



# **Relationships and Behaviour Policy for Parents**

**April 2026**

## Relationship and Behaviour Policy

A whole-school approach to promoting positive relationships, wellbeing and positive behaviour.

*Welcome, Persevere, Succeed*



## **Executive Summary for Parents and Carers**

At Westfield Primary School and Nursery Class, positive relationships are at the heart of successful learning.

This policy explains how we work together as a school community to create a safe, nurturing and respectful environment where every child feels valued, supported and included.

Our approach is based on:

- kindness and respect
- positive relationships
- fairness and consistency
- restorative approaches
- inclusion and wellbeing
- high expectations for all learners

We want all children to:

- feel safe and supported
- enjoy coming to school
- build confidence and resilience
- understand their responsibilities
- learn from mistakes
- develop positive relationships
- achieve their full potential

We recognise that behaviour is a form of communication. Children may sometimes need support to regulate emotions, manage relationships or cope with challenges.

Staff work closely with families and partner agencies to support children's wellbeing and learning. We use restorative approaches to help children reflect on their choices, repair relationships and move forward positively.

Our focus is always on keeping children safe, supporting wellbeing, promoting positive behaviour and helping children succeed.

We value strong partnerships with parents and carers and believe children achieve best when school and home work together.

## 1. Our Vision

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

At Westfield Primary School, we believe that positive relationships are essential to children feeling safe, happy, respected and ready to learn.

We recognise that children achieve their best when:

- relationships are strong
- expectations are clear
- learning environments are calm and inclusive
- children feel supported and valued
- wellbeing is prioritised

This policy aims to ensure that everyone within our school community understands their role in promoting positive relationships, inclusion, achievement and wellbeing.

Our approach reflects our commitment to supporting children to become successful learners, confident individuals, responsible citizens and effective contributors.

## 2. Our Values

Our values are at the centre of everything we do.

Our Relationships and Behaviour Policy is built upon our shared school values:

- Kind
- Achieve
- Include
- Respect
- Resilience



These values guide how we learn, work and interact with one another every day.

We expect staff, pupils and parents/carers to demonstrate these values through:

- respectful communication
- kindness towards others
- fairness and inclusion
- positive relationships
- resilience when facing challenges
- responsibility for actions and behaviour

At Westfield Primary School, we believe strong relationships between pupils, staff and families are essential for wellbeing and effective learning.

Our approach supports children to develop self-awareness, empathy, emotional regulation, confidence, social skills and resilience. These values are embedded across daily school life and are not limited to specific lessons or activities.

### **3. Our Aims**

Our relationship and behaviour policy reflects the values and principles of Westfield Primary School and Nursery Class.

We aim to create a school environment where every child feels safe, respected, included, nurtured and supported to achieve success.

Through this policy we aim:

- to create a safe, nurturing and inclusive learning environment where everyone is treated fairly and respectfully
- to help children develop as confident individuals, responsible citizens and effective contributors
- to provide high-quality learning experiences which support children to develop skills for learning, life and work
- to work in partnership with parents, carers and other agencies to support positive outcomes for children
- to promote a culture where effort, achievement and positive behaviour are recognised and celebrated
- to ensure all children feel included, valued and supported within our school community

#### 4. Expectations – Westfield Primary School Charter

Our expectations have been developed in partnership with pupils, staff and parents/carers.

Having shared expectations helps us create a school environment where everyone feels safe, respected and supported. These expectations apply to everyone, all of the time.

They help children to understand emotions and behaviour, develop positive relationships, take responsibility for their actions, understand how behaviour affects others and feel part of a safe and caring school community.

#### Our Core Expectations

Our core expectation	Because we want to...
BE KIND	Because we want everyone to feel cared for, safe and respected.
INCLUDE	Because we value difference and want everyone to feel accepted.
BE RESPECTFUL	Because positive relationships help everyone feel valued and treated fairly.
SHOW RESILIENCE	Because we want children to persevere, keep trying and learn from challenges.
ACHIEVE	Because every child deserves the opportunity to learn, grow and succeed.

#### 5. Recognition of Effort, Achievement and Positive Behaviour

At Westfield Primary School, we believe recognising positive behaviour and achievement helps build confidence, motivation and a positive school culture.

We celebrate kindness, resilience, effort, achievement, improvement, positive relationships and contribution to school life.

### **Ways We Recognise Positive Behaviour:**

#### **Weekly Celebration Assemblies**

Each week, staff recognise pupils who demonstrate our school values. Children may receive Star of the Week certificates, recognition for effort or achievement, and opportunities to share achievements from home and the wider community.

#### **House or Team Rewards**

Children can earn points for demonstrating positive behaviour and our school values. House or team achievements may be celebrated through special events, reward activities, non-uniform days or other celebration opportunities.

#### **"Caught Being Kind" Recognition**

Children and staff may nominate others when they observe kindness, helpfulness or positive behaviour.

#### **Digital Recognition**

Where appropriate and with consent, achievements may be shared through school communication platforms or newsletters.

#### **Leadership Rewards**

Children who consistently demonstrate positive behaviour and leadership may be recognised through special activities with the leadership team.

#### **Individual Class Rewards**

Teachers may also use individual or class reward systems such as praise postcards, marble jars, class rewards, positive notes home, class currencies or points systems.

## **6. Relational Approaches**

Positive relationships are central to effective learning and wellbeing.

Children are more likely to engage positively in learning when they feel respected, listened to, safe and supported by adults they trust.

At Westfield Primary School, staff aim to build strong relationships with children and families through respectful communication, consistency, empathy, fairness, encouragement and positive reinforcement.

**Westfield Primary Staff will:**

- model respectful behaviour at all times
- use calm, supportive and restorative approaches
- use positive reinforcement and de-escalation strategies
- maintain clear and consistent expectations
- build positive relationships with pupils and families
- support children to learn from mistakes
- promote inclusion and belonging

**Parents and Carers are asked to:**

- support our relationships and behaviour policy
- communicate respectfully with staff and pupils
- encourage children to take responsibility for behaviour and choices
- work in partnership with the school when concerns arise

## **7. Restorative Practice**

Westfield Primary School uses restorative approaches to help children reflect on behaviour, understand the impact of actions, repair relationships, resolve conflict positively and develop responsibility and empathy.

Rather than focusing only on punishment, restorative practice helps children understand what happened and how situations can be improved.

### **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 can we do to put things right?
- What can we do differently in the future?

These conversations help children reflect, rebuild relationships and move forward positively.

## **8. Personalised Support and GIRFEC**

Our approach is underpinned by the principles of *Getting it Right for Every Child* (GIRFEC).

We aim to ensure every child is *Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included* (SHANARRI).

### **Child-Centred Approach**

Children's wellbeing is at the centre of all decisions. We understand that behaviour may reflect emotional wellbeing, anxiety, trauma, additional support needs, social difficulties or challenges outside school.

Behaviour is considered within the wider context of a child's needs and circumstances.

### **Early Intervention and Support**

We aim to identify concerns early and provide support before difficulties escalate. This may include wellbeing assessments, restorative conversations, targeted interventions, support plans and partnership working with families and agencies.

### **Partnership Working**

Where required, we work collaboratively with parents and carers, pastoral staff, educational psychology, health services and external agencies to support positive outcomes for children.

### **Inclusion and Equity**

We recognise and value the diverse needs, backgrounds and experiences of all children. Support approaches are adapted to ensure all learners feel included, respected, supported and able to succeed.

## **9. Consequences and Support**

At Westfield Primary School, our priority is always to support children to make positive choices and return successfully to learning.

When behaviour concerns arise, staff respond calmly, consistently and fairly.

Any consequence will:

- be linked to the situation
- focus on learning and reflection
- support repair of relationships
- take account of individual needs and circumstances
- aim to prevent the behaviour happening again

Although responses may vary depending on the needs of individual children, the overall approach remains consistent across the school.

### **Strategies Used by Staff**

Staff use a range of supportive strategies to "connect before correct", including:

- quiet check-ins
- non-verbal communication
- distraction and redirection
- verbal prompts
- private reminders
- time and space for regulation
- reminders of expectations
- reminders of positive consequences
- restorative conversations
- support with learning tasks

### **Additional Responses Where Needed**

Where behaviour continues to impact learning or wellbeing, additional responses may include:

- formal behaviour reminders
- moving seats within class
- individual restorative discussions
- support from the leadership team
- temporary relocation to another classroom
- planned check-ins
- parental communication or meetings
- targeted support plans
- restorative meetings
- use of interval or lunch to complete tasks/learning where appropriate

### **Serious Incidents**

Westfield Primary School is a "no hands" school.

Any incidents involving violence or aggression will be addressed seriously and parents/carers will be informed.

Where required:

- incidents may be formally recorded
- bullying concerns will be investigated and recorded on SEEMIS
- support plans or risk assessments may be developed

- concerns may be shared with relevant local authority services, including the Cluster Improvement and Integration Lead and Education and Families Manager

Our focus remains on maintaining safety, dignity, inclusion and positive outcomes for all children.

## **10. Planned Approaches to Promote Positive Behaviour and Engagement**

Positive behaviour and engagement are promoted through effective planning, organisation and supportive learning environments. These approaches are part of everyday classroom practice.

Managing the learning environment is the most effective and least intrusive universal way to promote engagement in learning and positive behaviour. The CIRCLE Framework may be used to assess the needs of a whole class and plan effective universal support.

Approaches include:

- expectations are co-created with learners, visible and referred to regularly
- classroom routines are clear and well established
- classroom spaces are tidy, organised and free from unnecessary clutter
- displays are organised and do not cause overstimulation
- resources are accessible and clearly labelled
- learning is planned as part of a connected series of lessons
- Learning Intentions and Success Criteria are displayed, revisited and used to summarise learning
- lessons are differentiated to support and challenge learners
- a range of activities and resources is used to engage all learners
- seating arrangements are planned to support the most effective learning environment
- transitions are supported, calm and consistent, including entry to and exit from class

## **11. Classroom Strategies**

Staff use a wide range of classroom strategies to support engagement and positive behaviour. These strategies are not intended to be used in a fixed order. Staff use professional judgement depending on the needs of the class and individual learners.

Strategies include:

- connect before you correct by quietly checking in with the pupil
- use proximity to reassure or prompt a learner back to task

- use non-verbal communication such as a smile, eye contact or visual prompt
- redirect attention away from behaviour and towards the learning task
- use appropriate humour where this helps to de-escalate
- use calm verbal prompts such as "What should you be doing?"
- provide "hurdle help" with the learning task to help a pupil get back on track
- give a quiet private warning where appropriate
- offer time and space to help a learner regulate emotions
- create an opportunity to listen to the learner and remind them of expectations
- remind the learner of positive consequences and previous success
- calmly remind learners that harmful behaviour will not be ignored
- move a learner to another seat where this supports learning and regulation
- have a restorative conversation at the time or later
- protect the dignity of every learner and avoid public shaming
- apply a consequence where required
- seek support from the leadership team when needed
- record concerns using the school Request for Assistance process

## **12. Roles and Responsibilities - Staff**

All staff play an important role in supporting positive relationships, behaviour and wellbeing.

Class teachers will:

- understand that safeguarding and promoting wellbeing are key priorities
- provide safe, purposeful, engaging and inclusive learning environments
- approach each period of the day as a fresh start and a new opportunity to achieve and improve
- welcome pupils to the classroom with positivity and enthusiasm
- begin every term by clarifying shared expectations and revisiting class charters
- understand that attendance, trauma, additional support needs, English as an additional language, health issues, social and emotional needs, care experience and deprivation can affect learning
- make reasonable adjustments on a case-by-case basis
- know the learning profile of pupils by using GIRFMe Plans, Confidential Information, Transition Reports and Coordinated Support Plans where appropriate
- provide support and help when required, recognising that children learn at different paces and in different ways
- recognise success, effort, improvement and positive attitude through verbal feedback, praise postcards and certificates
- understand that success looks different for each child

- use a consistent approach to classroom management based on fairness, respect and kindness
- understand and use the Universal Staged Intervention Strategies outlined in this policy
- make phone calls of concern to parents/carers where persistent issues are affecting progress
- work with staff across the school to ensure learners are appropriately supported
- be familiar with North Lanarkshire Council guidance on Supporting Distressed and Dysregulated Behaviour

### **13. Roles and Responsibilities – Leadership Team**

The leadership team will:

- lead on monitoring pupil wellbeing and liaising with home where required
- update staff about significant changes in pupil wellbeing and coordinate support
- respond to “red heart” requests from class teachers and support staff
- inform staff about pupils’ learning profiles and coordinate support plans
- initiate and maintain support plans and update Confidential Information
- understand pupils who may be at risk of poor outcomes due to poor attendance, trauma, additional support needs, English as an additional language, health issues, care experience, deprivation, poor parental engagement, disengagement with learning or social and emotional needs
- put suitable interventions and supports in place to reduce barriers to learning
- deploy Universal, Additional and Intensive Staged Intervention Strategies appropriately
- work with staff to ensure learners are included, engaged and supported
- work with parents/carers towards improved outcomes for pupils
- work with partners within and beyond Education to improve outcomes
- respond to chronic, persistent or disruptive behaviour by meeting with pupils, parents/carers and/or colleagues
- deal with serious, dangerous, abusive or violent incidents in line with North Lanarkshire Council Supporting Distressed and Dysregulated Behaviour Policy

### **14. Request for Assistance and Recording Concerns**

Where additional support is required, staff may complete a Request for Assistance form.

This allows concerns to be recorded appropriately, monitored consistently, followed up effectively and supported through restorative and wellbeing approaches.

The form records:

- details of incidents
- strategies already used
- restorative approaches attempted
- leadership responses
- agreed next steps

This helps ensure children receive timely and appropriate support.

### **15. Final Statement**

At Westfield Primary School, we are committed to creating a nurturing, inclusive and respectful school community where all children feel safe, valued and supported to succeed.

Our relationships and behaviour policy is rooted in kindness, respect, inclusion, restorative approaches, partnership working and high expectations.

We believe children learn best when they feel connected, supported and understood.

By working together as pupils, staff, parents/carers and partners, we aim to create a calm, positive and ambitious learning environment where every child can thrive.