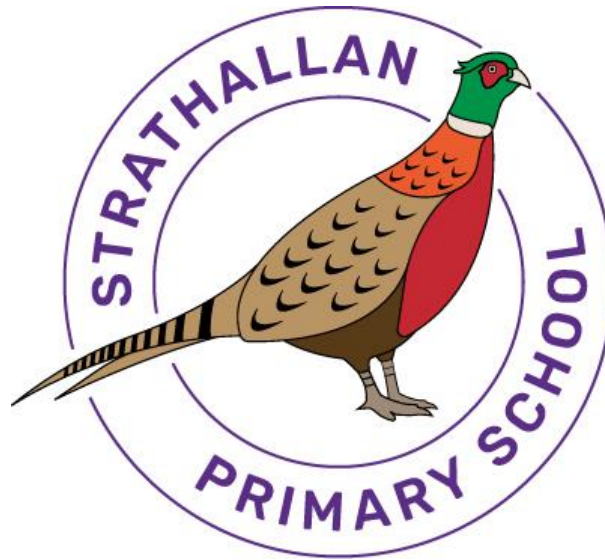


Strathallan Primary School & ELC

Positive Behaviour & Relationships Rationale

May 2026
Review: June 2027



Links with UNCRC

The child is protected against all forms of discrimination or punishment **(Article 2)**

The best interest of the child must be a top priority in all actions concerning children. **(Article 3)**

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. **(Article 12)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. **(Article 29)**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. **(Article 31)**

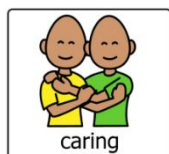
At Strathallan Primary School & ELC, our approach to relationships and behaviour is rooted in our core values of Ambition, Caring, Included and Respect. These values underpin everything we do and shape how we learn, interact and grow together as a school community.

Ambition



We support all children to achieve their best by creating a calm, purposeful learning environment where high expectations are clearly taught and consistently reinforced. We use supportive consequences to help children learn from mistakes and develop the skills they need to succeed.

Caring



We recognise that behaviour is a form of communication and respond with empathy, understanding and kindness. Our approach is nurturing and trauma-informed, ensuring that every child feels safe, supported and valued.

Included



We are committed to ensuring that every child feels a strong sense of belonging. Our staged approach to behaviour provides the right level of support at the right time, removing barriers to participation and promoting equity for all learners.

Respect



We promote positive, respectful relationships across our school community. Expectations are clear and consistent, and we support children to understand the impact of their behaviour on themselves and others through restorative approaches.

This approach reflects Fife Education Directorate guidance, which emphasises that positive relationships are the foundation for behaviour and that consequences should support learning, repair relationships and reduce the likelihood of recurrence.

This approach has been developed through consultation with our school community, including children, staff, parents/carers and partners.

Through this collaborative process, we have ensured that our approach:

- Reflects our shared values and expectations
- Is inclusive and responsive to the needs of all learners
- Promotes consistency across the school
- Strengthens partnerships with families

STAGES OF INTERVENTION

Our approach uses a 5-level staged model, aligned with the Directorate's emphasis on universal, additional and intensive support, ensuring that responses are proportionate, consistent and focused on learning.

Across all levels:

- Behaviour is understood as communication of need
- Responses are restorative and proportionate
- Consequences aim to teach and support future success
- Relationships are maintained and repaired



It should be understood that there might be occasions when the procedures detailed in this rationale are seen as inappropriate due to specific circumstances surrounding a particular case. In these circumstances, common sense should prevail and staff should act appropriately to the situation to ensure children and staff are kept safe.

Level	Behaviour	Approaches & Examples of Practice/Consequences
1	Meeting or exceeding expectations. Demonstrating school values consistently	Verbal praise Celebrating success – house points, special mention certificate, class based positive behaviour systems Class teacher can select to contact parents/carers via email (templates agreed – see appendix 1)
2	Low-level disruptive behaviour (e.g continually disrupting learning and teaching, disengaging from learning, not completing learning activities, lack of motivation, shouting out, distracting others/interrupting	Reminder of our school values & expectations Being asked/instructed to move to a different seat within the classroom Class Teacher discussion and reflection with the child to assist self-regulation
3	The initial behaviour continues...	Being asked/instructed to move to an individual workstation within the classroom for the remainder of the lesson Class teacher to liaise with SLT to consider appropriate plan of action. This may involve the Class Teacher contacting the parents/carers via telephone or email (templates agreed – see appendix 1)
4	The initial behaviour continues...	Child to have restorative conversation with class teacher, SLT and other staff who may be affected SLT will make further contact with parents/carers via telephone to reiterate the expectations of positive behaviour and demonstrating school values
5	The initial behaviour continues... And/or Displaying prejudice-based behaviours such as racism, misogyny, or gender-based violence, homophobia	Restorative conversation organised with child, class teacher, SLT and parents/carers. Child to complete learning activity out with classroom e.g. with SLT Identifying whole school interventions to ensure promotion of an inclusive and respectful school culture. E.g whole school approach to anti-racism.

5+	Being violent towards others (pupils and/or staff)	In-school alternative provision for a period of time (to allow matters to calm, time for planning and for any additional staffing or alternative placements to be put in place, parental meetings etc...) Child to remain indoors during break time and/or lunch time as a means to allow matters to calm and to restoratively plan Exclusion from school (to allow matters to calm, time for planning, meeting with parents/carers etc...) Development of a Proactive Management Plan/Positive Behaviour Plan/5 Point Scale Referral to partners – e.g. Educational Psychologist, Pupil Support Service
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At all stages our actions must focus on **“Making a Plan”** to support the pupil to improve their behaviour and maintain the positive relationships with those who work with them.

ROLES & RESPONSIBILITIES OF OUR SCHOOL COMMUNITY

With clear agreed systems and structures regarding classroom organisation and management, a high degree of consistency must be shown throughout the school to promote positive patterns of behaviour. It is a shared responsibility of the whole school community to demonstrate our core values.

Children	All Staff	Parents/Carers
To be respectful to others To be kind, helpful and caring To look after equipment and resources in our school, nursery and wider community To have a positive attitude To be aware of their own and other's safety To be active learners and encourage others to learn To take on responsibilities around the school and in the community To be responsible for their own actions	To be aware of, understand and support the policies and procedures that help our school run smoothly To promote a positive ethos in the school by employing a restorative and nurturing approach To model the behaviour and actions expected of our children To ensure behaviours/issues that are observed are discussed and resolved immediately To ensure they are well organised and prepared for their class and/or group they are working with To ensure that they are aware of specific needs and requirements of children in their care (this includes Adverse Childhood Experiences, Additional Support Needs etc...) To ensure that everyone is safe and secure within the school environment and on educational visits To be consistent, calm, understanding and fair when helping children resolve issues in school.	To be aware of, understand and support the policies and procedures that help our school run smoothly To model the behaviour and actions expected of our children when interacting with anyone within our school community To support the school in developing their child's learning and their social & emotional wellbeing To ensure that their children come to school on time, appropriately dressed and ready to learn To communicate with the class teacher about any incidents in the first instance To support the school in educating children about positive behaviour and relationships

PROMOTING POSITIVE BEHAVIOUR ACROSS THE WHOLE SCHOOL

In addition to the work carried out in classes, positive behaviour will be recognised at whole school level by:

- **Special Mention** – This award is given to a child in a class who has displayed one or more of our school values or the 4 capacities across the week at Together Time.
- **Strathallan Stars** – This award is given to a child to celebrate an achievement out with school – for example, receiving a medal at a club; having raised money for charity etc...
- **Golden Token** – These are given to children for exceptional displays of behaviour. Consider this as “goes beyond a weekly wonder” events.
- **House points** – coloured tokens can be given to children by any member of staff for display of the values.

PROMOTING POSITIVE BEHAVIOUR IN THE PLAYGROUND

Pupil Support staff are proactive in the playground by promoting positive behaviour and relationships. Dealing with issues using a restorative approach focused on a positive solution-based outcome rather than “punishments.” Staff may feel it is necessary to inform the class teacher of any playground issues but as a means of communication rather than potentially escalating the issue.

Pupil Support staff can award children with house tokens for displays of values in the playground.

If deemed necessary, the Senior Leadership Team will support children with issues relating to the playground to minimise disruption to learning and teaching. A Playground Charter is being developed and will be reinforced in PVG Groups, Assemblies and in class discussions.

LINKS WITH SUPPORT AGENCIES

We value the contribution and input of support services (e.g. Educational Psychologist, Family Worker, Pupil Support Service Staff). These agencies provide support and work co-operatively with children and staff to ensure best possible service for our pupils.

References:

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General Teaching Council (Scotland). (2021). Standard for Headship

Scottish Social Services Council. (2015). Standards for Childhood Practice.

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