

TROON PRIMARY SCHOOL AND EARLY YEARS CENTRE



RELATIONSHIPS POLICY



SUCCESS THROUGH EFFORT

TROON PRIMARY SCHOOL & EYC 2026



RELATIONSHIPS POLICY

Troon Primary School is committed to creating an environment where positive behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationships policy echoes our core values and school rules with an emphasis on respectful behaviour and a partnership approach to creating positive relationships.

AIMS OF THE POLICY

- ✓ To create and promote a culture of positive relationships and behaviour
- ✓ To ensure that all learners are treated fairly and shown respect
- ✓ To teach appropriate behaviour through positive interventions
- ✓ To help learners take control over their behaviour and be responsible for the consequences of it
- ✓ To build a community which values positive attitudes and empathy for others
- ✓ To promote a consistent approach to relationships and behaviour management
- ✓ To provide simple, practical procedures for staff and learners that ensure consistency
- ✓ Positively reinforces behavioural patterns
- ✓ Promote self-esteem and self-discipline
- ✓ Teach appropriate behaviour through positive interventions

Our Relationships Policy is centred on our school rules and vision and values:

VISION

Success Through Effort

VALUES

Respect, Resilience, Positivity, Kindness

SCHOOL RULES

READY – RESPECTFUL - SAFE

EXPECTATIONS OF ADULTS

We expect every adult to model positive relationships and promote the following visible consistencies and relentless routines:

VISIBLE CONSISTENCIES

- ✓ Children are greeted at the door every day
- ✓ Build positive, trusting relationships
- ✓ Be caring and kind to ourselves and others
- ✓ Catch children being good
- ✓ Be relentlessly positive

RELENTLESS ROUTINES

- ✓ Walk around school
- ✓ Wear school uniform
- ✓ Line up smartly inside and out

A positive approach is embedded within the policy.

RECOGNITION AND REWARDS FOR EFFORT

We recognise and reward learners who go 'over and above' our standards. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward - it is the key to developing positive relationships, including with those learners who are hardest to reach.

Rewards include positive messages home for behaviour that is 'over and above'. This may take the form of a positive note home, a phone call or a face-to-face chat. Children who demonstrate the three core rules can also be acknowledged with achieving a House Point for their team.

Other rewards and recognition of achievement include stickers/stampers, receiving Star of the Week at assembly, Class Awards. At the start of the session the class Curricular Map will explain individual class reward systems for parents/carers.

Our behaviour blueprint highlights the following:

OVER AND ABOVE AWARDS

- ✓ Verbal praise and recognition given
- ✓ Stickers and stampers used in classes
- ✓ Star Awards at assembly each week for all classes
- ✓ Positive postcard/notes home explaining the reason for the reward
- ✓ Positive phone calls home from staff

CELEBRATION ASSEMBLIES

Each week at assembly, one child from each class will be chosen for the 'Star Award' certificate. This child will have consistently upheld our school rules and values and/or displayed success in their learning.

The children are announced at the beginning of the assembly and receive a certificate and a golden house point.

Class Awards are shared each week at assembly. One child is selected from each class and recognised for their effort and achievement.

SENIOR LEADERSHIP TEAM

The senior leadership team are not expected to deal with behaviour referrals in isolation, they will work alongside class teachers and colleagues to support, guide, model and show a consistent approach to learners. SLT will:

- ✓ Meet and greet learners at the beginning and end of the day
- ✓ Be a visible presence around school to encourage appropriate conduct
- ✓ Support staff during restorative conversations and discussions with learners
- ✓ Support staff in managing learners with more complex needs
- ✓ Celebrate staff and learners whose efforts go above and beyond expectations
- ✓ Regularly share good practice
- ✓ Promote Class Awards, Positive Notes/Phone Calls home
- ✓ Ensure staff training needs are identified and targeted
- ✓ Use data to target and assess interventions

MANAGING BEHAVIOUR CONSISTENTLY AND POSITIVELY

Engagement with learning is always our main aim at Troon Primary School. For most of our learners a gentle reminder is all that is needed. There are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. We will always praise the behaviour we want to see. All learners must be given 'take up time' in between steps. Teachers/support staff should not leap or accelerate steps for repeated low-level disruption.

PRACTICAL STEPS - MANAGING & MODIFYING BEHAVIOUR

Learners are held responsible for their behaviour. Staff will deal with behaviour using the steps agreed within the behaviour blueprint. It is the aim that learners should be kept at the stage one 'green steps' for as long as possible.

Aspects of behaviour that do not meet our Troon Primary rules, 'Ready, Respectful, Safe', have a clear and consistent consequence. The stages enforce to children that their behaviour is a choice and so too are the related rewards or consequences.

The stages are used to provide children with progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our rules are not acceptable and will not support themselves and their peers in being 'ready, respectful and safe'.

Each child begins each section of the day on **STAGE 1**, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of lessons and days.

At times, it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or additional support needs. This will be discussed with the Senior Leadership Team and the child's parents or guardian but will not distract away from the ultimate purpose of this policy.

The stages are described below, followed by a suggested script used by adults at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson /play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow our school rules.

STAGE 1

We expect everyone to be on track however we are aware that everyone might need a reminder from time to time.

NON-VERBAL REMINDER

A positive encouragement to follow our school rules. This can be a look or gesture, closer teacher presence nearby the learner, a finger on the lips etc.

VERBAL REMINDER

A positive encouragement to follow our school rules

FINAL VERBAL WARNING

A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.

Learners will be reminded of their previous good conduct to prove that they can make good choices.

STAGE 2

COOL OFF TIME IN CLASS

If the behaviour continues the adult may decide that cool off time away from the distraction is necessary. This will initially be within their own classroom for ten minutes.

During cool off time the learner will be expected to continue their work and once this is complete, hopefully, they will show that they are ready to go back to Stage 1. If they do not display positive choices, they will move to time out in a partner class.

COOL OFF TIME IN PARTNER CLASS

At this point, the learner will take some time out in another class to help them focus and ensure they can move back to Stage 1.

RESTORATIVE CONVERSATION FOLLOWING COOL OFF TIME

At this point, the child will receive a loss of privilege soon after e.g. five minutes of playtime/lunchtime.

The following questions are used in a restorative conversation. Learners in Primary 5, 6 or 7 will usually focus on around four or five questions. Learners in Primary 1 to Primary 4 classes will only focus on one or two key 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 should we do to put things right? *
- How can we do things differently in the future?

Depending on individual circumstances, any uncompleted work may be sent home to be completed that evening and returned first thing. This is to help the child involved to understand that there are consequences and they have the responsibility for making up lost time.

At break or lunch, Stage 2 will alter slightly and include cool off time outside with the school assistant followed by cool off time with a member of the Senior Leadership Team on lunch duty.

STAGE 3 – ESCALATION TO SLT (PT→DHT→HT)

In the circumstance that a learner is still not displaying positive behaviour within a given lesson, or for serious breaches of behaviour, the learner will be removed from the classroom to ensure that teaching and learning is able to continue for others.

Depending on the circumstances, the learner will be sent to one of the Senior Leadership Team. This will allow children to have a short time away from the remainder of their class to talk through what has happened and reflect on their behaviour choice. They may also spend time continuing their class work independently.

The aim of this step is to offer a restorative and reflective approach to their behaviour choices and re-emphasises their capacity to make excellent behaviour choices. However, there will be a consequence for their choices in the form of loss of privilege (longer periods of break/lunchtime lost, exclusions from activities) plus any missed/unfinished work will be completed at home that evening.

Loss of privilege will be with a member of SLT. Parents will be contacted by SLT to discuss the child's behaviour. A restorative conversation will be held with any child reaching Stage 3.

- ✓ 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 should we do to put things right? *
- ✓ How can we do things differently in the future?

Learners in Primary 1 to Primary 4 classes will only focus on one or two key questions ().*

STAGE 3 – SUPPORT PLAN

These are designed for those children who struggle to stay on Stage 1 and need more guidance each day. They also help form a picture of behaviours so that any problem times can be identified, and support can be given.

Clear targets will be set in conjunction with SLT and daily communication between home and school will take place as necessary.

RESTORATIVE PRACTICE

Troon Primary uses Restorative Practice to promote positive relationships, good behaviour, and resolve unacceptable behaviour in a fair and consistent way. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues should be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed in Stage 1-3 of the Behaviour Blueprint which should be displayed in each class.

RESTORATIVE PRACTICE IN SCHOOLS IS ABOUT:

- ✓ building safer schools
- ✓ changing behaviour not punishing
- ✓ adults modelling restorative approaches
- ✓ finding ways to repair harm
- ✓ supporting staff, children and families to use RP to build community

WHY USE A RESTORATIVE APPROACH?

- ✓ Punishment doesn't meet needs of those who suffered
- ✓ May be kudos or 'street cred' attached to the punishment
- ✓ Learners may feel isolated, and it may be difficult for them to get back into school community if they have been behaving inappropriately, making rule-breaking more attractive

RESTORATIVE QUESTIONS

TO RESPOND TO CHALLENGING BEHAVIOUR

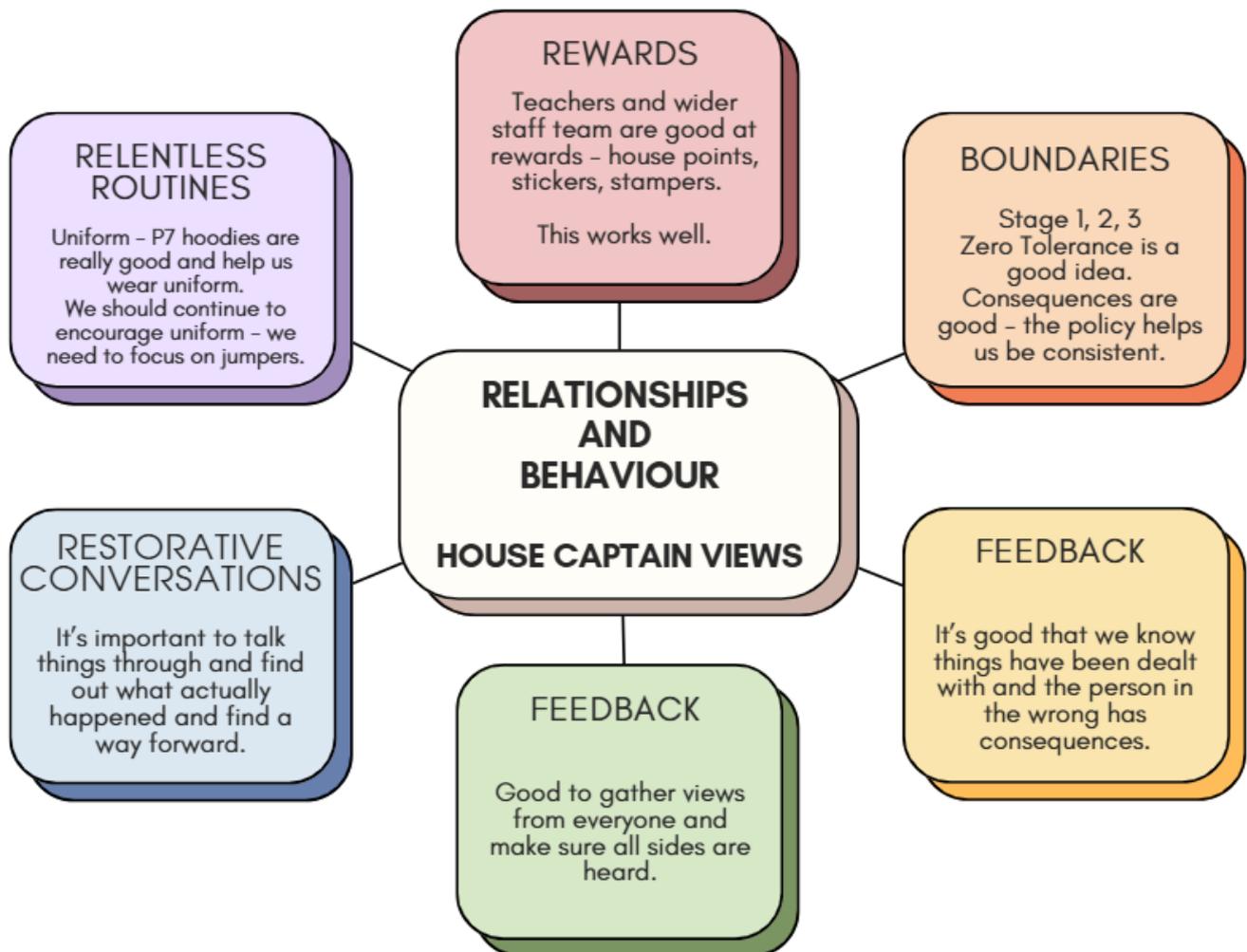
1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?
6. What do you think you need to do to make things right?

TO HELP THOSE HARMED BY OTHERS' ACTIONS

1. What did you think when you realised what had happened?
2. What have your thoughts been since?
3. How has this affected you and others?
4. What had been the hardest thing for you?
5. What do you need to do to make things right?



HOUSE CAPTAIN VIEWS AND FEEDBACK



Troon Primary School, EYC & SLC



Behaviour Blueprint



TROON PRIMARY SCHOOL, SLC & EYC BEHAVIOUR BLUEPRINT



VISIBLE CONSISTENCY

Children are greeted at the door every day
Build positive, trusting relationships
Be caring and kind to ourselves and others
Catch children being good
Be positive

SCHOOL RULES

**READY
RESPECTFUL
SAFE**

OVER AND ABOVE AWARDS

Verbal praise and recognition given
Stickers and stampers used in classes
Star Awards at assembly for each class
Positive postcards/notes home
Positive phone calls home from staff

STEPPED BOUNDARIES



Non-verbal reminder
Verbal warning
Final warning
Cool off time in class
Cool off time in partner class
Repair the situation – restorative conversation
and consequence
Escalation – PT/DHT/HT in order
Contact with parents as appropriate
Consequence and support in place

VISION

Success through Effort

VALUES

**Respect, Resilience,
Positivity, Kindness**

REPAIR AND REBUILD



THE FACT

What happened?
What were you thinking at the time?

THE CONSEQUENCES

What have you thought about since?
Who has been affected and how?

THE FUTURE

How can we make sure this does not happen again?
What can we do to put things right?

RELENTLESS ROUTINES

Walk around school
Wear school uniform
Line up smartly inside and out



TROON PRIMARY SCHOOL & EARLY YEARS CENTRE BEHAVIOUR BLUEPRINT – BREAK & LUNCH



STEPPED BOUNDARIES

Non-verbal reminder
Quiet verbal reminder
Final warning

Cool off time with school assistant – up to 10 minutes
REMINDER TO REMEMBER OUR RULES – return to free play

Cool off time with Senior Leadership Team
Informal contact with parents if appropriate

Serious incidents – Refer to SLT immediately
Formal contact with parents where appropriate
Indoor break/lunch - 'Repair & Rebuild' time with SLT
Individual support plan in place





TROON PRIMARY SCHOOL & EARLY YEARS CENTRE BEHAVIOUR BLUEPRINT - SUGGESTED SCRIPTS

I have noticed that you are.....
(distracted, wandering around, chatting etc.)

It was the rule about being...(ready, respectful, safe)
that you have ignored

I understand that you are.....
(angry, upset, cross etc.)

Today I need to see you as you were when....
(refer to a time when the pupil was engaged, polite, cooperative
etc. – as appropriate)

You can choose to...(settle to work, move to an agreed seat, get
focused) **or you will move to cool off time**

I hear you....(it's not easy but I know that you can do it brilliantly)

Thank you for....(listening or other term as appropriate)



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