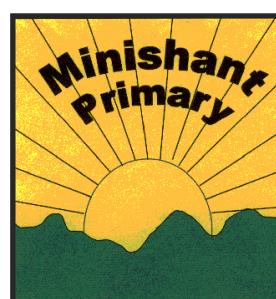


# Minishant Primary School



## Positive Relationship Policy



Revised November '25

Respect

Friendship

Kindness

We care, we share, we help.



## INTRODUCTION

At Minishant Primary School, we believe that positive relationships are at the heart of effective learning, wellbeing, and a happy school community. Our Relationship Policy sets out how we promote a safe, respectful, and nurturing environment where every child feels valued and supported. Our aim is to help children develop the skills to build positive relationships with others, make responsible choices, and understand the impact of their actions. By working in partnership with staff, pupils, parents/carers, and the wider community, we aim to foster a positive school ethos that reflects our new values of **Respect, Friendship, and Kindness**. Our school motto, '**We share, we care, we help,**' and our values always remain at the heart of everything we do.

Scan the QR code to hear our pupils' views:



## OUR SCHOOL VISION:

**We believe every child deserves a nurturing, inclusive school where they can thrive. Our vision is to be a community that promotes learning together, teaches valuable life skills and ensures everyone is included. In our welcoming environment, we work as part of a team to support each child's journey and help them to thrive in all areas of life.**

Minishant Primary School is proud to be a **Rights Respecting School** and we have achieved our silver accreditation. We are committed to learning about, understanding, and upholding children's rights both locally and globally. Our Relationships Policy is founded on the principles of the United Nations Convention on the Rights of the Child (UNCRC). We respect all of these rights but, in particular, the following articles are a feature of our Relationship Policy:

- Article 3      Adults will do what is best for the children**
- Article 12     The child's right to have their voice heard**
- Article 19     The child's right to protection from violence – physical, mental or negligent**
- Article 23     Children with additional support needs have the right to enjoy a full life in conditions which ensure dignity and active participation**
- Article 28     The child's right to an education**
- Article 29     The child's right to an education which is directed to the development of the child to their fullest potential**

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## Aims

- Foster a caring school culture where respect, kindness and friendship are modelled and valued by all.
- Help children understand their emotions, develop empathy, and build healthy, supportive relationships.
- Ensure everyone feels safe, valued, and included, celebrating diversity and preventing bullying or discrimination.
- To include every pupil and help them fulfil their potential by providing rich opportunities to develop as **Successful Learners, Confident Individuals, Responsible Citizens, and Effective Contributors**, within a nurturing and respectful school community.
- Teach pupils to take responsibility for their actions and communicate openly and respectfully to resolve conflicts.
- Work collaboratively with parents/carers to promote shared values and consistent support for children's wellbeing.

As Minishant Primary School is a Rights Respecting School, which means that the rights of every child are at the heart of everything we do. All children have rights as set out in the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

- To feel safe, healthy, and happy.
- To be treated with respect, dignity, and equality.
- To learn, to teach, or to carry out their role effectively.

*Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people (Article 29 of the UNCRC).*

At Minishant Primary School, we promote respect in all relationships. All staff are encouraged to use praise and reinforcement of our whole-school and class charters to support pupils in achieving their best work and respecting the rights of everyone.

We recognise and celebrate pupils' good work and behaviour that demonstrates respect for the rights of others. Praise and rewards are important tools in motivating pupils and building their self-esteem.

Alongside recognising positive behaviour, we make clear the appropriate consequences for behaviour that does not respect the rights of others. Children understand what respectful behaviour looks like in our school and are encouraged to make choices that contribute positively to the wellbeing of everyone around them.

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## **Setting and Maintaining High Behaviour Standards**

At Minishant Primary School, each class develops its own class charter at the start of the school year in August. This process involves consulting with pupils to ensure their ideas are heard and to establish clear expectations for behaviour within the classroom.

Class charters are closely linked to children's rights, as well as our school values and motto, and set out the expectations for positive behaviour from both pupils and staff. Charters are written as positive statements and displayed prominently in the classroom. They are referred to regularly to highlight and reinforce positive behaviours.

Staff are encouraged to avoid publicly reprimanding pupils wherever possible. All staff are responsible for being familiar with this guidance and actively supporting its implementation.

## **Promoting Positive Behaviour**

At Minishant Primary School, we focus on encouraging and celebrating positive behaviour. Our staff use a range of strategies to help pupils display positive behaviours, and they are encouraged to be creative and adapt these approaches to suit the needs and interests of their class. Below is a list of the positive behaviour strategies we currently use in our school:

- Praise
- Non-verbal rewards such as a thumbs up sign or a smile
- Showing work to another teacher and to the Head Teacher
- Stickers
- House Points system
- Certificates
- Postcards home
- Displaying work
- Pupil of the Week
- Celebration Assembly
- Open Afternoons for families
- Annual Prize Giving

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[Friendship](#)

[Kindness](#)

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## **Building Positive Relationships**

At Minishant Primary, we teach pupils how to form and maintain positive relationships. Sometimes disagreements happen, especially during playtimes. When this occurs, pupils tell an adult, and we investigate carefully, using these situations as opportunities to help children develop their social skills.

We are committed to a caring approach that promotes positive relationships. Everyone in our school community, staff, parents/carers, partners, and pupils plays a role in building and maintaining these relationships.

We have high expectations for children's behaviour. Some pupils may need extra support, and we work closely with them, their parents/carers and other partners to achieve positive outcomes.

## **Supporting Positive Behaviour**

At Minishant Primary, we know that children learn best when they feel good about themselves. Instead of punishments, we focus on positive approaches that build relationships, teach skills, restore harm, and, when needed, use natural or logical consequences.

When behaviour issues arise, we explore what has happened by listening to the children and understanding the reasons behind their choices. This helps us provide the right support, offer coping strategies, and agree on constructive solutions.

We work closely with parents/carers to strengthen our positive school ethos, maintain excellent communication and support shared values. Our values guide our expectations for behaviour and form the basis of discussions with children after incidents. Parents/carers are encouraged to reinforce these values at home to help children develop skills that prevent future problems.

## **Zones of Regulation Statement**

Here at Minishant we use the Zones of Regulation framework as part of a whole-school approach to emotional literacy, behaviour, and relationships. The approach provides a shared language and structure to support pupils in recognising, understanding, and managing their emotions and behaviours in a positive and constructive way.

The Zones of Regulation teaches pupils to identify their feelings using four coloured zones (Blue, Green, Yellow, and Red) and to develop an awareness of how their emotions influence their actions, learning, and relationships. Staff explicitly teach and model strategies to support self-regulation, helping pupils to move between zones in a safe and appropriate manner.

This approach promotes the understanding that all feelings are valid and that learning to manage emotions is a key component of personal development and wellbeing. By embedding the Zones of Regulation across the curriculum and daily routines, the school fosters a consistent, supportive environment in which pupils can:

- Recognise and label their emotions.
- Use strategies to regulate their emotional state and behaviour.

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- Develop empathy and social awareness.
- Build positive relationships and resilience.

The use of the Zones of Regulation aligns with the school's relational ethos and commitment to nurturing a caring, respectful, and inclusive community where every pupil feels safe, valued, and ready to learn.

### **Restorative Approaches**

We follow restorative practices, which focus on finding solutions, repairing harm, and supporting healthy relationships. This approach helps children make better choices, learn more, and develop strong social skills. Parents/carers are asked to support the school in this approach.

Restorative approaches link to legislation on Equity, Diversity and Additional Support Needs. It also links with the GIRFEC (Getting it Right for Every Child), UNCRC (United Nations Charter of the Rights of the Child) and the GTCS (General Teaching Council Scotland) Standards. Extensive research has demonstrated the effectiveness of a restorative approach, which aligns closely with our ethos, vision, and values at Minishant.

The steps below outline approaches that may be used to support behaviour. At Minishant Primary, both staff and pupils are encouraged to take time between each step. The following outlines the approaches that should be used to support positive behaviour. Staff use their professional judgement, as not all situations will fit this sequence exactly.

1. **Redirection** – Gently encourage the pupil to get back on track.
2. **Reminder of Values** – Refer to school values or the class/playground charter. Whenever possible, deliver the reminder privately and offer a short thinking time to help the pupil reflect.
3. **1<sup>st</sup> Warning** – A clear verbal warning, delivered privately where possible. Explain the pupil's current behaviour, the desired outcome, and the consequences if the behaviour continues.
4. **2<sup>nd</sup> Warning** – Offer the pupil a chance to step away from the situation to reflect and calm down. This could involve moving seats, accessing the Zones of Regulation resources, going to the calm corner, or speaking with a staff member privately.
5. **Final Warning** – Pupils given reflection time away from the situation. This could involve accessing the sensory room or the Zones of Regulation resources.
6. **Restorative Conversation with Class Teacher/SLT** – Pupil is removed from the classroom/playground to speak privately with the Class Teacher/SLT to reflect on the situation and discuss the choices made. This is not a punishment but a positive opportunity to improve the situation.

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7. **Contact Parent/Carer** – A conversation with the child's parent/carer to discuss the behaviour and work together to support the child to make better choices the next time.

### **Consequences**

In some situations a consequence may need to be put in place.

Some examples of consequences include:

- Inappropriate play in class or at playtime - miss part, whole or number of playtimes.
- Aggressive / abusive language in class – removal from class to work for a period of time.
- Physical violence – internal exclusion, privileges removed, e.g. alternative playtime/lunchtime.

As a school we work with outside agencies where appropriate to support pupils and their families.