

LAW PRIMARY SCHOOL & ELC



**Promoting Positive
Relationships and
Behaviour
Policy**



UPDATED JANUARY 2026

IN PARTNERSHIP WITH PUPILS, STAFF AND PARENTS/CARERS

RATIONALE

The promotion of a positive learning environment throughout our school and ELC is essential to effective learning and teaching. Promoting positive relationships and positive behaviour consistently and fairly, where expectations are clear and concise, is fundamental to our approach at Law Primary School and ELC. Promoting positive behaviour and relationships within the school is the **responsibility of all**; pupils, staff and parents/carers.

We reviewed our approach to managing behaviour following staff training on Attachment Theory, Nurture and Emotion Works. It has now been updated in January 2026 following consultations with staff, parents/carers and pupils.

Our drive to create a positive ethos and approach to managing behaviour within the school and playground are underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC) and the Wellbeing Indicators outlined in Getting It Right For Every Child (GIRFEC). Our school policy is in line with South Lanarkshire Council's guidelines "Promoting Positive Relationships and Understanding Distressed Behaviours" (2019) and the Scottish Government's "Better Relationships, Better Learning, Better Behaviour" (2013).

Support from parents/carers is fundamental in this process.

AIM

- enable pupils to learn and grow in every aspect of their development: academic; personal; physical; social and emotional.
- create and maintain a positive ethos that supports learner behaviour and celebrates success.
- build open, positive and supportive relationships with children and families based on mutual respect and shared expectations.
- raise standards of attainment, behaviour and attendance for all pupils.
- create a safe environment and maintain appropriate structure and routines.
- inform parents/carers and learners of action that will be taken for negative behaviour.
- be sensitive and responsive to the wellbeing of each child.

The relationship between pupils, school staff and parents/carers is based on mutual respect and trust. The positive ethos of our school will be maintained by all children and adults supporting our school values and vision.

Any form of bullying will not be tolerated at Law Primary School & ELC and will be dealt with by the SLT following local and national guidance.

OUR SCHOOL VALUES

School values underpin the ethos and culture of our school. Our values are:

**POSITIVITY | KINDNESS | TRUST
RESPONSIBILITY | DETERMINATION**

OUR SCHOOL RULES

We have high expectations of our pupils' behaviour and achievements. Our pupils are taught to follow these rules:

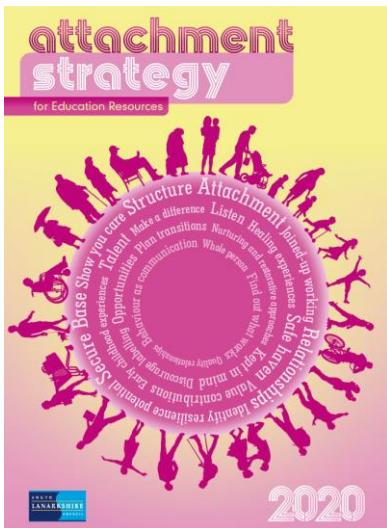
READY | RESPECTFUL | SAFE

OUR SCHOOL MOTTO

We aim for excellence in what we do and who we are as a school community and proudly declare:

#weareawesome

SUPPORTING DOCUMENTS



SLC's Attachment Strategy aims to promote the key understandings from attachment theory and how the theory can inform the ways in which we support our children. It is one of the most influential theories of personality development within the context of relationships. All staff within the school are trained to understand attachment theory and practice, understand the effects of unmatched attachment needs and trauma and are therefore better equipped to build resilience. Attachment informed practice can improve outcomes for children. It involves everything from our day-to-day interactions with children to our organisational approaches including nurture and restorative approaches.

Regardless of our role – we can all make a difference.

Positive relationships are at the centre of our approach with children and families. They are the basis of success. Positive relationships and an understanding that **all behaviour is communication**, are essential to the promotion of positive behaviour, the reduction of incidents of bullying and exclusions, improving learning and teaching and raising attainment and achievement for all.

Law Primary School & ELC acknowledges that learners can present significant distressed behaviours for a variety of reasons. We all need support to learn and some children may need additional support.

When a learner displays distressed behaviours, it is crucial that everyone is kept safe. Adults should avoid confrontational approaches and to help prevent situations from escalating, unacceptable behaviour should be addressed in a calm, firm manner. Seeking an explanation for the signs of tension or distressed behaviour may often be helpful in preventing a situation reaching a crisis point (Promoting Positive Relationships and Understanding Distressed Behaviour, South Lanarkshire Council, 2019).



LAW PRIMARY SCHOOL & ELC'S STRATEGIES TO PROMOTE POSITIVE RELATIONSHIPS AND BEHAVIOUR

We use a wide variety of strategies to promote positive relationships and behaviour – formally and informally both within the school building and within the playground.

CHARTERS

Every class creates a charter at the beginning of the year based on our school rules, values, high standards and expectations. These are underpinned by the United Nations Convention on the Rights of the Child (UNCRC), are clearly displayed with each classroom and are reinforced throughout each day. Children help create the school playground charter which is followed in the same way.

VISIBLE CONSISTENCIES

All adults within the school set high expectations to ensure children are nurtured and ready to learn as well as maintaining high standards throughout the school. Some visible consistencies include; class check ins, Fantastic Walking and Legendary Line-Ups.

SHOWING YOU BELONG

To create a sense of belonging and togetherness, children are expected to wear school uniform every day. This consists of;

- Pale blue long or short sleeved shirt
- Law Primary School tie (will be gifted)
- Grey trousers/skirt/shorts/pinafore
- Grey jumper/cardigan
- Black shoes
- Indoor gym shoes
- Children should also bring footwear suitable for outdoor learning to keep in school, e.g. an old pair of welly boots



CLASSROOM ROUTINES AND REWARDS

All class teachers ensure that children are calm, settled and ready to learn by reinforcing class charters and promoting positive examples and standards. In line with our Learning, Teaching and Assessment policy, class teachers ensure **class climates** have strong collaborative relationships with robust communication. All classes are predictable, reliable and consistent and promote learner independence. Each class has their own reward systems in place to motivate learners alongside our whole school house points system. There are no public displays when managing individual behaviour. All staff within the school issue 'An Extra Special Note Home' in recognition of positive choices.

RECOGNITION BOARDS

Each class has a Recognition Board on display. The aim is for all pupils to be recognised for positive achievement, and some focuses are chosen by pupils. Children encourage each other to be successful and have their name displayed on the recognition board. Children are also encouraged to display acts of achievement on Recognition Boards at the Principal Teacher, Depute Head Teacher and Head Teacher's offices.

HOUSE SYSTEM

There are four Houses at Law Primary School; **Mauldsie**, **Milton**, **Clyde** and **Brownlee**, with each house having an elected House and Vice Captain. It is important that pupils are recognised for their behaviour and positive choices throughout the school and playground, therefore all staff award pupils house points throughout the day. House points are displayed in each class and collated at assembly every week. We run a monthly challenge where the house with the most points each month receives a special end of month treat. These points are reset every month however, are collated to determine the winning house at the end of June. House heroes are chosen by class teachers and are celebrated at assembly every week.

WIDER ACHIEVEMENTS

Pupils are encouraged to share their wider achievements with their class, and these are displayed in the school corridor for all to see.

PUPIL LEADERSHIP ROLES

Primary 7 pupils often have the responsibility of being Buddies to our Primary 1 pupils. They are asked to set the highest example through their behaviour and attitude to school life. House Captains and Vice-Captains have an important role in leading and supporting their peers and are expected to be positive role models for all.

All pupils have the option to be a part of a leadership committee and have the responsibility of leading positive change within the school.

LAW PRIMARY SCHOOL & ELC'S STRATEGIES TO SUPPORT RELATIONSHIPS AND BEHAVIOUR

The Senior Leadership Team (SLT) are available to staff, pupils and parents/carers for advice and support at all times. They will become directly involved in supporting the management of individual pupil behaviour/relationships when all strategies and initial parental involvement led by the class teacher remain unsuccessful.

IN CLASS

Within the class, positive behaviour will be reinforced through our school rules, school vision, school values and class charter. High standards and expectations are set daily.



On occasions, children may require support to follow rules, respect the rights of others and to prevent disruption to learning.

All our Primary School classes follow our Positive Relationships and Behaviour Steps.

REINFORCE

School, class and playground rules are reinforced daily to set high expectations of all pupils.

REMINDER

If rules are broken and/or disruptive behaviour is displayed, pupil is reminded of above.

LAST CHANCE

If choices are made to continue undesirable behaviour a last chance is issued where pupils are reminded of rules and the consequences of having time out as next step.

TIME OUT

Pupils are given a quiet time to reflect upon their choices. Once ready, pupils have restorative conversations with class teachers around their choices, completing our Reflection Sheet. Pupils then discuss this with a member of SLT and it is sent home for parents/carers to see, sign and return.

This procedure is also followed if children are capable of completing class work, but choose not to. Incomplete work will be photocopied and sent home for completion.

IN THE PLAYGROUND

Within the playground, positive behaviour will be reinforced through our school rules, school vision, school values and the playground charter. The playground is monitored by support staff, the school janitor and the Senior Leadership Team. The same procedure will be followed as in class, however during the Time Out phase, children will be asked to sit aside from play or stay next to an adult. Children will not be asked to come in from outside or miss their break time.

REFLECTION SHEET

If pupils reach the Time Out phase, they will have restorative conversations with an adult. These nurturing conversations are aimed to help the pupil understand their behaviour and choice, the impact that has on others and their rights, and how to make better choices in the future.

These discussions are driven through the Reflection Sheet.

This will then be discussed with a member of the Senior Leadership Team.

In our approach to work in partnership, this Reflection Sheet will then be sent home to have discussions with parents/carers and returned. These steps will be dealt with on the day to allow the pupil a fresh start the following day.

Parents/carers also have the opportunity to comment if they wish. As always, if parents/carers wish to discuss further they can do so at any opportunity with a member of staff.

If pupils receive a Reflection Sheet more than once a week, the class teacher will telephone home.

If pupils receive a Reflection Sheet more consistently, a member of the SLT will telephone home.

Following this, if pupils still require behavioural support then more formal planning discussions will take place, in line with the Staged Intervention Framework and the PPRUDB. This is based on the individual needs of the pupil.



Promoting Positive Relationships and Understanding Distressed Behaviour Reflection Sheet

Child's Name:	Reflection Sheet issued by:
Date:	Time of incident:

What happened?

How did I feel?



Who was affected?

Me	Staff Member	Pupil(s)	Other (please note)
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How were their rights impacted?



How can I make it right?

Apologise	Clean up	Fix what is broken	Other (please note)
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What will I do differently next time?

Walk away	Tell an adult	Use my words
Use a regulation strategy	Follow instructions given	Other (please note)

Child's Signature:	Parents Signature:
Issued by:	SLT signature:

Parent/Carer comment:

MONITORING AND TRACKING OF BEHAVIOUR

Class teachers and support staff monitor and track behaviour and this is shared weekly with the SLT. Discussions take place at weekly SLT meetings and supports and interventions are put in place where necessary.



Week Beginning _____

Class _____

Promoting Positive Relationships and Understanding Distressed Behaviour **Class Monitoring and Tracking Sheet**

Our school approach is to promote positive behaviour. At all stages, the emphasis should be on repair. This would take the form of a discussion with the pupil using restorative approaches. At all stages the PPRUDB and UNCRC should be followed and reinforced.

STEP	PROCEDURE	CODE
1. REINFORCE	Reinforce school rules / class charter / playground charter daily and use positive behaviour strategies	
2. REMINDER	If school / class / playground rules are not being followed, issue a reminder of the rules	R
3. LAST CHANCE	Final reminder of the school / class / playground rules and opportunity to engage with knowledge of time out consequence as the next step	L
4. TIME OUT	Time in quiet space to think about choices and prevent further disruption. Reflection sheet issued; discussed with child. Child to discuss with SLT. Sheet sent home to be signed.	T

Record behaviour tracking each day where necessary. Send to SLT weekly.

NAME	M	T	W	T	F	COMMENT

The promotion of positive behaviour is the collective responsibility of all learners, parents/carers and members of school staff.

If child is issued a reflection sheet more than once in a week a phone call will be made home by CT.

If patterns in behaviour happen consistently over more than one week, a phone call will be made home by SLT.

If positive changes do not occur, a meeting to support child will take place with parents and SLT.

VIOLENT INCIDENTS

Violent incidents, or instances where pupils are putting themselves or others in danger are not tolerated. Safety of all our pupils and staff is paramount. These incidents are recorded and discussed with the leadership team and acted upon with the upmost importance. Judgement will be made on an individual basis and options may include one or more of the following;

- Parental involvement
- Staged Intervention Framework
- Multi-agency involvement
- Additional Support Plan (OP A28)
- Behavioural Additional Support Plan (PPRUDB)
- Exclusion Procedures (OP A8)
- Violence at Work Reporting (OP A30)

All instances of violent behaviour are recorded within the school and within online systems where appropriate. Parents/carers are involved of all violent incidents.

BULLYING AND PREJUDICE BASED BEHAVIOUR

Bullying is not acceptable at Law Primary School and ELC and an anti-bullying ethos is embedded in day-to-day practices that align with Legislative paperwork; Respect For All – The National Approach to Anti-Bullying for Scotland's Children and young People. Law Primary School's procedures follow SLC's Treat Me Well Anti-Bullying Guidance (2025) and Promoting Positive Relationships and Understanding Distressed Behaviours. We strive to create learning environments that are safe, nurturing, respectful and free from fear, abuse and discrimination. When disclosures are made, investigations are done to determine whether behaviours are through conflict or bullying, ensuring that children's rights to be free from fear, discrimination, intimidation, harassment and social exclusion are protected.

Our response focuses on challenging the behaviour, encouraging reflection and preventing reoccurrences. All children have the right to feel safe at Law Primary School and ELC. Reported incidents are recorded on SLC's SEEMis system and are monitored and this is communicated clearly with parents/carers. Incidents are treated on an individual basis where the school and parents/carers work in partnership putting pupils first.