

St Michael's Primary School



Positive Relationships Policy

Written: January 2026

Review Date: August 2026

Next Review Date: August 2027

Rationale

At St Michael's, we are committed to creating a safe, inclusive and nurturing environment where all children and young people feel valued, respected and supported to thrive. Positive relationships and behaviour are fundamental to wellbeing, learning and achievement, and this policy reflects our belief that behaviour is a form of communication that must be understood within the context of each child's experiences, needs and rights.

As a Catholic school, promoting positive relationships and behaviour is central to our mission to educate the whole child in the light of the Gospel. Guided by the **Charter for Catholic Schools in Scotland**, we are committed to forming a community rooted in faith, love and service, where every child is recognised as a unique creation of God, made in His image and likeness.

We are committed to:

- **Respecting the dignity of each person as a child of God**
- **Promoting the common good**
- **Fostering a community of faith, love and learning**
- **Providing an education that is inclusive, nurturing and aspirational**

By promoting positive relationships and behaviour, we support children to develop moral responsibility, empathy and a sense of justice, enabling them to live out their faith through kindness, forgiveness and reconciliation.

Our approach also aligns with the GIRFEC (Getting it Right for Every Child) framework, trauma-aware practice, and nurture-based principles, ensuring that responses to behaviour are consistent, compassionate and developmentally appropriate. These approaches are embedded within our core values of respect, kindness, resilience, faith and success.

Getting it Right for Every Child

The GIRFEC approach places the child or young person at the centre of decision-making and promotes a holistic understanding of wellbeing. This policy supports the eight SHANARRI wellbeing indicators—Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included—by fostering positive relationships and clear, supportive expectations for behaviour.

By promoting respectful and trusting relationships between staff, children, families and partners, we ensure that children feel listened to, understood and supported. Early identification of need and proportionate, supportive responses to behaviour help children build self-regulation, confidence and resilience, enabling them to engage positively in learning and school life.

This reflects our value of success, recognising that positive behaviour supports achievement not only academically, but socially and emotionally.



Trauma-Aware Practice

We recognise that children and young people may have experienced adversity or trauma that impacts their emotional regulation, behaviour and relationships. A trauma-aware approach acknowledges that challenging behaviour may be a response to unmet needs, stress or previous experiences rather than wilful misconduct.

Through emotionally attuned responses, predictable routines and relational support, we prioritise kindness and compassion, helping children feel safe and secure. Staff are encouraged to respond calmly and focus on de-escalation, repair and reconnection. This approach supports children to develop resilience, self-worth and trust in others.

Our commitment to trauma-aware practice reflects our value of faith—faith in each child's potential for growth, change and healing, and faith in relationships as the foundation for positive development.

Nurture-Based Principles

Nurture principles underpin our understanding that children develop socially and emotionally at different rates and require consistent care, encouragement and structure. We promote environments where adults model respectful behaviour, empathy and emotional literacy, supporting children to understand and manage their feelings and actions.

By providing clear boundaries alongside warmth and understanding, we help children develop a sense of belonging and self-regulation. This balance of support and expectation reinforces respect for self and others, while encouraging responsibility and independence.

Nurture-based practice supports success by enabling children to feel emotionally ready to learn and participate fully in school life.

The Solihull approaches is embedded within our practice and guides all staff in understanding behaviour as a form of communication. These approaches support the development of resilience through strong, secure connections. Staff recognise the importance of modelling and teaching clear, specific language to help children identify, understand, and express their feelings and emotions. By building emotional intelligence, children develop stronger social skills and become more effective communicators. The ability to express themselves clearly helps to reduce frustration and supports positive conflict resolution.



Working in Partnership

Strong partnerships between school and home play a vital role in promoting positive behaviour. We work closely with parents and carers to ensure consistent expectations, shared language, and a common understanding of behaviour as communication. Regular communication helps families understand the strategies used in school and supports the continuation of these approaches at home. By working together, we help children feel secure, valued, and understood, which supports emotional regulation, resilience, and positive relationships.

Our School Values in Practice

- **Respect:** All members of the school community are treated with dignity, and children's voices are valued.
- **Kindness:** Relationships are built on empathy, compassion and understanding.
- **Resilience:** Children are supported to learn from mistakes, manage challenges and develop coping strategies.
- **Faith:** We believe in every child's ability to grow, learn and succeed, regardless of their starting point.

- **Success:** Positive behaviour is recognised as a key factor in wellbeing, achievement and lifelong learning.
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Children's Rights - UNCRC

This policy is firmly rooted in the **United Nations Convention on the Rights of the Child (UNCRC)**. It reflects:

- **Article 3:** The best interests of the child are a primary consideration in all decisions and responses.
- **Article 12:** Children have the right to express their views and be listened to in matters affecting them.
- **Article 19:** Children have the right to be protected from all forms of violence, abuse and neglect.
- **Article 28:** Children have the right to education in an environment that supports dignity and respect.
- **Article 29:** Education should develop the child's personality, talents, mental and emotional abilities to their fullest potential.

By promoting positive relationships and behaviour, we uphold children's rights to feel safe, respected and included, while supporting their holistic development.

Strategies for Promoting Positive Relationships

Our Class Charter

Class Charters are created collaboratively within each class at the beginning of the school year. Through the exploration of the UNCRC, children work alongside their teacher to agree on shared promises that help shape the ethos and culture of the classroom. These charters are displayed prominently and regularly referred to using rights-respecting language, supporting positive behaviour and mutual respect.

Our House System



Our House System helps promote a meaningful school community fostering belonging, motivation and achievement. Children are organised across all stages allowing them to enjoy a shared vision and interest. It also helps strengthen relationships between pupils and staff.

Children work together to earn and collect points which are collated and counted at the end of each week. The winning house receives an agreed prize of an extra 15 minute playtime. Children earn tokens through demonstrating our school values in class, in the playground and around the school.

White tokens earn children 1 point.

Golden tokens are awarded by staff monitoring the playground during break times and earn children 5 points.

Yellow tokens earn children 10 points.

Dysregulated and Distressed Behaviour

At St Michael's we ensure a consistent, positive and nurturing approach combined with de-escalation strategies is used when responding to distressed and dysregulated behaviour across the school.

We have a clear escalation process which helps guide staff and children in understanding expectations of behaviour and appropriate use of consequences.

Level of Intervention	Example	Staff Response	Consequence
Reminder and Redirect	Low-level disruption in class e.g. calling out, not following routine.	Calm reminder, restate expectation with reference to school values or class charter.	No further consequence if positive response from pupil.
Reset and Support	Repeated disruption, behaviour affecting the learning environment and others.	Offer regulation strategy, change of space (another area within the classroom, visit to trusted adult.)	Short, proportionate reset, "Are you ok?", return to interrupted learning where reasonable.
Repair and Restore	Hurtful or inappropriate language, repeated behaviour despite support, conflict with peers.	Child or Staff Led withdrawal, support from SLT, Allow for time to calm down, restorative conversation, support to resolve.	Repair harm, apology in appropriate form, restorative meeting, agreed action to resolve and move on.
Safety Response	Behaviour presenting immediate risk.	Safety First. De-escalation, seek support from SLT, Child or Staff led withdrawal.	Once regulated, check wellbeing, carer contact as appropriate, debrief and incident recording (where necessary).
Review and Individual Planning	Significant concern about the dysregulated behaviour of a child.	Share concerns with SLT, follow GIRFEC Pathway.	All strategies to support individual children should be detailed within GIRFME Plan, shared with the child, all relevant staff and parents.

			Positive Behaviour Charts may be issued in consultation with pupil and parents.
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Understanding and planning for children's needs, understanding the causes of their behaviour and finding solutions, is the foundation of how we support our children in St Michael's Primary School. Our positive relationships and mutual respect between staff, children and families nurture a positive, caring and nurturing learning environment.