



Merrylee Primary School Relationships and Behaviour Policy (DRAFT Sep 2025)

Part 1: Rationale and Aims

Rationale: Our Approach

Merrylee Primary School's Relationships and Behaviour Policy is rooted in a **relational approach** characterised by **high warmth and high standards and expectations**. It is based on the Core Vision Values and Aims of the school:

- **Be Respectful**
- **Be Safe**
- **Be Ready**
- **Be responsible - pupils discussed adding this**

We recognise that while most of the pupils' behaviour in Merrylee is very good, all children's behaviour is **developmental** and that **all behaviour is communication**. The school's response is therefore restorative, supportive, and focused on addressing underlying needs. This policy moves beyond simple rule enforcement to embed positive relationships as the primary preventative measure.

By aligning with the national commitment to the **Getting it Right for Every Child (GIRFEC)** framework and the principles of the **UN Convention on the Rights of the Child (UNCRC)**, our policy aims to proactively build responsible citizens and ensure that no child, parent, or staff member is subject to violence, abuse, or disruption while in our school community.

UNCRC Articles

This policy is underpinned by our commitment to the United Nations Convention on the Rights of the Child (UNCRC), ensuring a rights-respecting school environment:

- **Article 3 (Best Interests of the Child):** The best interests of the child must be a primary consideration in all actions concerning children, including the structure and application of this policy.
- **Article 12 (Respect for the Child's Views):** Children have the right to express their views freely in all matters affecting them. This policy supports children in participating in discussions about their behaviour and the restorative process.
- **Article 19 (Protection from Violence, Abuse, and Neglect):** Children have the right to be protected from all forms of violence, abuse, neglect, and mistreatment. Our policy ensures a safe, consistent environment free from disruption.
- **Article 28 (Right to Education):** Children have the right to education, which includes the right to a school environment where discipline is administered in a way consistent with the child's human dignity.



Aims

These aims are adapted from the action points and desired outcomes set out in the national action plan, *Relationships and behaviour in schools: national action plan 2024 to 2027*:

1. **Embed a Whole-School Relational Culture:** To apply a consistent, whole-school approach where **all** members of the Merrylee community—staff, pupils, parents, and carers—recognise their role in developing positive values and relationships.
2. **Prioritise Wellbeing and Early Intervention:** To ensure that all children and young people are included, engaged, and involved, with their wellbeing protected. This involves promptly identifying and assessing needs in line with the GIRFEC framework, and providing evidence-based, staged interventions (including nurturing and trauma-informed approaches) to prevent issues from escalating.
3. **Ensure Clear and Consistent Expectations:** To establish and clearly communicate consistent protocols and expectations for promoting positive behaviour and responding effectively to indiscipline.
4. **Strengthen Workforce Confidence and Capability:** To empower all school staff—including teachers, support, and school staff—with planned and ongoing professional learning to build skills in relational practice and restorative approaches.
5. **Foster Collaborative Home-School Partnerships:** To improve engagement between the school and parents/carers, based on a shared understanding of the reciprocal relationship required to support a child's behaviour and needs.

Part 2: Approaches to Promoting Positive Behaviour and Guiding and Correcting Inappropriate Behaviour

Promoting Positive Behaviour

Merrylee Marvels

Merrylee Marvel Certificates are awarded to pupils who display outstanding and sustained behaviour, effort, and values in their actions both in and out of class. These are awarded at school assemblies. Pupils who receive Merrylee Marvel Certificates are invited to a special Tea Party with the Head Teacher to celebrate.

- **Aspirational Aim:** We aim to ensure that all children receive a Merrylee Marvel certificate in each half year to publicly promote and validate their positive behaviour and positive effort in school.

Merrylee Star Cards – Recognition card – (thank you for Bee -ing.....) – for discussion - not sure of nae or the why?



Merrylee Star Cards are awarded to pupils by teachers, leadership, and support staff to acknowledge and praise observed positive behaviours, based on our core values in the moment. Pupils may collect these cards and exchange them for a small reward or privilege (e.g., extra playtime, choosing a class reward).

Guiding and Correcting Inappropriate Behaviour

1. Reminder Cards (Discreet Prompt) (after 3 get a reflection sheet)

The Reminder Card serves as a **discreet, kind prompt** linked to one of our three core values to help a pupil recalibrate their behaviour. These cards are used to address repeated low-level disruptive behaviours in and out of class. Cards are not punitive but are given confidentially to encourage positive behaviour and can be withdrawn when behaviour is altered.

A Reminder Card is issued when a child is needing support to fully demonstrate the expectation of:

- **Be Respectful:**
 - Interrupting the learning of others or the teacher.
 - Using unkind or discriminatory language towards peers or staff.
 - Ignoring instructions from staff as trusted adults.
 - Not respecting school property or the environment.
- **Be Safe:**
 - Running in corridors or stairwells.
 - Engaging in rough play or 'dummy fighting' after being asked to stop.
 - Inappropriate physical contact with others (e.g., hitting, kicking, pushing).
- **Be Ready:**
 - Persistent talking, distracting others from focused learning.
 - Not being ready to learn or engage in the task set.
 - Lack of preparation for the school day (e.g., missing essential items).
 - Be responsible

2. Reflection Sheets (Restorative Conversation)

Threshold: Should a child need **three or more Reminder Cards** within a set period, or for a significant single incident of misconduct, a Reflection Sheet will be administered.



Reflection sheets are issued to pupils following a **restorative conversation** with a teacher and/or pupils affected by the action. These sheets document the incident and are shared with parents to help them discuss, guide, and correct their child's behaviours. Parents are requested to sign and comment on the sheet and return it to school.

Restorative Practices: A restorative approach focuses on **repairing harm and strengthening relationships**, rather than simply imposing punishment. It ensures that those who have been harmed have their needs addressed, and those who caused the harm take responsibility for their actions and seek to make amends.

The Reflection Sheet includes the following Restorative Approach questions:

1. Tell me what happened.
2. What were you thinking/feeling at the time?
3. Who was affected by your actions?
4. How do you think they were affected?
5. How will you make amends?

3. High-Level Inappropriate Behaviour

Persistent inappropriate behaviour that significantly compromises the wellbeing and safety of staff or pupils (including physical or verbal abuse) could result in a **temporary suspension** from school. This will involve the Head Teacher contacting parents immediately to request they attend school to collect their child. A **re-registration meeting** will always follow the suspension with the Head Teacher, the pupil, and parents to agree on clear expectations for behaviours and support upon their return.

4. Addressing Additional support Needs

Not all processes suit all pupils, especially children with an identified need. Staff need to be aware of all children's needs and that some approaches can trigger dysregulated behaviour.

References

- Behaviour in Scottish Schools Research (BISSR) 2023
- Relationships and behaviour in schools: national action plan 2024 to 2027 (Scottish Government)
- Getting it Right for Every Child (GIRFEC) National Practice Model