

Acknowledgements

This policy was formulated with guidance from Respectme and Fife Council.

This policy was formulated in consultation with the pupils, staff and parents/carers of Carleton Primary School. For additional support documents please visit www.Respectme.org.uk and our school website.

Last updated February 2026

Shared with Staff May 26

Shared with families May 26.