



'Be Your Best Self'

# Dunbarney Primary School

Perth & Kinross Council  
Education & Children's Services



## UNCRC Article 3

### 'Best Interests of the Child'

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children.

# DUNBARNEY PRIMARY SCHOOL Positive Relationships and Behaviour Policy

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## **1. Introduction**

In line with Perth and Kinross Council's commitment to nurturing and inclusive education and the wellbeing of all children and young people, our establishments must adopt a nurturing, trauma-informed approach to relationships and behaviour.

Key elements of our include:

- **Ensuring adult presence**
- **De-escalation and delayed response rather than immediate confrontation**
- **Building networks of supportive adults**
- **Restoring relationships through restorative approaches**
- **Clear boundaries and consequences**

There are many neurodivergent children and young people in our education establishments and consideration needs to be given to the different ways in which they may act and respond to their immediate physical and social environment.

**PKC's Behaviour and Relationships can be found here - [insert link](#)**

### **Vision**

At Dunbarney Primary School, our vision is to ensure children feel nurtured, confident, and motivated to achieve their full potential, enabling them to be 'Their Best Self'

### ***Our Values in Action***

Our values are **Honesty, Ambition, Respect and Kindness**

#### **Honesty**

Honesty means taking responsibility for our actions, owning our mistakes, telling the truth and sharing our thoughts in a genuine and respectful way.

#### **Ambition**

Ambition means having a go, working hard and keeping trying, even when it's tricky, so we can make progress and feel proud of being our best selves.

#### **Respect**

Respect means caring for people, places and our world, following our school rules, and remembering that it's not just about yourself but about everyone.

#### **Kindness**

Kindness means showing you care by being warm, friendly and helpful, and by choosing actions that make others feel welcome, included and valued.

## Our Aims

At Dunbarney Primary School, our aims are underpinned by a commitment to Children's Rights. We aim to ensure that we are all -

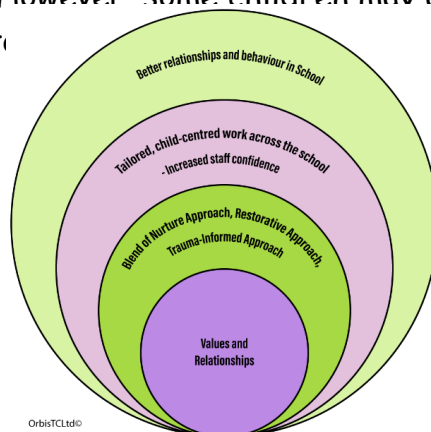
- Protected from discrimination
- Decisions are made in our best interests
- Be given a voice
- Be protected from harm

In May 2021, the School achieved recognition as a UNICEF Rights Respecting School Gold Award. Each class has their own 'Class Charter'. These have replaced class rules and aim to develop personal qualities and a level of self-respect and respect for others in children that will serve them well throughout life.

## 2. Our Approach to Behaviour and Relationships

Our Values are at the centre of building and supporting positive behaviour and relationships. Our approach to supporting and managing behaviour and relationships reflects a commitment to understanding the underlying factors that influence behaviour.

At Dunbarney, we recognise that behaviour support is not '*one size fits all*'. All children benefit from **universal supports** built into our everyday practice, promoting positive behaviour through clear expectations, consistent language, and strong relationships. However some children may also require **targeted approaches** tailored to



We select the right strategies from our 'toolbox' - this is our range of approaches and tools we have been trained on - based on the needs of each child, ensuring that interventions are appropriate and supportive. Central to every approach - whether universal or targeted - is the relationship we build with the child. We know that any intervention is more successful when it is delivered within a caring, trusting, and respectful relationship. This reflects the expectations set out by Perth and Kinross Council, and this policy sets out our Universal and Targeted Approaches at Dunbarney.

### 3 Universal Approaches

We use a range of universal supports to promote positive behaviour and relationships.

#### 4.1 Values-based Approach (Orbis)

All behaviour and relationships at Dunbarney are framed by our school values. When responding to behaviour, we encourage everyone to reflect on our values of

We actively recognise and reward behaviour that reflects our values. We are explicit about what our values mean and how positive behaviour can demonstrate them in everyday actions. Our values also form the basis of our **shared language** across the school.

This shared approach makes the language in school predictable, supportive, and free from conflicting messages, helping all children to understand expectations clearly and confidently:

These values are visible throughout the school, and in every class, they are talked about daily and used to remind everyone here about what behaviour is rewarded and what behaviour needs support.

#### Honesty

Honesty means taking responsibility for our actions, owning our mistakes, telling the truth and sharing our thoughts genuinely and respectfully.

- *"At Dunbarney, we take responsibility for our actions and are honest about what happened."*
- *"It's okay to make a mistake—what matters is owning it and thinking about what you'll do next time."*
- *"I want you to be honest with yourself about the choices you made and how they affected others."*
- *"Thank you for telling the truth—being honest helps us fix the problem together."*
- *"Sharing your opinion is important, but we do it in a way that is respectful and helpful."*
- *"Being honest means being yourself and making choices that show integrity."*

#### Ambition

Ambition means having a go, working hard and keeping trying, even when it's tricky, so we can make progress and feel proud of being our best selves.

Here are short, natural examples of how adults might reinforce this value:

- *"Have a go — remember, practice makes progress."*
- *"I can see you kept trying even though it was tricky—that's real ambition."*
- *"Be proud of the effort you put in, not just the result."*
- *"Mistakes help us learn—what did this one teach you?"*
- *"What's your next step? How are you going to get there?"*
- *"You used your voice really well there—that shows leadership and ambition."*
- *"You moved out of your comfort zone today; that's how we grow."*

## **Respect**

Respect means caring for people, places and our world, following our school rules, and remembering that it's not just about yourself but about everyone.

- *"At Dunbarney, we show respect by listening when someone is speaking."*
- *"Using caring words helps everyone feel respected."*
- *"When we look after our classroom and playground, we are showing respect."*
- *"That choice didn't show respect—let's think about what you could do instead."*
- *"Everyone has the right to feel safe and included how can we show respect here?"*
- *"Respect means thinking about how our actions affect others."*
- *"Thank you for waiting your turn—that shows great respect."*

## **Kindness**

Kindness means showing you care by being warm, friendly and helpful, and by choosing actions that make others feel welcome, included and valued.

- *"That was really kind — you showed you cared about how they felt."*
- *"Thank you for including them, that helps everyone feel part of the group."*
- *"Checking on your friend like that shows lovely kindness."*
- *"Kindness comes from inside you — what kind choice could you make here?"*
- *"Using gentle, caring words helps people feel safe and happy."*
- *"I noticed you helped them without being asked — that's true kindness."*

## **4.2 Consistency of Language**

At Dunbarney, we believe that **consistent language** is key to effective behaviour management. When all staff use the same phrases and approaches, it provides **clarity, fairness, and predictability** for pupils. This consistency helps children understand expectations and make positive choices. We aim to ensure we routinely relate behaviour to our values.

## Naming the Behaviour

Staff will **name the behaviour** clearly and calmly, to help pupils recognise which specific actions are not acceptable and why. Naming the behaviour gives children a clear picture of what went wrong and what the expectation should be.

For example:

Instead of: 'You're being rude'

- **Use:** 'You are pushing in line. Remember, we are kind and we wait our turn.'

Staff will use **calm, clear, and positive** language when addressing behaviour.

Instead of focusing on what not to do, we encourage pupils to think about the **right choice**.

Instead of: 'Stop talking.'

- **Use:** 'You are talking over others. Remember, we listen when others are speaking.'

We greet each other kindly and warmly when we enter school, when we are in school and as we leave. You are welcomed into your class, and we encourage and reward good manners and respect as they reflect our school values of Honest, Ambition, Respect and Kindness.

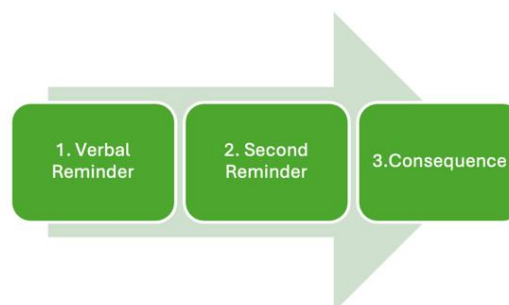
### 4.3 Three-Step System

We use a 3-step system to promote positive behaviour and provide clear consequences when expectations are not met. This system helps children understand the impact of their choices and encourages them to make positive choices.

This approach is a school-wide system that will apply to the majority of our pupils. It is designed to reinforce our values and set out a path that pupils recognise and can adhere to.

Like all schools, we may have a small number of children who struggle with behaviour and communication due to additional support needs and/or trauma. In these cases, we will identify and set out an approach that recognises these additional needs and tailor our approach to ensure the values and expectations are communicated and adhered to by everyone.

Our Three Steps for Behaviour are:



### **Step 1: Verbal Reminder**

A gentle verbal reminder is given to encourage children to correct their behaviour. This will be framed using our values.

Examples of behaviour:

- Answering back
- Not listening when the teacher or a peer is speaking
- Being off-task and distracting others
- Rough play in the playground

Response:

- A calm, clear reminder of expectations and our values.
- Name the behaviour: e.g., "You are talking over others. Remember, we listen when others are speaking, and this shows kindness and respect."

No consequence—just a chance to fix behaviour.

### **Step 2: Second Reminder & Consequence Reminder**

If behaviour continues after an initial verbal reminder, a second reminder is given and at this stage we will lay out what the potential consequences can be if the behaviour continues.

Examples of behaviour:

- Continuing to call out or disrupt learning/ Distracting others from their work
- Repeatedly ignoring instructions
- Ignoring playground rules
- Continued rough play

Response:

- A firm but fair warning explaining that continued behaviour will result in a consequence.
- Name the behaviour and explain what the next step will be: e.g., "You have continued to talk over others. This is the second time I have asked you to stop. If it happens again, you will have reflection time."
- Encouragement is given to make a better choice. Reminder that should behaviour continue consequences/ reflection time will be put in place.

### **Step 3: Consequence**

If behaviour persists, staff can inform the child that they will be asked to give up some time at break or lunch or even move seat and reflect on their actions via a discussion or a written exercise.

Examples of behaviour:

- Ignoring repeated instructions and continuing to disrupt learning.
- Speaking disrespectfully to an adult or peer.
- Refusing to complete work or follow routines.

- Rough play that results in someone getting hurt.
- Name-calling or unkind behaviour toward others.

Response:

- The child is given reflection time (e.g., 5 minutes of thinking time, moving seat, or loss of privilege/break time - this will be relative to age and stage of pupil and decided by their teacher).

### **Serious Behaviour**

Some behaviours are too serious for warnings and require immediate action.

Examples of serious behaviour:

- Physical aggression
- Using offensive or inappropriate language
- Open defiance or refusal to follow instructions
- Fighting or deliberately hurting someone
- Damaging school property on purpose

Response:

- Senior Leadership Team (SLT) is informed
- Parent involvement: Parents may be contacted depending on the severity

A reflective discussion follows to help the child understand what behaviour is not okay, and what is expected going forward. This may take the form of a restorative conversation. A parent being called is a serious consequence for behaviour.

### **4.4 Restorative Practice**

A restorative approach recognises that people are the experts of their own solutions and if implemented effectively will promote accountability and maximise personal responsibility. A restorative approach provides a framework of values, thinking and language that is helpful when 'something' needs to be restored. In different contexts this could be:

- effective communication
- relationships or friendships
- empathy and understanding for another person's perspective
- understanding the impact of our own behaviour on others
- repairing or replacing damaged materials or resources

There are three key questions we ask children during a restorative conversation.

These are:

*What happened?*

*Who has been affected and how?*

*What needs to happen next?*

A restorative **approach is not consequence-free**. At Dunbarney, we believe that consequences should be **logical and restorative**, helping children make amends and learn from their mistakes. Wherever possible, consequences will be directly

related to the behaviour, allowing children to take responsibility for putting things right. Natural consequences are related to what you did. They should be reasonable and helpful, in terms of mending relationships and learning life skills.

We aim to use restorative conversations both in class and in the playground.

#### 4.5 Natural Consequences

Natural consequences are a supportive and educational way to help children understand the impact of their actions. They are **not punishments**, but logical outcomes that relate directly to the behaviour shown.

Natural consequences are outcomes that:

- Relate clearly to the behaviour a child has shown.
- Help children connect their behaviour to its effect on others.
- Support children to learn, repair relationships, and make better choices next time.
- Encourage accountability in a fair, age-appropriate way.

They should never be arbitrary or rooted in adult power. Instead, they should:

- Link *feelings to behaviour*,
- Link *behaviour to impact*, and
- Provide a foundation for learning new behaviours.

Natural consequences:

- Help children understand cause and effect.
- Promote problem-solving and responsibility.
- Support the development of empathy.
- Reinforce school values through real, meaningful experiences.

These examples illustrate how consequences connect directly to the behaviour:

- **If something is broken**, the child helps repair it, replaces it, or manages without it.
- **If someone's feelings are hurt**, the child apologises and takes steps to make amends.
- **If behaviour is unsafe or inappropriate on a school trip**, the child may be returned to school early or may not attend the next trip.
- **If a child hurts someone in the playground**, they may stay in for the next break to reflect and restore safety.
- **If a game is spoiled**, other children may choose not to play with them until trust is rebuilt.
- **If a child hits someone**, parents/carers will be contacted to discuss the behaviour and support needed.

- **If a class or lesson is disrupted**, the child may move seat until they are regulated and ready to learn.
- **If a child repeatedly talks over others during learning time**, they may spend 5 minutes at break or lunch reflecting on how to improve.
- **If a child stays up too late**, they naturally feel tired the next day.
- **If a coat is not worn**, the child will feel cold.

Some actions require more significant responses:

- **A head teacher contacting parents** is considered a serious consequence.
- When **parents are asked to come to school** to discuss behaviour, this reflects the seriousness of the situation.
- **Not being allowed out at break** is a serious consequence that related to the impact of your behaviour on others

Restorative conversations are a valuable natural consequence. They allow children to:

- Reflect on their behaviour
- Understand its impact
- Repair relationships
- Plan how to behave differently next time

Being respectfully challenged on behaviour that does not reflect school values is also a natural and necessary consequence.

All consequences must be:

- **Age-appropriate**
- **Developmentally appropriate**
- Based on the individual needs of the child

Younger children and those with additional needs may require adapted approaches, extra support, or more adult guidance to understand and act on natural consequences.

### **The Role of Adults**

Adults must support the process by:

- Identifying the behaviour that caused the difficulty
- Helping the child reflect on the impact of their actions
- Guiding the child to problem-solve and find solutions
- Planning together what the child can do differently next time
- The aim is always to teach, support, and build skills—not to punish.

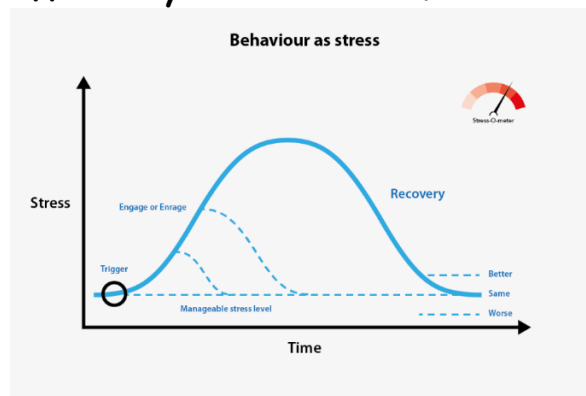
## **4.5 Trauma-informed Approach**

The impact of trauma, stress, attachment, and Adverse Childhood Experiences (ACEs) is being increasingly better understood and included into approaches to managing behaviour. Trauma-informed work is both universal and frequently what underpins our targeted approaches with specific pupils and families.

Experiences such as neglect, abuse, poverty, loss, and violence can result in children developing coping strategies to manage the difficult feelings this can lead to. These coping strategies can be challenging, difficult to manage, harmful to themselves and others as well as distressing to deal with.

We aim to deal with this distressing behaviour by helping children learn new ways to deal with difficult feelings.

We see behaviour as an indicator of stress and recognise that when behaviour is escalating, stress levels are increasing. **Our approach is to reduce stress levels and then deal effectively with behaviour.**



(Orbis 2019)

At Dunbarney, we use the PACE Approach. PACE stands for Patience, Acceptance, Curiosity and Empathy. It was created with the aim of supporting adults to build safe, trusting and meaningful relationships with children and young people who have experienced trauma. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.

#### 4.6 Nurture

##### **We are a level 1 Nurturing School.**

Nurture is both a universal and targeted approach and is a principle that underpins all of our interactions in school. A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all staff have a role to play in establishing the positive relationships.

A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.

##### **There are 6 Principles to a Nurturing Approach:**

- Children's learning is understood developmentally.
- The classroom offers a safe base.

- The importance of nurture for the development of wellbeing
- Language is a vital means of communication.
- All behaviour is communication.
- The importance of transition in Children's lives.

This approach is evident across our practice from our routines and classrooms to our targeted interventions.

## 4.7 Anti-Bullying

*'Children who are bullied do not feel like themselves, they feel like they have something taken away from them. They feel they lose the ability to manage what is happening to them and worry a great deal about what might happen if they tell, if they speak up or if they ignore it.'* (Brian Donnelly 2021 <https://orbistc.com/anti-bullying/>).

### **What you do about bullying is more important than how you define it**

The Scottish Government defines bullying as **'face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in'** (Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People, Scottish Government 2024)

We do not try to figure out if it was bullying before responding. We act as soon as something happens. Our staff will respond to any concerns or allegations of bullying by asking:

### Responding to bullying



This is helpful as it breaks incidents and allegations down into a manageable, solution-focused process. All staff can respond to bullying and must always share this with the Leadership Team for advice, support and guidance.

Online bullying is the same type of behaviour, but it takes place online, usually on social networking sites or in group chats. A person can be called names, threatened, or have rumours spread about them online and in group chats. Unkind and hurtful comments in group chats are just as serious as those made face-to-face.

**It is the responsibility of parents and carers to teach their children how to behave online and how to safely use social media and devices. It is for parents and carers to set limits on screen time, what content they can access and to follow the expectations on use of mobile phones in schools.**

## 4.8 CIRCLE Framework- Inclusive Learning and Collaborative Working

It is the responsibility of all staff to consider their role when supporting a learner who finds participation and engagement difficult. All teachers use CIRCLE Framework to audit their classroom environment, ensuring it is inclusive for all.

For children with social and emotional needs which mean there are barriers to learning, CIRCLE Participatory Scales are used to identify specific areas affecting individual pupils' participation in the classroom. The information from completing these scales is then used to create targets on pupil support plans.

### **GROW Model**

We use this model to reflect and explore what's behind behaviour and link to its natural consequences

- **G – Give me the story**  
Children explain what happened (their perspective, the facts).
- **R – Reasons, realities, rights & responsibilities**  
Exploring the impact, the rights affected, and responsibilities.
- **O – Options**  
Identifying what could be done to repair, improve or move forward.
- **W – What are we going to do?**  
Agreeing on actions and next steps.

### **4.9 Our Non-negotiables for each classroom**

- Noise level chart
- Say hi your way - fist bump, etc
- Emotional check-ins
- Colour monsters (emotions)

### **5 Targeted Approaches**

We recognise that every child is unique, and so are their social, emotional, and behavioural needs. To support our pupils effectively, we have developed a flexible collection of targeted interventions and resources designed to help individuals thrive.

This allows staff to select support strategies that align with a child's specific needs. Importantly, **not all strategies will be appropriate or effective for every child**, and we are committed to thoughtful, personalised decision-making when determining the right support. Our approach is child-centred, ensuring that interventions are responsive, respectful, and grounded in professional judgement.

#### **Targeted Support for Behaviours**

In circumstances requiring a higher level of intervention sustained over time, we seek the support and involvement of other agencies i.e. Education Psychologist, undertake detailed planning, and a Children and Young Persons plan CYPP's. To support our pupils, we will create a CYPP (Children's or Young People's Plan) and have a risk assessment and behaviour protocol, which is for Staged Interventions. These plans are to equip all staff working with the child with the necessary knowledge and strategies to minimise the risk of escalation.

We also use a range of evidence-informed resources and services, such as:

- Orbis Behaviour & Relationships
- Seasons for Growth
- Decider skills
- Mark Brown
- Glasgow Motivational Scale
- P7 wellbeing workshops (universal)
- Therapy pets
- Music therapy - Nordhoff robins
- Outdoor learning
- Art therapy

These supports can be used individually or in combination, depending on what best suits the child's context and circumstances.

## 6 Celebrate Success

At Dunbarney, we believe in recognising and celebrating the achievements of our pupils to encourage positive behaviour, motivation, and a love for learning. We do this through various rewards that highlight the values and skills we strive to develop in our children.

### House Points

To help promote a sense of community and collective responsibility, we have a house system. All children from Primary One to Primary Seven belong to Culzean, Urquhart, Glamis or Drummond and can earn points for their house by being helpful, hardworking, kind to others. Houses meet regularly to undertake projects designed to develop children's skills in areas such as health, enterprise, environmental awareness, and sustainability. There are also inter-house sporting activities.

## 7 Roles and Responsibilities

### The Role of our Staff

All Staff play a crucial role in setting clear expectations and modelling positive behaviour. They are responsible for:

- Demonstrating the values of **Honesty, Ambition, Kindness, Respect**
- Establishing a **safe, inclusive, and respectful** learning environment
- Building positive relationships across the school community
- Clearly communicating **behaviour expectations** using our shared language
- Encouraging and celebrating positive behaviour through **class and whole-school rewards**
- Supporting pupils in **reflection and improvement** following misbehaviour
- Working with parents, partners and SLT when further intervention is needed

### The Role of the Pupil

Pupils are expected to take responsibility for their behaviour and contribute to a positive school environment by:

- Demonstrating the values of **Honesty, Ambition, Kindness, Respect**
- Respecting others' rights to learn and play safely
- Making good choices, even when faced with challenges
- Accepting consequences with **a willingness to reflect and improve**
- Supporting their peers by encouraging positive behaviour and reporting concerns if needed
- Working hard in class

### **The Role of the Parent/Carer**

Parents and carers are key partners in promoting good behaviour. Their role includes:

- **Reinforcing school values** at home and supporting the behaviour and relationships policy
- Encouraging their child to reflect on their choices and take responsibility for their actions
- Celebrating their child's successes and **praising positive behaviour**
- Communicating **any concerns** with the teacher and working together to support their child
- To support their child in using mobile phones and social media responsibly
- Attending meetings when needed to discuss and support their child's behaviour

At Dunbarney, we believe that creating a safe, respectful, and supportive environment is a shared responsibility. When teachers, parents, and pupils work together and model our core values, children are more likely to develop them in a meaningful way.

This policy will be reviewed by 2029.

This Policy was developed in partnership with Orbis Training and Consultancy Ltd in 2026