

West Kilbride Primary School & Early Years Class



Promoting Positive Relationships Policy

Updated: July 2025



West Kilbride Primary School and EYC

Promoting Positive Relationships Policy



West Kilbride Primary School and Early Years Class is committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and in our connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners, and most importantly with the young people in their care.

Our expectations of behaviour from our children and young people are high. Some children may require additional support to regulate their behaviour, and the school will work positively with the young person, their parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

North Ayrshire Council is committed to the principles of restorative practice. This is a solution focused approach to managing behaviour and resolving difficulties, which promotes healthy relationships that enable better behaviour and improved learning outcomes.

The school has a Code of Conduct to ensure the safety and well-being of all and parents are asked to support the school fully with this. As with all of our practices, our approach here is dependent on a successful relationship with parents, carers and our children and young people.

I hope you find the contents of this document helpful to you.

Mrs Gemma Carson

Head Teacher



Contents

Part 1	Policy Statement	4
Part 2	Aims of the Policy	5
Part 3	Meeting Learners' Needs	7
Part 4	Key Concepts Underpinning the Policy	8
Part 5	Whole System Approaches	8
Part 6	Classroom Approaches	10
Part 7	Staff Wellbeing	16
Part 8	Implementation and Quality Assurance	17



RIGHTS RESPECTING SCHOOLS



Within this policy the articles and principles of the UNCRC are embedded with a particular focus on the following:

- Article 2: All children have these rights.
- Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

getting
it right
for every child

1. Policy Statement

North Ayrshire Council has a commitment to the inclusion of all children and young people and a belief that they should fulfil their full potential whilst in our care. Each establishment is required to produce and keep under review, a policy on Promoting Positive Relationships.

Our school policy outlines how West Kilbride Primary School and EYC will:

- educate the whole child and develop their personal and social skills to ensure their own wellbeing and that of others
- provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals
- ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities
- develop an awareness of consequence in children and young people
- develop a desire in all children and young people to participate positively and contribute at all times.
- ensure our children and young people feel included, challenged and part of a nurturing and positive community.

Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and wider community.

Building the Curriculum for Excellence through Positive Relationships and Behaviour

In West Kilbride Primary School and EYC, our starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. GIRFEC (Getting it Right for Every Child) and the UNCRC (United Nations Convention on the Rights of the Child) underpin our practice and we strive to work together to promote positive relationships throughout the school community.

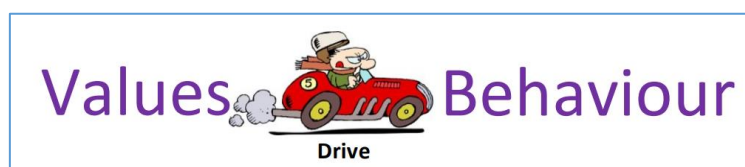


2. Aims of the Policy

West Kilbride Primary School and EYC operates a range of initiatives/strategies, which allow the school to promote positive relationships both at classroom and whole school level.

At West Kilbride Primary School and EYC we have a **strong vision** which staff and pupils work hard to ensure is visible. We ensure this vision has a high profile through our day-to-day conduct, lesson planning and conversations with other staff, children, parents/carers, visitors and partners. We understand that the first step in promoting positive relationships is ensuring that the curriculum is carefully differentiated to meet the needs of all learners. This ensures that they feel included and successful. **All children and young people are entitled to a mainstream education.**

In classes at the start of each term, the **school values of challenge, community, nurture and inclusion** are discussed. These values underpin everything we do at West Kilbride Primary School and EYC. Class and shared area charters are created and referred to throughout the year to promote and encourage positive behaviours and relationships.



We are fully committed to the principles of **GIRFEC** (Getting It Right For Every Child) and the wellbeing of staff and pupils has a high profile in the school. We plan for teaching children about wellbeing using the Curriculum for Excellence experiences and outcomes. We use the 'Bounce Back' programme to support teaching and learning in this area. 'Bounce Back' is used in schools to promote positive mental health and pupil wellbeing with an emphasis on building resilience.

It is imperative that the **atmosphere in the school and EYC is calm and purposeful** in order to support children to feel that our school is a secure and safe place to be. There is a clear strategy for dealing with negative behaviour. This is shared with children and parents. Consistency is vital in ensuring the success of this approach and the Senior Leadership Team (SLT) recognise the importance of their support to class teachers and support staff in dealing proactively with negative behaviour.

Relationships are central to positive behaviour and all staff understand and accept that the responsibility for promoting and developing positive relationships with children and young people lies with all stakeholders. Relationships are built on mutual trust and respect.

Staff have **high expectations** of behaviour and are excellent role models for children. They model open, friendly, trusting and respectful interactions.

All adults in the school understand the **responsibility** they have for caring for the wellbeing of all children and young people in the school whether or not they have direct, planned contact with them.

Staff take time to get to know the children in the school and make specific and focussed efforts to **connect with each child**. At West Kilbride Primary School and EYC, we recognise the importance of every child having at least 'one good adult' in the school that they feel they can talk to and trust when things go wrong. This could be the class teacher, SLT, PSA or any adult in the school the child or young person has a positive relationship with.

We use **nurturing, solution-orientated and restorative approaches** to promote positive behaviour. As a staff, we are trained in the using the **principles of nurture** and know how these can be applied in our school.

Parents and carers are involved in their children's education and are welcomed into the school in a **warm, friendly and professional manner**. All staff recognise the impact that their own **personal conduct** has on the ethos of the school, on children, parents and carers. Where concerns are raised, these are dealt with in a professional, caring and open manner. We are solution focused. Staff demonstrate their commitment to the values of the school through their positive interactions with parents, carers and children.

All staff are supported in developing their professionalism in this area through involvement in induction programmes, regular CLPL (Career-Long Professional Learning) opportunities and professional reading/discussion.

Our Vision! The Very Best!
The very best for your child to achieve
their very best!
Here is what we value!



Community

Listening and working with our community to support our children. Encouraging our children to become responsible citizens and actively contribute to the life of the school.



Challenge

Providing learning experiences that encourage all our children to reach their full potential and become successful learners.



Nurture

Ensuring that children are happy and safe. That they learn skills to enable them to become confident individuals.



Inclusion

Providing a learning environment where everyone's needs are met. Ensuring everyone feels included and are given opportunities to become effective contributors.

Created by pupils, parents and staff

3. Meeting Learners' Needs

Our school ensures that all children and young people, including those who come from vulnerable families and who require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that early intervention and a co-ordinated approach by education and the Health and Social Care Partnership are essential in enabling the most vulnerable children, young people and their families more choices and chances to achieve. We ensure that children and young people receive support at levels required to meet their additional support needs by using North Ayrshire's Staged Intervention Model.

Enhanced Universal

Learning needs are met within establishment:

- *Differentiated programmes of class work*
- *Additional input from Pupil Support Assistants (PSAs)*
e.g. reinforcing keywords/times tables/number bonds
- *Group/Individual support plans*

getting
it right
for every child

Stage 1

Teachers, Learning Support staff, Pupil Support Assistants, visiting teachers and other professionals liaise regularly to provide a holistic approach to planning to meet learning needs through a Wellbeing & Assessment Plan.

- *Social Stories/Comic Strip Conversations*
- *English as an Additional Language (EAL) support for children for whom English is an additional language*
- *Support from SaLT (Speech and Language Therapy) or Educational Psychology*
- *Individual support plans*
- *Block of small group or 1:1 teaching support*



Stage 2

A multi-agency approach is taken to plan for children and young people who are vulnerable. This will take the form of a Child Plan or Co-ordinated Support Plan (CSP)

- *Involvement from Social Work*
- *Support from NHS health care professionals such as CAMHS (Child and Adolescent Mental Health Services)*

For learners who regularly experience distress, **bespoke measures** are put in place, in consultation with all stakeholders. Individual pupil risk Assessments and Positive Behaviour Support Plans are verified and signed off by both the staff team and parents/carers, alongside Staged Intervention, in order to fully meet learners' needs.

4. Key Concepts Underpinning Policy

Approaches to Positive Relationships

Within our school, a range of approaches exists to promote positive behaviour based on improved relationships, engagement, motivation and emotional wellbeing. These include:

- *Building the Curriculum for Excellence Through Positive Relationships and Behaviour*
- *Solution Focused Approaches*
- *Restorative Practice*
- *Included, Engaged, Involved*
- *UNCRC*
- *Nurturing Principles*
- *Social Stories*
- *Circle Time and Fun 31*
- *'Respect Me' anti-bullying*



5. Whole System Approaches

Roles and Responsibilities

The Head Teacher and Depute Head Teachers will:

- Ensure the implementation of local and national policy in a manner which leads to enhanced provision and practice within West Kilbride Primary School and EYC, where all staff are clear about their roles and responsibilities.
- Create a climate of mutual respect and of feeling valued, where achievement is celebrated
- Ensure equality and fairness, tolerance and understanding in a consistent manner.
- Engage all staff in developing an ethos of achievement by promoting positive behaviour within an agreed system of rewards and sanctions.
- Help identify the needs of children and young people and provide a high level of support as appropriate within North Ayrshire Council's model of staged intervention, allowing them to grow and flourish in a safe environment.
- Collaborate with external professionals and engage with parents/carers in ensuring the best possible supports tailored to meet individual needs of children and young people.
- Provide access to appropriate CPD opportunities to support all staff as they work with children and young people to realise their potential.
- Enshrine the principles of Promoting Positive Behaviour in all aspects of their remit and demonstrate leadership in this area.
- Promote an ethos of achievement and a climate of positive relationships within their area of responsibility.
- Identify individual pastoral needs and liaise effectively with Children's Services, parents/carers to ensure the best possible support for all children and young people.

All school staff will:

- Promote the school's vision, values and aims.
- Recognise that all achievements are worthy of praise and recognition.
- Keep matters pertaining to children and young people confidential and share information proportionately.
- Regard every engagement with children and young people as an opportunity to demonstrate care, set or reinforce boundaries, and to create a positive learning experience.
- Set expectations for classrooms, corridors and playgrounds, which are clear, fair, shared and consistent with school policies.
- Ensure a safe, bully-proofed environment for working and playing.
- Set a high level of professional conduct and practice in the delivery of lessons.
- Give children and young people clear information about expected learning outcomes and guidance on their progress.
- Treat every member of the school community equally regardless of age, disability, race, religious belief, gender or sexual orientation.

Children and young people will:

- Engage within the classroom and the wider learning environment in order to promote mutual respect and develop individual responsibility.
- Embrace the school's values by following the rules for expected behaviours within West Kilbride Primary School and EYC.
- Give their very best in all aspects of their school life- developing their potential as successful learners, responsible citizens, effective contributors and confident individuals.
- Respect their learning environment, remembering the rights of other learners.
- Listen to others and expect to be listened to.
- Aspire to be kind, caring and helpful.
- Seek appropriate help from a trusted adult when friendships falter.
- Use social media responsibly. (It should be noted that legally, the minimum age to use most social media platforms such as TikTok, Snapchat, Instagram and Facebook is 13.)
- Engage in dialogue and reflection with all involved. Seek to have restorative conversations.

Parents/Carers will:

- Communicate positively with West Kilbride Primary and EYC staff in matters affecting attendance, punctuality, homework and pastoral care.
- Reinforce the policy and practice within West Kilbride Primary and EYC in promoting high standards of conduct and expectations.
- Engage positively in the life of the establishment through attendance at Team Around the Child meetings, learning conversations, fundraising events and other arranged activities.
- Support teaching staff and senior managers in encouraging their children to adhere to all establishment policies, in order to create a positive learning environment
- Work in partnership with staff to help address the needs of their children and develop strategies for ensuring high levels of success.

6. Classroom Approaches

Positive Behaviour Management

Class Systems

As a school, we are very conscious that our focus should be on positive behaviour. Within class, a variety of individual and group incentives are agreed with the children and used to promote positive relationships and behaviour. Class charters, aligned with the principles of the UNCRC, are visible and referred to regularly. Teachers make use of stampers, stickers and positive verbal and written feedback to reward good work and behaviour. Boundaries are set and delivered clearly, fairly and with sensitivity.

Whole School

As a whole school, a house point system is in place to recognise and promote our school values and children and young people demonstrating manners and kindness towards others.

Positive behaviour is also recognised through our weekly awards linked to the 4 Capacities of the Curriculum for Excellence. If a child has been issued a certificate, it will be awarded during assembly and sent home for recognition. Wider achievements are also celebrated during assemblies. Termly house reward afternoons take place for winning houses. Children are involved in choosing what the reward will be (disco, movie afternoon etc.)

Staff Comment: *"We build relationships based on mutual trust and respect."*

Pupil Comment: *"We have a house system in school where we are recognised for making positive choices."*

It is essential that all staff consistently model and maintain the high standards we strive to set. By doing so, we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are able to teach unimpeded.

As Tom Bennet describes in 'Running the Room,' the process for teaching behaviour explicitly is-

1. Identify the routine you want to see.
2. Communicate in detail your expectations.
3. Practise the routines until everyone can do them.
4. Reinforce, maintain and patrol the routines consistently.

While these expectations are intended for all children and young people, they may be applied differently depending on age and individual needs. All staff should be sensitive and considerate of meeting the needs of others.

At West Kilbride Primary School and EYC all children and young people should be aware that there are three basic behaviour principles. These are to:

- **Be respectful**
- **Be responsible**
- **Be ready to learn**



All children and young people should be able to follow these principles by demonstrating the examples below.

Be Respectful
Say 'please', 'thank you' and 'you're welcome' in return.
Hold doors open for others.
Talk kindly to others.
Say 'good morning' and 'good afternoon' to those they pass or come in contact with.
Encourage and model kindness.
Give eye contact.

Be Responsible
Complete homework on time.
Come to school prepared with resources required.
Tidy up own workspace and classroom.
Tidy up open areas and shared spaces.
Tuck chairs in at every opportunity in classrooms and in shared areas.
Accept responsibility and say sorry when mistakes are made.

Be Ready to Learn
Listen to the teacher and sit appropriately.
Give the teacher your full attention.
Work hard on tasks given.
Be in the right place at the right time.

All children and young people will:

- Know that if you respect someone, then you have a good opinion of their character or their ideas.
- Know that being responsible means being able to be trusted to do the right things that are expected of you.
- Know that there is a consequence when they do not demonstrate these principles or the values of the school.

Moving Around the School

At West Kilbride Primary School and EYC, there is an expectation that all children and young people move around the school in a safe and calm way to ensure that other classes aren't disrupted. This includes:

- Facing forwards.
- Walking at a steady pace.
- Walking in a straight line, one behind the other.
- Walking without talking.
- Walking on the left hand side of the corridor.

Listening to Others

At West Kilbride Primary School and EYC, there is an expectation that all children and young people demonstrate good listening skills to ensure everyone is able to learn with few distractions. This includes:

- Facing forwards, towards the speaker.
- Sitting up straight
- Not interrupting
- Tracking the speaker

Manners

At West Kilbride Primary School and EYC, there is an expectation that all children and young people use **STEPS** to politeness as follows:

- **Speak** gently to others.
- **Thank you** - children and young people know that they should say 'thank you' when receiving something or if someone does something nice for them.
- **Excuse me** - children and young people know that they should say 'excuse me' when someone is in their way or they wish to pass.
- **Please** - children and young people know they should always say 'please' when they are asking for something.
- **Smile** - children and young people know they should try to be positive and upbeat when talking to others.

Established routines are in place for all classes, which are consistent throughout the school. Consequences are used rather than punishments.

Classroom/Playground Approaches

Our whole school positive relationship initiative will be promoted by all in our classrooms and the playground. This is a whole school initiative and all staff within our school can issue house points.

Playground Behaviour

The highest expectation of behaviour should be demonstrated during playtimes. Children and young people should:

- Walk from their classroom to the playground, accompanied by the teacher.
- Line up quickly and sensibly when required.
- Be collected from their designated line up area by the teacher and walk back into the school building.
- Play safely without hurting anyone.
- Not play fight because there is a real opportunity of hurting somebody by accident.
- Be kind by including others in games and by sharing equipment and spaces.
- Know that if they are not kind or hurt somebody then their parents/carers will be informed and their behaviour will be closely monitored. If there is no improvement then a meeting will

be held with their parent/carer and playtime privileges may be removed, with restorative conversations taking place with SLT.

If different behaviour occurs:-

- **Natural consequences** are those that would occur as a natural response to behaviour, for example: child tapping pencil on desk, remove pencil
- **Logical consequences** are decided by adults and are characterised by being;
- **Related** - if you knock something over you tidy it up
- **Respectful** - asking the child what they think should happen next
- **Reasonable** - child has an indoor play if unsafe using the outdoor space
- **Helpful** - when a conflict arises the child is guided to mend the relationship and learn about the impact of their behaviour

The highest standards of behaviour are expected and we pride ourselves on encouraging and rewarding good behaviour.

CHALLENGING BEHAVIOUR

The steps to follow are:

1. Verbal warning x 3 leading to a...
2. Time out
3. Informal restorative conversation
4. Referral to Mrs Park/Miss Ryrie DHT
5. Referral to Mrs Carson HT



**A glass of water
and time to think
works wonders!**

Class Teachers or our SLT will always contact parents/carers to update and discuss any instances of challenging behaviour or physical violence. A reasonable consequence will be put in place with a child losing playtime privileges following physical violence.

If a child is persistently displaying challenging behaviours...

- Check history with PT/DHT/HT
- Look at planned work
- Look at classroom management
- Look at Staged Intervention, Risk Assessment or Positive Behaviour Support Plan (if applicable)

Restorative Practices

Restorative Practices Philosophy Statement

"Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act, not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community."

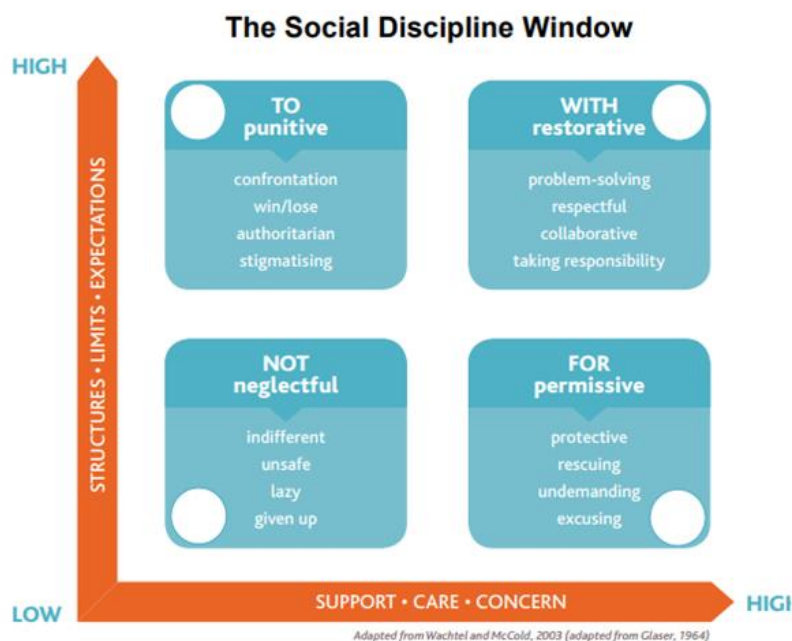
Restorative Practices Framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices.

These are:

1. Social Discipline Window
2. Fair Process
3. Restorative Questions
4. Free Expression of Emotions



Wherever possible, we try to work in the 'with' box, offering high support, nurture and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The Three Principles of Fair Process

- Engagement - involving all participants in the process
- Explanation - a shared understanding
- Expectation Clarity - a clear vision for the future

Restorative Questions

1. To respond to challenging behaviour:

What happened?

What were you thinking at the time?

Who has been affected by what you did?

What do you think you need to do to make things right?

2. To help those harmed by other's actions:

What did you think when you realised what had happened?

What have your thoughts been since?

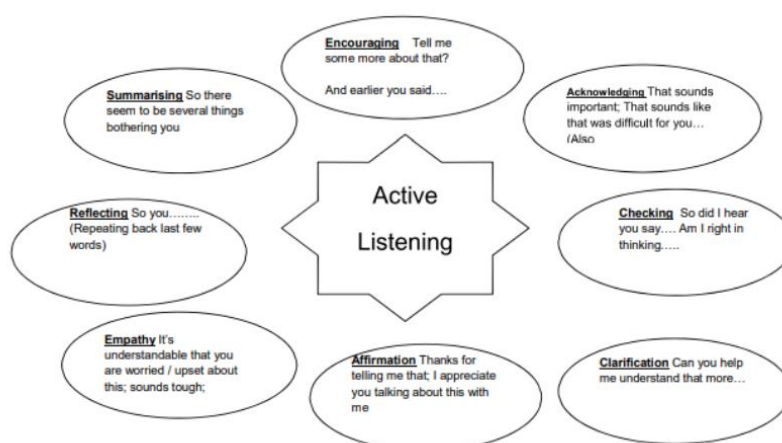
How has this affected you and others?

What has been the hardest thing for you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to be accountable for their own behaviour, take responsibility for their actions and fix the situation by making things right with those who have been affected. This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it helps them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



At West Kilbride Primary School and EYC we believe it is best to do things **with people**. Wherever possible, we strive to use fair process and our responses to challenging behaviour involve building relationships and repairing harm.

Restorative Language

It is important that staff deal with situations to establish and develop their own relationships. The aim is to separate the deed from the doer and the act from the actor as integral to Restorative Practice philosophy.

Listed below are some examples of affective statements and questions which all staff are encouraged to use with pupils:

Informal - Affective Statements

I am sorry that I misunderstood the situation...

I felt really proud of you when I heard...

I feel really pleased and encouraged that you made the correct choice.

I respect your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to...

I am upset and angry about what just happened.

I feel that all the work that we have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.



Formal - Restorative Conversation with SLT

A pupil may be asked to attend a Restorative Conversation with SLT if they are having a more serious conflict at school. The aim of this is to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right
- Find a way forward - in a way that is fair to everyone

This allows the school to:

- Hold pupils accountable for their poor behaviour
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'
- Support those displaying poor behaviour to make better choices in the future

During a Restorative Conversation with SLT an agreement is made which will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again. Parents/carers may also be invited to attend a conversation if it was felt that it would be helpful for the child that they were there.

7. Staff Wellbeing

At West Kilbride Primary School and EYC, we recognise the important role that everyone in education has to play in ensuring positive outcomes for children and young people. Staff wellbeing is recognised as being a key factor in ensuring a nurturing, positive school environment. The quality of relationships within West Kilbride Primary School and EYC has a significant impact on staff wellbeing and resilience. Opportunities are provided for collegiality, peer support and professional dialogue which allows staff to reflect on their practice and seek support when required.



8. Implementation and Quality Assurance

The Promoting Positive Relationships Policy will be monitored and reviewed regularly within the school's audit and review process. We will use guidance and evidence from:

- North Ayrshire Council's GIRFEC self-evaluation toolkit
- North Ayrshire's Promoting Positive Relationships policy
- Education Scotland's Restorative Approaches to Support Positive Relationships and Behaviour Policy
- Professional dialogue and discussion
- Learning conversations
- Feedback from all stakeholders

