



Foulford Primary School

Positive Behaviour and Relationships Policy June 2025

Introduction/Background:

At Foulford Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all.

Positive relationships are essential in all aspects of society.

Effective learning and teaching depends on a foundation of positive relationships between learners and staff and between young people themselves. Curriculum for Excellence has ensured schools are focussed on enabling all children to be successful learners, confident individuals, effective contributors and responsible citizens. These capacities will develop most effectively in schools where positive relationships are nurtured and developed, and which have a strong positive ethos.

Foulford Primary and Nursery School is committed to ensuring there is a strong focus on ethos and positive relationships built through a culture of respect and trust. Our shared values; being respectful, resilient, aspirational and positive are at the heart of this. Our school vision: "One team, one dream, aspire to be the best!", encapsulates the need for us all to work together for a common goal. Children's wellbeing is at the forefront of everything we do. A child or young person's wellbeing is influenced by everything and everyone around them and the different experiences and needs they have at different times in their lives. It is our aim to support each child to reach their full potential as an individual. We embrace a can-do attitude (growth mindset) in all that we say and do.



One Team, One Dream

Respect, Responsibility, Achievement, Kindness and Inclusion

Rationale:

How Good is Our School (HGIOS 4) (2015) identifies highly effective practice:

“All stakeholders promote a climate where children and young people feel safe and secure.”

“The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.”

The main principles that underpin promoting positive relationships and behaviour in schools are to:

- promote effective and high-quality learning and teaching
- develop positive relationships between staff and between staff and learners
- create a culture of exceptionally positive relationships, for learning, for community, for life
- ensure that all learners are treated fairly, shown respect and to promote positive relationships
- support learners to take control of their responses and be responsible for the consequences
- build a community that values kindness and empathy
- promote community cohesion through improved relationships
- establish a clear and consistent approach to behaviour management.
- promote the safety of staff and learners, enabling all to work and live without fear of violence / intimidation

Promoting Positive Relationships and Behaviour in Schools September 2022

- differentiate between the need for effective school discipline / staff and learner self-regulation and supporting wellbeing needs (which are distinct, but complementary).
- manage behaviour successfully, through implementing a positive whole-school approach to improving ethos and culture.
- develop appropriate access to training and support for all staff on strategies for promoting positive behaviour.
- work together with partners and agencies, responding to the needs of learners early and effectively, with the least intrusive level of intervention, in line with the principles within the Children and Young People (Scotland) Act (2014)
- develop effective overall management and leadership of the school and its community
- work in partnership with all staff, including trade unions, parents/carers and learners to develop, implement and review their relationships and behaviour policy
- implement systems to identify and meet the needs of children who are at the greatest risk, including ‘Care Experienced’ children.



Positive School Ethos

Effective learning and teaching depends on a foundation of positive behaviour and good working relationships between learners and staff, and between young people themselves. Positive behaviour is dependent on effective teaching and an appropriate curriculum. (Fife Council)

Our school community has agreed our vision and values. We aspire to achieve potential through Learning as well as Positive Relationships and Wellbeing. Children are encouraged to make good choices in class, school and the playground. Our restorative approach centres round a positive school ethos where pupils are encouraged and supported to be ready to learn, safe at school and to show respect to others.

Strategies to promote a positive school ethos include:

- House system
- Positive rewards and Certificates
- Success celebrated at assembly
- Class reward systems
- Celebrating achievement using SEE-SAW
- Independent learning
- Wider achievement board
- Extra-curricular and sports opportunities

Positive Relationships

What does this look like at Foulford?

- Staff take time to get to know the children well
- All pupils have a key person that they trust to speak to when needed
- Pupils are praised for our school values **Respect, Responsibility, Achievement, Kindness and Inclusion**
- Staff model positive relationships
- Mutual respect between all staff and pupils
- Accepting and celebrating differences-through Health and Wellbeing Curriculum, Assemblies and Rights Respecting Schools accreditation work
- Consistent and nurturing responses towards meeting all children's needs
- Regular opportunities for positive relationships with parents
- Pupils are encouraged and supported to have positive relationships with each other



Resilience

As a school we encourage all our young people to reflect on their choices. Staff will model and teach positive and effective coping strategies so that children have a toolkit to support them in any challenging or new situations.

“The majority of distressed and dangerous behaviours can be mediated and often prevented. Ensuring and implementing high quality learning and teaching, effective behaviour management systems and positive relationships in schools are the essential foundations on which to build more specialised approaches to managing extreme behavioural challenges” (ref. De-escalation Pack, 2022).

What does this look like at Foulford?

Children are encouraged to:

- take risks
- have a growth mind-set and learn from mistakes
- have self-belief that they can achieve
- take and reflect on praise and criticism
- recognise stress and having strategies to cope
- persevere in times of challenge

Self-regulation

Staff will model and teach self-regulation and emotional literacy. Pupils who are experiencing stress or anxiety resulting in a lack of self-regulation will be supported to develop coping strategies.

What does this look like at Foulford?

Children are supported to self-regulate when faced with a challenge through the use of:

- the five point scale,
- symbolised Fixitfolders
- emotional prompts
- restorative scripts used with adults and peers
- nurture areas within classrooms and the school
- social stories

De-escalation

Staff take time to get to know pupils and will try to defuse situations before they escalate, using strategies suitable for the child.

What does this look like at Foulford?

- Triggers are identified
- Early intervention strategies are used to support pupils and prevent or limit escalation
- An action plan is created to support pupils in managing their responses, once needs have been assessed and as soon as practicable



- Situations that occur are reviewed **when the pupil is able to do so**
- Links are made with the 5-Point Scale

Children are provided with:

- access to a calm area within the class or outside for a defined period of time
- support to talk through situations that occur using a restorative approach, within a safe environment.
- access to a wide variety of calming and sensory resources (The Oasis)
- visual prompts and strategies available within all areas as well as time for reflection and to create a way forward

At Foulford we promote:

Restorative Practices

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. This will include tidying and repairing any damage caused when a child is dysregulated.

The Restorative Approach – Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties. **(Appendix A)**



We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they are in agreement. We aim to work with parents and keep them informed at each stage of the policy.

As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.

- Reading records or home-school books are used to send messages home or into school.
- Parents' Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements
- Certificates and stickers that children take home
- Open events
- School display of Foulford Fives and Headteacher awards

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- House Captains and Vice-Captains
- Membership of the Pupil Council
- Playground leaders
- Classroom and school wide monitor jobs
- Rights Respecting Leaders
- Members of the Eco committee
- Supporting office admin staff to deliver letters/resources.
- Lunchtime Monitors
- Junior Leaders

Positive Behaviours

Our pupils and staff are expected to be considerate of each other and our surroundings and always behave in a positive way. These should be reinforced using our Five Foulford Scripts (**Appendix B**) The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:



- Staff praising pupils
- Giving children stickers
- House points
- Whole class rewards
- Foulford Five
- Delightful Diner Awards
- Lunchtime tokens
- Head Teacher's award.

Responsibilities of all stakeholders (Appendix C)

All Staff:

- establishing open, positive, supporting 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
- using learning and teaching methodologies which promote effective learning
- plan learning activities that engage, challenges and meet the needs of all learners
- being sensitive and responsive to the wellbeing of each child and young person
- prevention before sanctions.
- follow up every time, retain ownership and engage in reflective dialogue with learners
- never ignoring or walking past learners who are displaying unacceptable behaviours (unless part of individualised plan)

Teachers:

- 3.2: The Learning Context
- 3.2.1 Effectively organise and manage learning
- 3.2.2 Effectively engage learner participation
- 3.2.3 Build positive, respecting relationships for learning
- 3.3: Professional Learning
- 3.3.1 Engage critically with literature, research and policy
- 3.3.2 Engage in reflective practice

(GTC Scotland Professional Standards - The Standard for Full Registration)



Senior Leadership Team:

Leadership teams are not expected to deal with behaviour assistance requests in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Be a visible presence in the school to encourage appropriate behaviours in particular at transition times.
- Support staff in returning learners to learning by modelling and promoting restorative conversations if required.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive strategies
- Ensure staff training needs are identified and targeted
- Regularly share good practice
- Use behaviour data to target and assess whole school policy and practice
- Use behaviour data to target and assess interventions ·
- regularly review provision for learners with ASN (Child's plan, PAMP etc)

Pupils:

- Children are expected to treat themselves, others and staff with kindness and respect at all times.
- If a child has a concern, they should feel able to approach any staff member and feel valued and listened to
- A restorative resolution should be agreed by all parties and necessary support given by staff to ensure the child moves forward.
- Children should identify and label their feelings (Emotion Works), so that the necessary support can be given or if they require a quiet, calm space, they should be allowed to go there until they are more open to learning.
- Children should engage in all teaching and learning experiences and inform staff when they find things challenging, so the correct and appropriate supports can be put in place.
- Children should never feel intimidated or undervalued by anyone within the school community. The expectation is children never lift their hands, feet or voices to others.
- Children should try to find their own independent solutions to solve problems in the playground.
- Children demonstrate a growth mindset and never give up attitude to their learning.
- Children work co-operatively with a variety of different children and groups to develop their emotional and social skills to ensure the best outcome for all.
- Children are encouraged to deal with issues in a calm way.



- **Families:**
 - Adults in school are expected to treat all children, staff and other adults with respect.
 - Parents/carers will talk to their child about their learning, identifying successes and areas for development.
 - Parents/carers are encouraged to discuss any issues or challenges with their child and the school at the earliest opportunity.
 - Parents/carers are given opportunities to identify what they consider is going well at Foulford and areas for improvement through annual surveys, Parent Partnership, open events and parents' evenings.



Appendix A

The Restorative Questions:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Fix-it Folders to consider how they can make appropriate amends with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



Appendix B

Foulford Scripts

Show me LOVELY LISTENING	Show me SENSATIONAL SITTING	Show me SMART STANDING	Show me WONDERFUL WALKING	Show me MARVELLOUS MANNERS
I'll know you're ready when I see: * eyes looking * mouths closed * hands still	I'll know you're ready when I see: * eyes looking * mouths closed * hands still	I'll know you're ready when I see: * eyes looking forward * mouths closed * hands by our sides	I'll know you're ready when I see: * eyes looking forward * mouths closed * hands by our sides	I'll know you're ready when I see: * Good manners (Please, thank you, being kind)



Appendix C

Rights of the learner

I have the right to...	I should ...
Learn	Focus on my own work and not disrupt the learning of others
Achieve	Aim high and never give up
An opinion	Be respectful when voicing my opinion and listen to the opinions of others
Be respected	Treat others the way I want to be treated and ensure that everyone feels valued and included
Be treated fairly	Treat others with respect and fairness

Expectations of our school community

Nurturing Relationships	
Relationships	Purposeful, respectful relationships are modelled and developed.
Staff Approach	A consistent staff approach promoting positive behaviour, using positive and restorative language.
Curriculum	Social and emotional aspects of the curriculum are visible and differentiation takes account of needs.
School Organisation	Vision and values are evident in school organisation and robust systems, policies and procedures are in place.
Partnership Working	Other agencies and professionals are engaged in partnership working. Parents are engaged in the life of the school.
Physical Environment	A safe and secure physical environment provides a variety of sensory experiences and quiet spaces in classrooms.
Parents' Approach	To model and promote positive behaviour and relationships when communicating with others.



Appendix D

Foulford Primary School Five Ways to Positive Days				
1 Consistent, calm adult behaviour	2 Positive Reinforcement	3 Relentless routines	4 Scripted Interventions (Appendix B)	5 Restorative follow up
All adult behaviour will be calm and controlled reflecting the vision and values of the school- there is an expectation that shouting at children is not acceptable, but that clear messages should be delivered firmly and calmly. All adults will be kind, caring but with expectations of the highest standards of behaviour. Key values such as respect will be specifically taught through the HWB curriculum and revisited frequently throughout the year at school assemblies. Expected behaviours based on our values of: • Respect • Kindness • Responsibility • Achievement • inclusion will be taught, reinforced, modelled, and applied consistently All behaviour will be corrected privately. No child will be shamed- e.g. name on board, moved down a behaviour scale. The behaviour must be separated from the child- it is important we talk about the behaviour rather than make value judgements about the child. As far as possible, teaching staff will manage positive behaviour and take responsibility for this. SLT can assist by providing a united front or reinforcing the messages of the class teacher/member of support staff. Identified pupils may require SLT intervention	Adherence to school rules and expected behaviour will be acknowledged quietly but regularly through verbal recognition: <i>I noticed you...</i> <i>I was pleased to see...</i> "Above and beyond" behaviours will be recognised through: • Wild Card given at assembly • Personal note from HT • Invitation to dine at the Golden Table (lunch hall behaviour) Children will also be rewarded with Wellbeing Time – for ALL children (Wellbeing Wednesday) or Foulford Fun Friday	The whole school will implement consistent; routines: Lining up quietly and quickly Moving through school in a calm and controlled manner- "Wonderful Walking" All children will be warmly welcomed to school each day (meet and greet) Where possible, SLT members will available support staff and children where necessary. Class teachers will be at lines promptly in the morning and after every break. (this also allow support staff to have their break and be back in class promptly) Manners- All children expected to demonstrate appropriate manners: Good Morning Good Afternoon Excuse Me Please/Thank you (All adults are expected to role model this) Speaking respectfully to one another and to all adults within the school community irrespective of their post or position. (All adults will model this)	The language of choice will be used with children. Clear consequences will be indicated as part of this e.g <i>If you choose to..... There will be a consequence</i> Language used by adults will also be authoritative: <i>You need to ...</i> <i>I need to see you...</i> <i>I expect...</i> <i>I know you will</i> Laminated "aide memoires" will be given to all staff Questions such as "Why are you behaving like that?" will be avoided Consequences, where required, will consist of the following: -Moving to a quiet area of the class - Staff – pupil discussion - Missing an outside break or part of a break, if appropriate but will not consist of missed snack, continuing to work or being isolated from peers. - Restorative conversations during breaks - Proactive agreements with parents re: tidying up etc. - Time out for reflection - Contact by phone with home - Limited responsibilities in class and school	Restorative conversations will be used with children who require further follow up based around the following responses: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future? The questions used as part of restorative practice will be laminated for all staff to use. Where a teacher is required to have a restorative practice conversation, a member of SLT can be called upon to cover the class to enable the class teacher to give this the time it deserves.



Key points:

All approaches must be followed consistently by **all members of the school team**. Deviation from agreed approaches will lead to dilution and therefore risks inconsistency.

Persistent negative behaviour will require a coordinated approach, working in partnership with parents, and may involve a child's planning meeting, creation of support plan all under the terms of GIRFEC.

Children with significant additional support will require and are entitled to a highly personalised approach. This sits in line with our approaches to nurture.