

Westfield Primary School and Nursery Class Relationship and Behaviour Policy

A whole school approach to promoting high quality relationships and positive behaviour in Westfield Primary School.



Westfield Primary School
Welcome, Persevere, Succeed

Draft June 2025

1. Our Vision

Working together to create a nurturing, engaging and inclusive school community, where learning is exciting, challenging and relevant.

Westfield Primary School aims to promote the high quality relationships, which are at the heart of our pupils feeling safe, happy and supported at school. At Westfield Primary, we recognise that pupils can only reach their potential, when the learning environment is right and this approach aims to ensure that all members of our school community understand that they have a role to play in supporting the culture of inclusion and achievement, central to our vision and values;



1. Our Values - School values are our foundation.

Our relationships and behaviour policy are built on our shared values of:

Kind Achieve Include Respect Resilience

Staff, pupils and parents/ carers are expected to demonstrate these values in everyday interactions. Strong, respectful relationships between pupils, staff, and families are seen as essential for wellbeing and effective learning. Our policy and practice aims to actively support the development of self-awareness, self-regulation, empathy, and social skills. Our whole school approach is integrated across the curriculum and daily routines, not just isolated in specific lessons.

1. Our Aims

Westfield Primary School **relationship and behaviour policy** is grounded in a set of principles that reflect our values and educational philosophy. These principles aim to foster a safe, respectful, inclusive, and nurturing environment where all students can achieve academically, socially, and emotionally. The policy supports children to be **confident individuals, successful learners, effective contributors and responsible citizens**.

- To create an inclusive, safe, and nurturing learning environment, where everyone is treated equally, and everyone's rights are respected.
- To work together to create opportunities for our learners to develop as confident individuals, effective contributors, and responsible citizens.
- To develop a progressive, challenging, and meaningful curriculum, providing learning experiences that enable all learners to develop skills for learning, life and work.
- To establish effective partnerships between school and home, partner agencies and the wider community to reinforce our core values and empower our children to become successful learners.
- To foster an ethos of achievement for all by celebrating personal achievements within and beyond the school community.

2. Expectations – Westfield Primary School Charter

Our expectations have been consulted upon, created and agreed by pupils, staff and parents/ carers. Having agreed expectations that apply to everyone, all of the time, allow us to create a nurturing learning environment where everyone feels safe and protected. Expectations will allow everyone to interact, understand emotions and how behaviour affects other. All stakeholders should demonstrate how to relate to and show respect for one another.

Our Core expectations

BE KIND

INCLUDE

BE RESPECTFUL

SHOW RESILIENCE

ACHIEVE

Because we want to

feel cared for, safe and respected

value our differences and want everyone to be accepted for who they are

experience positive relationships and be treated fairly

be determined and always try our best

learn, grow and be all we can be

3. Recognition of Effort, Innovation and Positive Behaviour

We aim to recognise and praise positive behavior choices at a whole-school level. It is a powerful way to reinforce a positive culture and motivate pupils. Here are several effective strategies that we utilise at Westfield Primary School:

- **Weekly Celebration Assemblies**
 - Highlight pupils who have demonstrated positive behaviors aligned with school values (e.g., kindness, resilience, respect, include and achieve).
 - Class teacher and support staff select two pupils per class to receive our 'Star of the Week' award certificate.
 - Weekly achievement assemblies provide a platform for pupils to share and celebrate out of school achievements.
- **House or Point System**
 - Assign points for positive behavior to houses or teams.
 - Celebrate the winning house each term with a reward (e.g., special event, non-uniform day and winning house trip).
- **"Caught Being Kind" Campaign**
 - Encourage staff and students to nominate peers when they witness kindness or helpful behavior.
 - Share stories during assemblies or newsletters.
- **Digital Recognition**
 - Use school platforms or social media (with consent) to spotlight students' achievements.
- **Special Treat with Leadership Team**
 - Reward top role models with a treat with leadership team or a special activity.
 - Could also be a class-wide reward for consistent positive behavior.
- **Individualised Reward Programmes**
 - Class teachers use their own positive praise systems, such as, sending home praise post cards, marble jars, ping pong treats and class currency systems.

4. Relational Approaches

Positive relationships help establish a respectful and inclusive classroom culture, which minimises disruptions and maximises learning time. Pupils are more likely to cooperate and exhibit prosocial behaviors when they feel connected.

Westfield Primary Staff will:

- Model respectful behaviour at all times.
- Use positive reinforcement and de-escalation strategies.
- Maintain consistent expectations and consequences.

- Build strong relationships with pupils and families.

For Parents/ Carers:

- Support the school's relationship and behaviour policy.
- Communicate respectfully with staff.
- Encourage children to take responsibility for their behaviour

Restorative practice at Westfield Primary School is a set of approaches aimed at building healthy relationships, resolving conflict, and creating a positive school culture. Instead of relying solely on punitive discipline, restorative practices focus on repairing harm, restoring relationships, and preventing future incidents.

Restorative Questions

WHAT HAPPENED?

WHAT WERE YOU THINKING AT THE TIME?

WHAT HAVE YOU THOUGHT SINCE?

HOW DID THIS MAKE PEOPLE FEEL?

WHO HAS BEEN AFFECTED?

HOW HAVE THEY BEEN AFFECTED?

WHAT SHOULD WE DO TO PUT THINGS RIGHT?

WHAT SHOULD WE DO IN THE FUTURE?

5. Personalised Support/ Girfec

Our approach is underpinned by the principles of **Getting it Right for Every Child (GIRFEC)**, ensuring that every child is supported to become Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI).

Our relationships and behaviour policy reflects the core components of **GIRFEC** by:

Child-Centred - We place the child's wellbeing at the heart of all decisions. Behaviour is seen in the context of the child's wider needs and circumstances.

Prevention and Early Intervention - We take a proactive approach to support, identifying any emerging issues early using the National Practice Model, including the Wellbeing Indicators and the My World Triangle.

Coordination of Support - Where necessary, we work collaboratively with parents/carers, pastoral staff, and external agencies, with a Named Person available to help coordinate support.

Respectful Relationships - We model and encourage mutual respect and restorative practices to resolve conflicts and build a sense of belonging.

Shared Responsibility - All staff understand their responsibility to support positive behaviour and wellbeing. Regular training and reflection ensure practice remains inclusive and trauma-informed.

Supporting Behaviour through GIRFEC

We use **Wellbeing Assessments** to understand the factors influencing a child's behaviour. Individual support plans are created where additional needs are identified, aligning with the **Girfme Plans** if required.

We focus on building strong, trusting relationships to ensure every child feels **nurtured and respected**.

Inclusion and Equity

Our policy recognises the diverse backgrounds and needs of children. All behaviour support is adapted to ensure children feel **included and supported** to thrive.

6. Consequences

When consequences need to be applied they will be logical, related to the situation, have a focus on learning, and should take into consideration the needs and capacity of those involved. This will mean responses may vary for different individuals because their needs are different. The approach however remains consistent -focussing on repairing the harm caused, preventing it happening again, and returning to and refocussing on learning as quickly as possible.

Staff will use a variety of behaviour management strategies to '**connect before correct**'. Strategies include a quiet check in, non verbal communication, distraction and re-direction, verbal prompts, quiet private warning, time and space – allowing the learner to move to a quieter location in the class, reminders of positive consequences, reminders that harmful behaviour will not be ignored and a reminder of expectations and restorative conversations.

Further hierachy of and application of consequence may be needed and will be followed consistently across the school.

- Directive statement and an opportunity to reflect – a formal behaviour check issued verbally with a focus on re-directing the learner back to class task.
- The child will be relocated within the class to minimise disruption to other learners and give the pupil involved the opportunity to get back on task.
- Isolated conversation between pupil and teacher – this may be outside the classroom. Seriousness of persistent behaviour that disrupts learning will be made clear.
- Referral to leadership team may be needed.
- Good neighbour in another class or management office.
- Formal restorative discussion.
- Use of interval or lunch to complete tasks/ learning.
- Behaviour 'check ins' by leadership team.
- Follow up may include parent/ carer communication or meeting to seek and plan support.
- Planned target support.
- Westfield Primary School is a 'no hands' school with incidents of violence or aggression being reported to parents/ carers and addressed formally.
- Continued concerns shared with Cluster Improvement and Integration Lead and Education and Families Manager (North Lanarkshire Council).
- All incidents of bullying will be fully investigated and recorded on SEEMIS data monitoring system (See Anti Bullying Policy).

In conclusion, we are invested in supporting the best possible relationship-based practice. We can not do this without the support of pupils, staff, parents and partners. Our approach to relationships and behaviour is rooted in respect, inclusion, and the belief that all students can grow and thrive within a supportive school community. Through consistent expectations, restorative practices, and a shared commitment to kindness and accountability, we aim to nurture a safe, engaging environment where every child feels valued and empowered to succeed.

Appendix 1

Planned Approaches to promote learner engagement and positive behaviour

These approaches should be part of regular planning, preparation, and practice. Managing the learning environment is the most effective and non-intrusive universal way to promote engagement in learning and positive behaviour. Use of CIRCLE framework for assessing the needs of a whole class will help to plan effective universal support. Approaches include:

- Expectations are co-created with learners, they are visible, and are regularly referred to.
- Classrooms routines are clear and well established.
- Classroom learning spaces are tidy and free from clutter and displays are organised and do not cause overstimulation.
- Resources are easily accessible and labelled.
- Learning is well planned as part of a series of connected lessons.
- Learning Intentions/Success Criteria are ready to be displayed, revisited, and used to summarise learning.
- Lessons are effectively differentiated to both support and challenge learners.
- A range of activities and resources are used to engage all learners.
- Resources are organised and accessible to learners.
- Seating arrangements and plans are organised to ensure the most effective learning environment possible depending on the needs of the learners and the learning activities.
- All transitions of activity, people/grouping, and/or seating/location are supported. For example, entrance and exit from class are consistent and calm - learners are welcomed promptly in the playground and calmly leave class after a positive exit activity or plenary.

Appendix 2

Classroom strategies to promote learner engagement and positive behaviour

These strategies are not intended to be sequential as what works most effectively will be determined by the needs of different classes and individual learners.

- Connect before you correct - quietly asking the pupil if everything is ok – be aware of the audience and the impact it could have on the learner
- Use proximity - this can act as reassurance for the learner (you've 'noticed' them) and also act as a prompt back to task
- Use non-verbal communication effectively (a smile, eye contact, visual prompts towards the clock or towards their work/the board etc.)
- Distraction and re-direction (away from 'behaviour' and towards the 'learning task')
- Appropriate use of humour – when used well it can disarm and de-escalate
- Verbal prompt – 'what should you be doing?'
- Provide hurdle help with a task if necessary with the learning task to get them back on track
- Quiet private warning
- Time and space – it may be necessary, to give the learner time to regulate their emotions. This may also mean you need to physically move away from them as well or allow them to move to a quieter location in the class for a period of time.
- Create an opportunity to speak to the learner, listen to them, and potentially remind them of class expectations (if possible, give them time to respond/change their behaviour)
- Remind the learner of the positive consequences of maintaining class/school expectations
- Remind the learner of times/activities that they've done well
- Calmly remind learners that harmful behaviour will not be ignored as this is not kind or respectful to the learner or to others
- Calmly moving the learner to another seat
- Have a restorative conversation (if possible at the time or later) with the learner(s)
- Always respect a learners dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see). For example, lateness is addressed privately in a way that minimises disruption (no public questioning which may lead to the learner feeling ashamed)
- Apply a consequence
- Seek assistance from Marie Webster, Katrina Fitzpatrick or Lee Martin
- Record a concern (using Appendix 4)

Appendix 3

Our roles and responsibilities; staff

Class Teachers will;

- Understand that their priority is safeguarding and promoting every pupil's wellbeing.
- Provide a secure, purposeful, engaging, and inclusive learning environment for all pupils.
- Approach each period of the day as a fresh start for all pupils and a new opportunity to achieve and improve.
- Welcome pupils to their classroom with positivity and enthusiasm.
- Begin every term by clarifying shared expectations and revising class charters.
- Have an awareness and understanding that factors such as poor attendance/trauma/ASN/EAL/health issues/social & emotional issues/Care Experienced status/deprivation can impact on a young person's ability to learn and make reasonable adjustments on a case-by-case basis.
- Ensure that they know the learning profile of all pupils they teach by accessing pertinent information contained in GIRFme Plans, Confidential Information, Transition Reports and Coordinated Support Plans, using this to plan learning and assessment as appropriate.
- Provide support and help, when required, and understand that all pupils learn at different paces and learn best in different ways.
- Recognise success, effort, improvement and positive attitude through a range of means, such as verbal feedback and Praise Postcards and Certificates.
- Understand that success presents differently for each individual pupil.
- Adopt a consistent approach to classroom management, predicated on fairness, respect and kindness.
- Be fully aware of the Universal Staged Intervention Strategies for managing behaviour, outlined in our Relationships Policy, and apply these with the clear aim of ensuring that all pupils are included, engaged and involved in the classroom setting, as far as possible.
- Make phone calls of concern to parents/carers where persistent issues are impeding pupil progress.
- Work with staff across the school, to ensure that the needs of all learners are met and that all pupils are appropriately supported.
- Be familiar with NLCs policy on Supporting Distressed and Dysregulated Behaviour.

Our roles and responsibilities; leadership team

Our Leadership Team will;

- Take the lead in monitoring pupil wellbeing and liaising with home and update staff to significant changes in this and coordinate support.
- Respond to all 'red heart' requests by class teachers and support staff.
- Take the lead in informing staff about pupils' learning profiles, coordinating support, initiating and maintaining support plans and updating Confidential Information.
- Have an awareness and understanding of those pupils, who are at risk of poor outcomes due to any or all of the following factors; poor attendance/trauma/ASN/EAL/health issues/Care Experienced status/deprivation/poor parental engagement/disengagement with learning/social & emotional issues and seek to put suitable interventions and supports in place to mitigate the adverse impact of these.
- Have knowledge of, and appropriately deploy, Universal, Additional and Intensive Staged Intervention Strategies, with the clear aim of ensuring that all pupils are included, engaged and involved in the life of the school.
- Work with staff across the school, to ensure that the needs of all learners are met and that all pupils are appropriately supported.
- Work with parents/carers towards improved outcomes for pupils.
- Work with partners, both within and out with Education, towards improved outcomes for pupils.
- Deal with chronic, persistent and/or disruption by meeting with pupils and or parents/carers and or colleagues.
- Deal with serious, dangerous, abusive or violent incidents using NLC Supporting Distressed and Dysregulated Behaviour Policy.

Appendix 3

Supporting positive behaviour choices visual

Appendix 4

Westfield Primary School Request for Assistance



Westfield Primary School
Behaviour Request for Assistance Form 2025/26

Pupil's name:		Witnesses:	
Primary:		Date:	
Referrer:		Time:	
Location			
Classroom		Lines	
Area		On way to/ from school	
Hall			
Playground			

Details of incident

Strategies used by teacher/ support staff

Eye contact		
Nonverbal gestures		
Close proximity to pupil		
Discussion with pupil		
Verbal Warning		
Reminder of goal/ expectations		
Time out in the classroom/ playground		

Restorative practice 1 30-second empathy		
Restorative practice 2 Restorative enquiry		
Restorative practice 3 Restorative meeting		
Circle Time		
Self-Regulation 1 identify hot spots and plan round these		
Self-Regulation 2 Self-regulation plan		

Response from Leadership Team

Action taken by	Next steps	
Discussion with pupil/ pupils affected	Restorative agreement	
Discussion with staff member	Restorative meeting	
Discussion with parent (phone call)	Self-regulation plan	
	Support/ advice to teacher/ support staff Date/ Time:	
	Supervised time with SLT at morning break/ lunch time	
	Supervised time out from the classroom	
	Teacher to phone parent Date/ time:	
Discussion with CIL	Office staff to arrange meeting with Teacher, Parent and/ or Child	
	School work sent home for completion by prior agreement with parent	
	Racial incident logged on Seemis	
	Bully log completed	
	RFA to CIL/ Wellbeing Meeting	
	Behaviour Risk Assessment	
Discussion with EFM/ NLC	Violent Incident Form Completed	

Date/ time received _____

Staff Member _____

SLT _____