

# COYLTON PRIMARY SCHOOL & EARLY YEARS CENTRE



## POSITIVE RELATIONSHIPS POLICY

### RATIONALE

At Coylton Primary School and Early Years Centre we believe that positive reinforcement of good behaviour is more effective than negative sanctions.

Our relationships are built on ensuring we are all: **READY, RESPECTFUL** and **SAFE**. These are our school values.

All staff and pupils have high expectations of behaviour and it is an expectation that staff will be positive role models for children.

Building and nurturing relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in our school and EYC.

### REWARDS

#### RECOGNITION BOARDS

*"The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does."* (Paul Dix, 2017)

Every classroom has a Recognition Board, a board that targets expected attitudes. The theme of what is being recognised changes in discussion with class teachers and classes, and is appropriate to the class, age and stage. Recognition Boards are used to capture the names of pupils in the classroom who have displayed the expected learning attitude, such as using 'one voice at a time' or 'staying on task'. Names cannot be removed from the board.

It is not a competition, and so peers can nominate others in the class to be recognised so the whole class can work together to have their names added. The reward is a collective whoop, three cheers, a round of applause or whatever the teacher and class choose.

The Recognition Boards are used persistently and relentlessly to catch learners demonstrating the right attitudes and behaviours. They can be changed every lesson, every day or every couple of days depending on behaviour being recognised.

#### HOUSE POINTS

- ✓ Every pupil from Pre School – P7 belong to one of the four school houses: **Carbieston**, **Duchray**, **Hillhead** or **Martnaham**. When pupils exceed the shared values expected, they will be rewarded with house points from staff. These points are posted in to the four house token boxes.
- ✓ House points can be issued by any member of staff and must be awarded in line with school values – Ready. Respectful. Safe.

- ☑ At the end of each month, the house points will be counted. The house with the most points is announced at the monthly house assembly.
- ☑ House points will be shared with pupils on a display board.
- ☑ House Points will start from zero each month, however a record of points from each month will be collated in order to award the House trophy at the end of the session.
- ☑ House celebrations are awarded each term. Pupils from the winning house celebrate in an afternoon together out with the classroom.

## RECOGNITION AWARDS

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- ☑ Every class teacher, including the EYC will choose pupil(s) from their class to receive a Recognition Award at our weekly Recognition Assembly. These awards should be issued in recognition of our values. An additional Head Teacher Recognition Award is given to one pupil each week.
- ☑ Names and reasons for the award are read aloud by the P7 Recognition Leaders for the chosen pupils to receive from their teacher.
- ☑ A photo of the Recognition Award winners is shared on the school X (formerly Twitter) page.

## OVER AND ABOVE POSTCARDS

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- ☑ 'Over and Above' Postcards are issued to pupils who have displayed a learner attitude or characteristic which is over and above the minimum, beyond the school's values.
- ☑ Postcards are sent directly to the home address and pupils do not know in advance.

## IN CLASS RECOGNITION

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- ☑ Written comments on pupil work
- ☑ A quiet word, smile acknowledgement, thumbs up, etc.
- ☑ Stickers in books, on effort charts, on jumpers, etc.
- ☑ Praise in front of class / group giving reason for praise
- ☑ Informal comments, positive attitudes or behaviour, etc.
- ☑ Visits to a member of the SLT
- ☑ Positive phone calls home

## ACTIONS

*"Everyone who works with children should always do what is best for each child." (Convention of the Rights of the Child, Article 3)*

## RESTORATIVE APPROACH

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*"Punishment doesn't teach better behaviour, restorative conversation do. A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all." (Paul Dix, 2017)*

- ☒ Restorative conversations and collaborative activity, e.g. jigsaw or Lego with class teacher or School Assistant using The Restorative Five Q's
- ☒ Walking with a member of SLT – restorative discussions, self-reflection time, mindfulness, support from SLT in class/break

## PROGRESSIVE ACTION PLAN

1. Reminder of values (Ready, Respectful, Safe)
2. Second reminder.
3. Final reminder – using micro script (these are available to all staff).
4. Time out – during class and/or playtime/lunchtime (always with a member of SLT)
5. Restorative conversations with Class Teacher/ Restorative conversations with SLT
6. Phone call/email to parents

## EXPLANATION FROM ADULT OF VALUE THEY HAVE NOT DISPLAYED AND CONSEQUENCES TO THEMSELVES AND OTHERS

### Using script –

- ☒ I've noticed that ...
- ☒ You know the school values – Ready, Respectful, Safe
- ☒ Can you remember when I (e.g. phoned home) when you ... and how did that make you feel?
- ☒ I expect you to ...
- ☒ Thank you for listening

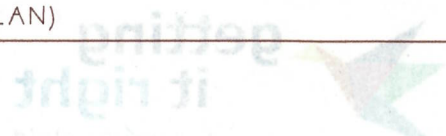
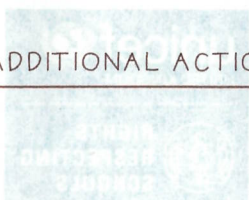
### Asking questions –

- ☒ What has happened?
- ☒ What were you thinking at the time?
- ☒ What were you feeling?
- ☒ Who else has been affected by this?
- ☒ How have they been affected?
- ☒ What needs to be done differently to make things right?
- ☒ How can we do things differently in the future?
- ☒ What do you need now so that the harm can be repaired?

### Restorative Conversations with Pupils - we try to:

- ☒ Actively listen and encourage the person to talk by asking open questions, supporting, summarising.
- ☒ Be empathetic (listen for thoughts, feelings, experiences, behaviours).
- ☒ Use a 'solution' rather than a 'blame' approach.
- ☒ Children use 'I feel...' statements to express themselves.
- ☒ Have discussions in a suitable location, involving those who were involved.
- ☒ Be firm but fair.
- ☒ Be aware of our body language, tone and facial expressions.

## ADDITIONAL ACTIONS (ALONGSIDE THE PROGRESSIVE ACTION PLAN)



- ☑ Home and School Communication Charts to promote positive behaviour and show progress towards targets, this will always be done discretely
- ☑ Work with parents to support – phone calls, meetings/emails.
- ☑ Support with targeted interventions
- ☑ Alternative playtime/ lunch plan
- ☑ Working with education professionals
- ☑ Multi Agency support sought if necessary
- ☑ Internal exclusion if unable to repair relationships and still possible risk to self and others.
- ☑ Whole school assemblies to educate all on our values
- ☑ SLT to speak with classes/ year groups when situation is specific to them

#### ALL STAFF WILL BE ASKED TO:

- ☑ Use consistent routines, e.g. Meet and Greet at the door, intervention script, etc.
- ☑ Use a range of strategies throughout every lesson to praise and reward positive behaviour, e.g. Recognition boards, positive notes, etc.
- ☑ Use the language of 'Ready, Respectful and Safe' when dealing with behaviour choices.
- ☑ Model positive behaviours and build relationships.
- ☑ Be calm and give 'take up time' when going through the steps. Prevent before action plan. No shouting
- ☑ Follow up every time, retain ownership and engage in reflective dialogue with learners.
- ☑ Never Ignore or walk past learners who are behaving negatively / inappropriately within the school if no other adult there.
- ☑ Have regular check ins with pupils to ensure the understanding of learning and how children are feeling.
- ☑ All staff will apply an Adaptive Teaching approach in order to meet the needs of all children.

Reviewed in February 2025, in consultation with the RRS Pupil Group.  
The policy will be reviewed again in February 2026

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**getting  
it right**  
for every child

