



Crawford Primary School

Promoting Positive Relationships Policy

December 2024

Our School

Crawford Primary School is a rural non-denominational primary school serving the village of Crawford and surrounding villages. We pride ourselves on strong, open communication and a sense of knowing our pupils and families well. Positive relationships and attachment strategies are paramount to the ethos of our school.

Our Relationships Policy is based on our school's vision and values:

Our school Vision

‘Caring, Conscientious, Creative: to be the best we can be.’

Our school Values

‘Respect Ourselves, Respect Others, Respect the Environment.’

Our aim

We strive to establish and build open, positive and supportive relationships between adults and children and aim to create a safe, secure, nurturing and inspiring place for teaching and learning. Central to our ethos is the well-being and success of every child in our care, and we work tirelessly to ensure that every child at Crawford Primary School is happy and achieves their full potential during their time here.

Children's Wellbeing

At the heart of our school is the well-being of our children. We focus on ensuring that all children feel safe, healthy, achieving, nurtured, active, respected, responsible and included —consistent with the SHANARRI indicators. By embedding these principles through our daily practices and Health and Wellbeing curriculum, we strive to "Get It Right for Every Child." We use restorative, solution-oriented strategies to promote well-being and address challenges positively



Positive Relationships

'Positive relationships enhance the shared understanding of behaviours and can help to promote better behaviour choices.'

(South Lanarkshire Council - Promoting Positive Relationships and Understanding Distressing Behaviour, 2019)

Our approach aligns with the Scottish Relationships and Behaviour Plan, which advocates for a style characterised by high warmth and support, along with high standards and expectations.

We have high expectations for effort and behaviour, and we aim to create a climate where children can develop into Confident Individuals, Successful Learners, Effective Contributors, and Responsible Citizens. This is guided by the six attachment pledges:

- See the whole person
- Hear their voice
- Recognize behaviour as communication
- Respond with compassion
- Act to make a difference
- Believe in change

Rights Respecting

In Crawford Primary, we uphold the UN Convention on the Rights of the Child (UNCRC), using it to help foster positive relationships and behaviour. We introduce these rights to students through child-friendly language in our Health and Wellbeing program and work to ensure they are respected and fulfilled. Each year, students create class charters that highlight key rights they agree to respect.

Code of Conduct

All staff at Crawford Primary are committed to creating an environment where children feel supported in their learning. Parents also play a crucial role in reinforcing the school's rules at home, ensuring that children grow into responsible citizens.

Rules and Expectations

- Behave Responsibly
- Listen Carefully
- Always try our best
- Follow all instructions
- Keep hands and feet to ourselves at all times.

These rules help ensure that every child and staff member has the right to feel happy, safe, and respected.

Recognising Positive Behaviour

At assemblies, we remind children of expectations and celebrate individual successes and achievements. Each week, a child will receive the *Star of the Week* certificate, highlighting their strengths in the four capacities and skills. Additionally, children's efforts are acknowledged throughout the week through:

- Praise
- Stickers
- Good notes home
- Displays
- Recognition board

We encourage parents to share their children's achievements outside of school so we can celebrate them together.

Note: The school gate should be a place for positive communication. Individual concerns should be addressed privately, not at the gate.

Steps to Success

We understand that there will be times when children's behaviour may not meet expectations. Staff will implement consistent and effective strategies, including de-escalation techniques, to support children experiencing distress.

Our school-wide strategy includes the following steps:

1. **Remind** – Verbal warning (relaxed reminder followed by an official reminder)
2. **Restorative Chat** – A conversation with a staff member to address the issue
3. **Reflect** – Pupils complete a reflection or written task in a quiet area
4. **Reinforce** – Parental involvement
5. **Refer** – Head Teacher involvement, including a parental phone call or meeting

We aim to manage behaviour calmly and consistently, ensuring interventions are constructive. Steps 4 and 5 involve parental interactions where the extent of a pupil's behaviour, its impact and the steps to be taken will be discussed.

We believe that behaviour is a form of communication and will work in partnership with parents and carers to address triggers to behaviours and reactions. We ask that parents and carers inform class teachers of any changes in circumstances which may affect their well-being and behaviour.

Restorative Approach – Magic Questions

- What happened?
- What were you thinking/feeling at the time?
- How have you been thinking/feeling since then?
- Who do you think was affected by your actions, and how?
- What could you do to help make things right?
- How can we prevent this from happening again in the future?
- What can I do to help you?

Restorative approaches are used to help children reflect on their actions, discuss differences, and agree on next steps. When adults witness incidents, all children involved are encouraged to share their views in a restorative conversation, with the adult facilitating the discussion and determining next steps.

Anti-Bullying

At Crawford Primary, we foster a culture of respect and responsibility. We recognize that bullying is never acceptable, and our anti-bullying ethos is embedded in our daily practices, consistent with the Scottish Government's *Respect for All* framework.

What is Bullying?

Bullying involves harmful behaviour that can make someone feel hurt, threatened, or excluded. While the behaviour might not always be repeated, its impact can be long-lasting, emotionally or physically. Sometimes, children may not realise their behaviour constitutes bullying. Whether intentional or not, the effect on the person being bullied is just as severe.

We take a proactive and reactive approach to bullying. We promote anti-bullying through:

- Raising awareness of rights and actions
- Promoting a positive, respectful ethos
- Adult presence in the playground
- Social and emotional health programs (e.g. Emotion Works)
- Restorative approaches
- Peer support and buddy systems
- Specialised support when needed

Online Bullying

We educate children and parents on the importance of respectful online relationships and the consequences of online behaviour:

- Online relationships deserve the same respect as offline relationships.
- "If you wouldn't say it, don't send it."
- Online communication lacks gestures, facial expressions, and tone of voice.
- Online communication can be traced.
- Respecting privacy online is essential.
- Clear expectations and codes of conduct are in place.

Building Resilience

We promote resilience by fostering a safe, supportive environment where children feel a sense of belonging and connectedness. Through recognition of achievement, involvement in decision-making, and providing opportunities for challenge and success, we build the emotional and mental strength necessary for children to face difficulties.

Legislation and Frameworks

This policy is informed by current legislation, research, and best practices, including:

- *Getting it Right for Every Child*
- *Curriculum for Excellence*
- *National Improvement Framework (2018)*
- *United Nations Convention on the Rights of the Child (1991)*
- *Better Relationships, Better Learning, Better Behaviour (2013)*
- *Promoting Positive Relationships and Behaviour in Educational Settings – Education Scotland*
- *SLC Attachment Strategy*
- *Nurture Framework (2018)*
- Scottish Attainment Challenge
- How good is OUR school
- Emotion Works
- Restorative Approaches
- CIRCLE Resource
- Nurture and trauma-informed approaches
- GTCS standards
- Behaviour in Scottish School Research
- 'Respect for All: The National Approach for anti-bullying for Scotland's Children and Young People' Scottish Government