

Parkhill Primary School



: PARKHILL :

Relationships, Positive Behaviour and Wellbeing Policy

(including our anti-bullying approach)

Updated August 2026



Rationale

“Good relationships and positive behaviour across whole school communities are fundamental to the successful delivery of a Curriculum for Excellence. Underpinning the delivery of outcomes are the creation of a positive ethos, peaceful learning environments, improved relationships, and positive behaviour in our schools; ensuring our children and young people are included, engaged and involved throughout their school careers.”

Improving relationships and promoting positive behaviour in Scotland's schools (Scottish Government, 2008)

At Parkhill Primary School we have high expectations of our pupils in relation to learning, relationships and respect. Our vision of **‘Learning Together – Achieving Together’** is underpinned by our school values of **‘Positive, Achieving, Respectful and Kind’** and are central in supporting this as we know that children who are physically and mentally well, learn better. We provide a safe and caring environment to support children in their social, academic and personal development.

Our Relationships, Positive Behaviour and Wellbeing policy (RPBW) echoes our school vision, values and aim. We aim to provide a safe, secure and motivating environment where learners can flourish. Exemplary behaviour and respect for others is at the heart of this.

The United Nations Convention on the Rights of Child (1989) states that. *‘All children have the right to an education... where discipline in schools must respect children’s dignity and their rights.’* With this in mind, staff, pupils and parents within our community are committed to working together to support the development of positive relationships/behaviours and the wellbeing of all of our pupils.

Fife Council fully endorses the view of the inextricable link between positive relationships and behaviour, and the provision of high-quality learning and teaching experiences. We believe it is essential to value each child and young person as an individual with his or her own strengths and development needs. We recognise that children and young people bring with them to school different abilities, experiences and family circumstances, and that creating a safe, secure environment and positive ethos will foster good relationships and behaviour within a community. We also recognise that behaviour which disrupts the learning of others or causes harm to other children is not acceptable and should not be ignored; however, a consistent approach which focuses on cultivating positive relationships and, where necessary, repairing

harm done to people and relationships, rather than on assigning blame and dispensing punishment, is more likely to be successful in the long term. *(Please also see the 'Additional Support Needs' section.)*

In Parkhill Primary School, we adhere to guidance from the Scottish Government and Fife Council in relation to the development of positive relationships, behaviour and anti-bullying. This document details how positive relationships and positive behaviour are achieved in our school and how any incidences of bullying or negative behaviour will be dealt with.

This policy will provide simple procedures for staff and learners that:

- Encourage pupils to recognise that they can and should make 'good' choices
- Promote fairness, honesty, self-esteem, self-respect and self-discipline
- Teach appropriate respectful behaviours and relationships through positive interactions and interventions using a restorative approach
- Support children who are dysregulated to learn in a nurturing environment

Aim of the Policy

- To create a culture of exceptionally good behaviour and relationships for learning, for our community and for life.
- To provide clear guidance for pupils, staff and parents of expected levels of behaviour, restorative approaches and regulation strategies.
- To provide a consistent and calm approach which nurtures our learners.
- To ensure that all learners are treated fairly and are shown respect in order to promote good relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To empower staff to support the needs of dysregulated children in line with GIRFEC and Fife Council's De-escalation policy (2022)
- To build a community which values kindness, good humour, and empathy for others and where everyone feels happy, safe and secure.
- To ensure that excellent behaviour is a minimum expectation for all.

We revisit the themes in this policy through our assembly programme to ensure children feel safe, cared for and are ready to learn alongside understanding their rights.

Curriculum

Our Health and Wellbeing curriculum is linked to the GIRFEC wellbeing indicators of **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible** and **Included**, (SHANARRI) and links directly with and supports this policy. The curriculum links with our school values and is taught in formal lessons and through activities.

This area of the curriculum is taught each and every day through the interactions that we have with our children whether this be in the classroom, playground or when we are learning away from school.

Celebrating Positive Behaviour and Attitudes

We understand the importance of celebrating success, positive attitudes and behaviours so we recognise and reward learners who go over and above our expectations. Our staff understand

that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. Dix, (2017:25) endorses this approach stating that we should, *“Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically.”* It is the key to developing positive relationships, including those learners who are hardest to reach. Children who consistently go over and above in our school values will receive reward and recognition for their efforts. Praise and rewards should focus on effort and our values. Positive rewards for effort and behaviour include:

- Class charters co-created with our children and linked to their rights help to establish an environment of trust from the outset to enable relationships and learning to flourish.
- Park Award – Certificates given out weekly on a Friday based on our values, after receiving 3 children progress to a bronze, after another 3 to a silver and after another 3 they finally receive their gold award.
- Meta-Skills awards weekly to recognise children using skills for life and work well throughout the week.
- Golden Book – Children receive a sticker and an acknowledgement at assembly.
- Class Incentives – These vary depending on age. Examples include table points, whole class rewards such as a pyjama party, extra playtime etc.
- Stickers – Given from school staff to acknowledge an achievement.
- Agreed Marking Scheme – These acknowledge good work linked to targets.
- Achievement Wall – Pupils can share achievements from home and school which are shared on this display for all to see. They are mentioned at assembly too.
- PEPAS Wall – run by the junior leaders to highlight supporting achievements.

Positive Relationships and Behaviour – A Restorative Approach

We build relationships every day through everything we do. Our policy emphasises a restorative rather than ‘blame finding’ approach in line with Article 12 of the UNCRC (1989) – *“Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.”* This is an approach that helps children to understand their behaviour without condoning or tolerating inappropriate behaviour. It includes restorative conversations, whereby pupils can reflect on the impact of their behaviour by listening to those they have affected. Restorative practice aims to create a harmonious learning environment where pupils are able to self-regulate their own behaviour therefore enable learning. This approach focuses on problem solving instead of punishment, where pupils engage with staff or each other, to figure out the reasons for behaviours. It places more responsibility on pupils themselves to resolve the effects of wrong-doing thus building a stronger sense of community in the school. In doing this, pupils become more skilled in solving their own problems.

There are 4 key features of restorative approaches:

- **Respect:** for everyone by listening to other opinions and learning to value them.
- **Responsibility:** taking responsibility for your own actions.
- **Repair:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **Re-integration:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

When a large group of children and adults work together it is realistic to think that there may

be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know the limits to what is acceptable within that framework. The majority of pupils in Parkhill Primary School come to school ready to enjoy learning but for those who become distressed and disrupt lessons or play, our policy reinforces positive behaviour and rejects unacceptable behaviour by:

- Recognising that everyone has a part to play and that each individual is of value.
- Developing each person's self-esteem through support, encouragement and celebration of good effort.
- Listening to the views and opinions of others – respect and value them.
- Responding in a polite, thoughtful way to one another referring to our school values.
- Teaching children the skills of self-regulation so that they can independently manage their behaviour and make positive choices.

To support our children to develop and sustain good relationships we use the following approaches at different points in the year: -

- Assemblies about relationships and friendships
- Kitbag
- Celebrating Positive Behaviour
- The Health and Wellbeing Curriculum
- Branch Out (P7 only)
- Leadership Opportunities
- Anchor Group
- Peer Mediation
- Junior Leaders
- P7/P1 Buddies
- Friendship Groups
- Targeted wellbeing groups/individual sessions
- Lego Therapy
- Quiet spaces throughout the school (anchor room, Sensory circuits, quiet room) which help to promote wellbeing and calm
- Reason, Regulate and Respond pack
- Emotion Works

What do we do when things go wrong?

If a child's behaviours are unacceptable impacting on their own or other's learning and safety, they need to understand the process to support a change in their behaviour and the consequences that their behaviours may have on themselves and others. Any incident of poor behaviour or unkindness will be dealt with and/or investigated by the most appropriate staff member. Below is a list to be used as a guide by school staff to determine the seriousness of situations.

Minor Incident	Major Incident
Constant classroom chatter	Fighting
Inattentiveness	Bullying – in person and cyber
Refusing to follow instructions	Verbal, physical, online or mental abuse
Forgetting homework/kit/reading book	Leaving school without permission

Refusing to complete work	Vandalism
Playground misdemeanours	Theft
Not showing respect	Continuous swearing

It is rare for 'major incidents' to take place in our school. We know that children's behaviour is a means of communicating something so this is in mind when we address the behaviours and plan our next steps.

Class teachers and our support staff will take appropriate action in the class and/or playground. A record of playground incidents is kept and SEEMIS/First Contact is used to record one off major incidents or repeated incidents showing us patterns of behaviour.

This table gives examples of some of the actions we may take to resolve issues in school.

Rewards	Consequence/Next steps:
Positive praise for achievements both big and small – Well done, you've done a great job, you handled that well etc.	Discussion with teacher/PSA where child reflects on behaviour (using a restorative approach) where an agreement is reached for the behaviour to cease
Park Awards for demonstrating our values Meta skills certificates for demonstrating skills for life and work.	Conversation with DHT or HT
Pupil or staff share success with another member of staff, the HT/DHTs or with home	Conversation with DHTs or HT and phone call to parents
Sticker, certificate, Seesaw post etc. to celebrate success	Teacher/DHT/Headteacher meet with parents
Mention at assembly	Work away from their class – parents informed
Inclusion on Sporting Achievement Wall, Parental Sways and on Twitter	Make a structured plan with parental and pupil involvement
Class incentives such as table points	In extreme situations, exclusion may be explored

When we get to the '*make a plan*' stage we will work with parents, staff, our support for learning team, our link educational psychologist and other outside agencies (as appropriate) to get the correct support, guidance and package in place. Your child will also be involved to ensure their views are taken into account.

Additional Support Needs

In some cases, pupils are unable to engage with this restorative approach because they 'can't' rather than 'won't'. Extreme behaviours and dysregulation are usually caused by anxiety or stress. Staff should take time to think about the cause rather than the behaviour and respond appropriately. Our learning environments should be set up to allow a universal approach (see CIRCLE Framework) whilst supporting those at the additional level.

Some pupils with additional support needs who struggle to engage with our regular procedures may have a Child's Plan and/or a pro-active management plan, which may include a risk assessment. These documents will have been formulated with the involvement of the team around the child i.e HT, class teacher, support for learning teacher, pupil support assistant, parents/carers and outside agencies such as the Educational Psychologist, CAMHS and Pupil Support Service.

Staff should refer to the Fife Council Behaviour and Relationships Strategy handbook and updated De-escalation guidance for de-escalation techniques and behaviour management strategies. They should also use strategies suggested in the child's pro-active management

plan, visuals to engage pupils in discussion, Child Centred Planning, 5-point scale, CIRCLE Framework, Dan Hughes PACE model, use of scripts, de-escalation pack, and ASIST resources to support pupils.

Strategies for defusing challenging behaviour include:

Diverting, planned ignoring, proximity, humour, child-proofing the environment, broken record technique, remove audience, use of space, low demand activities, soothing activities, pro-active movement and brain breaks, use of silence, active listening, use of scripts such as 'I notice...' 'I wonder if....'

Expectations of Staff

"Kids follow people first, then they follow the rules. Come to them with kindness, commitment, patience and resilience and they will eventually follow you anywhere." Dix, 2017:34.

As adults we will:

- Meet and greet pupils at the start of the day.
- Model positive behaviours and build relationships.
- Create environments which support the needs of all children (CIRCLE Framework)
- Plan lessons that engage, challenge and meet the needs of all learners.
- Teach our children about relationships, how they can build them and how to navigate different situations
- Create opportunities in classes and whole school life to discuss behaviour and our expectations. For example: circle time, assemblies, health and wellbeing lessons, role modelling behaviour from staff and senior pupils, school displays, parent evenings and through other methods of communication.
- Support children who are experiencing difficulties with friendships and behaviour
- Be calm and use scripted interventions when necessary. Aim to prevent behaviour escalating to the next stage.
- Follow up every time, retain ownership and engage in reflective dialogue with learners ensuring that there are effective methods of monitoring, reviewing and ongoing improvement to this policy
- Never ignore or walk past pupils who are failing to meet expectations.
- Access further support when necessary from colleagues, Miss McEwan, Mrs McCleary, Mrs Brown or additional support services

Expectations of Leadership team

Miss McEwan, Mrs McCleary and Mrs Brown will:

- **Welcome** pupils at the start of the day in the school and playground.
- Be a **visible presence** around the school to encourage appropriate conduct.
- **Support** staff in getting learners back on track through restorative conversations.
- **Celebrate** staff and pupils whose efforts go **above and beyond** expectations.
- Encourage use of **positive praise**.
- Ensure staff **training needs** are identified and supported.
- Liaise with staff and parents to plan the best support for our pupils
- Ensure records are kept to support the ongoing wellbeing of pupils

Anti-bullying Policy (an extract)

A policy statement:

Parkhill Primary School is committed to providing a safe, supportive environment for all young people in its care.

“Every pupil has a right to work and learn in an atmosphere that is free from victimisation and fear.” (Respect Me, Scotland's anti-bullying service).

“Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them.” (The United Nations Convention on the Rights of the Child, Article 19)

We are committed to this ethos and seek to ensure, as far as is reasonably practical, the prevention of all forms of bullying. In addressing the issue of bullying we recognise that children and young people will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs, it is important to distinguish it from bullying, and to ensure that children and their parents and carers understand this distinction. It should also be recognised of course that unresolved conflict might, in time, lead to bullying. ***We expect anyone who knows that bullying behaviour is happening to tell a member of staff or a trusted adult.***

The Single Point of Contact (SPoC) for bullying is the Headteacher, Jill McEwan and Depute Headteachers Angela McCleary, Julie Brown. However, both can be contacted.

Please also find the Fife Council policy by clicking the link below.

Fife Council - [Anti-bullying Directorate Policy \[2018 revision\]1.pdf](#)

Advice for Parents to Enhance Relationships and Positive Behaviour

We believe that it is important that parents are involved in the reinforcement of positive behaviour whilst supporting the development of positive relationships and the overall wellbeing of their child.

Parents will be made aware of any problem with behaviour, wellbeing and relationships when we feel that their child requires additional support from home or school. Low level behaviours will be dealt with in school. The Headteacher will contact parents should a difficulty arise and will keep parents informed with regards to expectations within school and support that is on offer/in place.

You can help by:

- Talking and listening to your child when they have worries to share or if they want to share positive experiences
- Communicating with school via their teacher or the SPoC if your child is unhappy, requires support with relationships or they seem anxious
- Embedding our school values of positive, achieving, respectful and kind when at home or in the local community

- Revisiting learning around relationships, how to be a good friend and what to do if they feel sad about relationships
- Enabling your child to be confident in how they handle difficult situations e.g. use restorative language, walk away, seek help from an adult
- Celebrate success with your child and share this with school

Appendix

Appendix

Whole school approaches, resources & strategies

- Fife Council Behaviour & Relationships Strategy handbook
- Fife Council de-escalation pack (updated 2022)
- Assemblies/HWB lessons about relationships, feelings, values, anti-bullying
- Restorative approaches & conversations
- Nurturing ethos and approaches in class and across school
- Trauma informed practice
- Multi-agency support
- Praise in public, reprimand in private
- Parental support and involvement
- Effective teaching (awareness of different teaching & learning styles)
- Behaviour tracker (used to see any patterns & to engage pupils in discussion)
- Reflection sheets – usually filled in with an adult to focus discussion
- Fix it folder
- Individual visual record – e.g. traffic lighting/smiley to chunk down day
- Buddy systems – in class and/or playground
- Self-regulation principles and approaches
- Modelling positive behaviour and attitudes
- Praise, praise, praise!
- Stickers/stars
- Take 5 (Hand used to focus reflection: STOP, THINK, COUNT/BREATHE, PICTURE, RETURN)
- Reflect, reason and respond pack

Appendix C Example of how we can collect pupil voice and help them plan

What do I think?



I want to feel	What would help?
Safe 	
Healthy 	

Achieving		
Nurtured		
Active		
Respected & Responsible		
Included		

Example of a Restorative Conversations

Restorative Conversations

- What happened?
- Why were your actions or words not acceptable?
- What were you thinking at the time/ What have you thought since?
- Who has been affected?
- How have they been affected?
- How did this make them feel?
- What can you do to put things right?
- What should you do differently next time?

Statements such as the ones below also support a restorative conversation: -

- Let's hear both sides of the story.
- Tell X/Y how they made you feel.
- Do you understand why they feel this way?
- How can we make X feel better?

