



Leuchars Primary School and Nursery Relationships and Behaviour Policy

1. Introduction

This Relationships Policy outlines the values, principles, and actions that guide the development of positive relationships within our school community. It aligns with the Scottish Government's vision for education and the principles of Getting It Right For Every Child (GIRFEC).

2. Vision, Values and Aims

At Leuchars we **CARE**

Care Achieve Respect Enjoy



- We create a caring and respectful community where everyone feels safe, valued and listened to and where wellbeing is at the heart of everything we do.
- We nurture every student's potential and promote resilience through challenge and enjoyment.
- We encourage children to believe in themselves, to take risks in their learning and to develop independence, self-esteem and a strong voice.

3. Aims of the Policy

The aims of this policy are to:

- Promote respectful and supportive relationships among pupils, staff, and the wider community.
- Encourage positive behaviour through restorative practices.
- Ensure consistency in the approach to managing relationships and behaviour.

4. Roles and Responsibilities

All members of the school community have a role in promoting positive relationships. This includes pupils, staff, parents/carers, and external partners. Specific responsibilities include:

- Pupils:

- ✓ Demonstrate our school values
- ✓ Always try their best
- ✓ Learn from mistakes
- ✓ Listen to adults and follow instructions
- ✓ Always be honest

- Support and Teaching Staff:

- ✓ Demonstrate our school values
- ✓ Focus on the positive behaviours children demonstrate
- ✓ Be aware of, and plan for, individual needs
- ✓ Build and promote positive relationships

- Senior Leadership Team:

- ✓ Demonstrate our school values
- ✓ Be visible around school to promote appropriate behaviours
- ✓ Be consistent in approaches to maintaining a calm, safe environment in which to learn
- ✓ Work with all stakeholders in partnership to create a positive culture and ethos

- Parents/Carers:

- ✓ Demonstrate our school values
- ✓ Engage in open two-way communication with school
- ✓ Support their children to achieve their roles (outlined above)
- ✓ Develop an understanding of neurodiversity and equity

5. Strategies and Interventions

Our school uses a range of strategies to support positive relationships, including:

- A variety of rewards:

- ✓ House Points
- ✓ Leuchars Links
- ✓ CARE Awards
- ✓ Proud Cloud

- Restorative approaches

- ✓ Support to reflect on how actions affect others.
- ✓ Support to repair and restore relationships which may have been affected.

- Positive behaviour support plans

- ✓ Class Charters are created in every classroom at the beginning of the year to encourage children to link the UNCRC with their classroom expectations.
- ✓ Summaries of Support are in place for individuals who require an additional layer of planning in the classroom.
- ✓ Proactive Management Plans help specific individuals to prevent or minimise the recurrence of problematic incidents and identify proactive solutions whilst promoting positive outcomes for pupils.

- Peer mentoring and buddy systems

- ✓ We have a Playground Charter which outlines how pupils should behave in the playground and how to keep themselves and each other safe.
- ✓ Peer mediators are available in the playground for pupils to approach for help with disagreements and disputes.
- ✓ We have a buddy system for our younger classes which encourages the older classes to lead by example and help them feel safe.

6. Consequences

- Consequences can be appropriate when pupils have shown they have not made choices in line with our school values and expectations. These consequences are always logical as well as related, respectful and reasonable. At Leuchars we will take the following steps in addressing these choices across the school setting:

1. Redirection	Encouragement and gentle redirecting to return to task at hand
2. Reminder	A quiet, but pointed reminder of the values and expectation in school
3. Warning	A verbal caution that behaviours being exhibited are not in line with our values and expectations and these need to change
4. Space and Time	A chance to step away from the situation to regulate and reflect, before being supported where possible to return safely (either in the classroom or playground setting)
5. SLT Support (in absence of SLT, support staff in each area should be approached)	When these steps have not been successful for the pupil, SLT assistance should be requested (PMP and child's plans will be followed throughout)
6. Parental Support	In circumstances where support from parents is needed to keep pupils safe, SLT (or designated adult) will contact parents/carers to share the events leading to the request for assistance.

7. Monitoring and Evaluation

The implementation of this policy will be monitored through regular review and feedback from stakeholders. Evaluation methods include surveys, focus groups, and analysis of data.

8. Review Date

This policy will be reviewed in: December 2026