###### North Queensferry Primary School



**Promoting Positive Behaviour and Relationships**

A positive school culture and ethos is essential to developing good relationships and positive behaviour in the classroom, playground, and wider community.

(Developing a Positive Whole School Ethos and Culture, Education Scotland, 2018).

This policy has been written with support from

* GTCS Professional Standards
* Fife Council, How We Work Matters Framework
* Fife Council, De-escalation Policy
* Fife Council, Positive Relationships and Behaviour Guidance (2022)
* UNCRC, Rights of the Child

**Policy Statement**

[**How Good is Our School (HGIOS 4) (2015**](https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf)**) 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.”**

Relationships, learning, and behaviour are at the heart of any successful school community. Effective learning and teaching depend on a foundation of positive relationships between learners and staff and between children themselves.

North Queensferry Primary School, working together in partnership with parents, other agencies and the community is committed to providing a safe, supportive environment for all members of our school. Our focus on a strong, supportive ethos and positive relationships is built on a culture of respect and trust. Our values of being ‘Respectful, Ambitious and Determined’ is at the heart of working together and ensuring children’s wellbeing is at the forefront of our school.

Our learners are supported to develop into independent and informed members of the community, with an understanding of environmental and cultural issues, fostering respect for themselves and others.

Nurturing positive relationships involves adults providing children with consistent and reliable responses to their needs, where mutual respect is demonstrated. Developing positive relationships must be regarded the same as any other area of the curriculum; it needs to be assessed, planned, taught, and differentiated to meet the social and emotional needs of the individual child.

Our Promoting Positive Behaviour practices, Rights Respecting School, Building Resilience and Restorative approaches all work within this framework.

**Through our Prompting Positive Behaviour Policy and Procedures, we aim to**

* promote effective and high-quality learning and teaching.
* create a safe and inclusive school community that promotes positive relationships between staff and learners and with the wider community.
* ensure that all learners are treated fairly, shown respect and to promote positive relationships.
* equip learners with the necessary enhance their emotional well-being, mental health, and resilience.
* enable children to support one another in seeking resolution to conflict.
* Encourage self-regulation skills that enable students to manage their emotions, behaviour, and learning effectively.
* Implement restorative approaches to address harm, conflict, and repair relationships in a fair and inclusive manner.
* build a culture of genuine and deserved praise at all levels.
* improve the self-esteem of children, parents, and staff.
* improve achievement and attainment.
* work with all stakeholders to continually improve our practices.

### **Positive Relationships**

* Staff, learners, parents, and the wider community are actively engaged in creating a respectful and inclusive school environment.
* Opportunities for positive interaction, collaboration, and effective communication are embedded within teaching and learning practices.
* Students demonstrate empathy, compassion, and understanding towards others, irrespective of differences.
* The school fosters strong home-school partnerships and actively involves parents in supporting their child's well-being and development.

**Resilience**

Children build resilience over time through experience. You can help your child learn skills and develop resilience by having a warm, supportive relationship with them. Resilience is the ability to bounce back from setbacks, overcome obstacles, and adapt to challenging situations. It plays a fundamental role in developing confidence, coping skills, problem-solving abilities, and emotional well-being. It is a key component of personal growth and academic success.

**Resilience: why it’s good for children**

Children who are resilient can recover from setbacks and get back to living their lives more quickly. When children overcome setbacks and problems, it builds their confidence and helps them feel more capable the next time a problem comes up.

Resilient children are often good at solving problems and learning new skills. This is because they are more willing to try again even if things don’t go the way they want the first time.

When things don’t go well and children feel anxious, sad, disappointed, afraid or frustrated, resilience helps themunderstand that these uncomfortable emotions usually don’t last forever.Theycan experience these emotions and know they will be OK before too long.

Resilient children are less likely to avoid problems or deal with them in unhealthy ways, like getting defensive or aggressive or intentionally hurting themselves. Resilient children are also likely to have better physical and mental health than children who struggle to be resilient.

Resilience is the ability to bounce back after challenges and tough times. Resilient children can recover from setbacks and get back to living life. Resilience develops when children experience challenges and learn to deal with them positively. Strong relationships are the foundation of children's resilience

*Key principles of resilience:*

* Having the opportunity to take risks
* Using a growth mind-set and learning from mistakes
* Having self-belief that you can achieve
* Being able to take and reflect on praise and criticism
* Recognising stress and having strategies to cope
* Be able to persevere in times of challenge
* The ability to take risks, seek support and develop problem-solving capabilities

*What does this look like at North Queensferry Primary School?*

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. We strive to create a positive and inclusive school environment where students feel safe, supported, and valued. We actively promote growth mindset which is the idea that intelligence, abilities, and talents can be developed through effort and perseverance. We integrate activities and exercises into our curriculum that encourage students to think critically, solve problems independently, and seek creative solutions. We believe in celebrating students' successes, both big and small. Recognizing and acknowledging students' achievements boosts their self-confidence, reinforces their efforts, and encourages them to persevere in the face of challenges.

**Self-Regulation**

Self-regulation means being in control and having management of ourselves.

Self-regulation is a skill that many children have a difficult time learning and achieving without help. In each day, a child (and an adult) may encounter multiple situations and circumstances that require an awareness of self and others as well as the ability to have or gain self-control.

This ability to self-control relies on impulse control, working memory, and generally speaking, the ability to keep oneself “in check”. The ability to experience feelings and desires and make decisions based on those concepts requires motivation, willpower, higher level thinking. Self –regulation equips learners with essential life skills. It results in improvements in behaviour and attainment, relationships, and confidence.

*Key principles of self-regulation:*

* To support children to regulate their emotions and respond positively when faced with any challenge
* It is dependent on warm, consistent and responsive interactions.
* It can be modelled and taught.
* A coaching technique is used which promotes positive self-talk and reflection.

*What does this look like at North Queensferry Primary School?*

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. We model mindfulness and relaxation techniques to all learners to help them calm their minds and focus their attention. These techniques have been proven to reduce stress and anxiety.

**De-escalation**

De-escalation refers to the process of diffusing difficult situations or conflicts as they begin to prevent them from getting worse. De-escalation can minimise and prevent challenging behaviour and support learners to make positive choices.

*Key principles of de-escalation:*

* Triggers are identified
* Staff using strategies such as remaining calm, active listening, offering positive choices, asking questions and remaining solution focused.
* 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
* Situations that occur are reviewed when the pupil is able to do so

*What does this look like at North Queensferry Primary School*

Staff take time to get to know pupils and will try to defuse situations before they escalate, using strategies suitable for the child. Children are supported to review situations that occur using a ‘journey of events’. This allows time for reflection and to create an action plan to support the child.

**Restorative Approaches**

Restorative approaches help ensure that all learners, staff and parents are fair of a fair and transparent process whilst supporting all involved to understand the impact of their behaviour on others.

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*Key principles of Restorative Approaches:*

* Individuals taking responsibility for their actions.
* Respecting other people’s views and feelings.
* Empathising with others.
* Being fair.
* Repair and move forward from situations.

*What does this look like at North Queensferry Primary School?*

All staff use restorative language for example asking: Tell me what happened? Who has been affected? How can we put it right and move forward?

Pupils will be supported to restore good relationships and resolve difficulties through restorative conversations. Teachers encourage learners to use "I" statements and focus on their feelings, needs, and the impact of their behaviour. This enables children to reflect on their actions and teaches them to take responsibility for their own behaviour and find constructive solutions in a respectful manner. We also facilitate peer mediation sessions, where specially trained students assist their peers in resolving conflicts. When incidents occur that require consequences, we strive to ensure that these consequences focus on repairing the harm caused.

We believe that by implementing these restorative approaches, we are nurturing a positive school climate where pupils feel safe, supported, and valued. These approaches empower children to build stronger relationships, manage conflicts constructively, and develop crucial social and emotional skills that will serve them well in their future.

**Strategies Promoted at North Queensferry Primary School**

**Self-Regulation**

Fix-it Folders

Kitbag

Lego Therapy

Calm Corner (time out spaces)

Plan, Do, Review

**Restorative Approaches**

**Key Questions-**

Tell me what has happened?

What were you thinking?

What were you feeling?

Who else has been affected?

What do you need help with or need to do?

What could have been done differently?

How do we move forward/repair things?

**Partnership with the community**

Partnership with the community is vital in the success of our endeavours. We work with all related outside agencies from our community to ensure effective communication and support for children.

**Parental Support**

With parental involvement, support, trust and understanding we collectively have a far greater chance of influencing children positively in their behaviours. We welcome and value parental involvement, support and feedback on our policies and practices.

**Promoting Positive behaviour**

**Procedures**

**Shared Responsibility (all staff)**

* we consistently use restorative approaches.
* each class and nursery have a designated wall display to support and promote positive behaviours.
* we create a supportive climate for all learners.
* we model desired behaviours.
* all staff deserve respect and must always be respectful.
* Staff feel empowered to deal with all situations and accept collective responsibility.
* Promoting positive behaviour is the responsibility of everyone.

**Rewards and Relationships**

We continually strive to recognise and reward positive behaviours displayed by individuals and groups to develop and maintain respectful relationships.

**Monitoring**

* This policy will be formally monitored every two years. This will be initiated by the Headteacher.
* If aspects of this policy begin to cause concern within the short term, matters can be raised by any member of staff, for whole school discussion, through the Headteacher.