



Tinto Primary School and Nursery Class

Relationships and Behaviour Policy

Applies to: Tinto Primary School and Nursery Class

Review cycle: Every 3 years in line with South Lanarkshire Council guidance

Policy Position Statement

At Tinto Primary School and Nursery Class, relationships are at the heart of everything we do. We are committed to providing a safe, nurturing and inclusive environment where all children feel valued, respected and supported to thrive.

We recognise that behaviour is communication. Children's behaviour reflects their developmental stage, experiences, emotional wellbeing and individual needs. Our approach is grounded in attachment-informed, nurturing and trauma-sensitive practice, characterised by high warmth and high but attainable expectations.

This policy is underpinned by the United Nations Convention on the Rights of the Child (UNCRC) and promotes children's rights to protection, participation, dignity, wellbeing and development. All decisions are guided by the best interests of the child.

Relevant UNCRC Articles:

- **Article 3** – Best interests of the child
- **Article 6** – Right to life, survival and development

Legislative, Policy and Framework Context

This policy is informed by and aligned with the following:

Legislation

- United Nations Convention on the Rights of the Child (UNCRC) – incorporated into Scots Law (2024)
- Standards in Scotland's Schools etc. Act 2000
- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)
- Equality Act 2010
- Age of Criminal Responsibility (Scotland) Act 2019

National Policy and Guidance

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence – Health and Wellbeing
- Better Relationships, Better Learning, Better Behaviour
- Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People
- Improving Relationships and Behaviour in Schools: Ensuring Safe and Consistent Environments
- Realising the Ambition: Being Me
- Applying Nurture as a Whole-School Approach (INC55)
- Restorative Approaches in Educational Settings

Inspection and Quality Frameworks

- A Quality Improvement Framework for the Early Learning and Childcare Sectors – Early Learning and Childcare Quality Indicators (2025)
- Health and Social Care Standards (2018)

Local Authority Guidance

- South Lanarkshire Council – Treat Me Well: Anti-Bullying Guidance
- South Lanarkshire Attachment-Informed and Trauma-Sensitive Practice Guidance

Our Ethos and Values – The Tinto Values Tree

Our approach to relationships and behaviour is rooted in our shared values, represented through the Tinto Values Tree.

Roots – Our Core Values

Respect · Caring · Trust · Equality · Perseverance · Honesty

These values underpin all interactions, expectations and decisions across our community and support children's rights to dignity, inclusion and equality.

Relevant UNCRC Articles:

- **Article 2** – Non-discrimination
- **Article 29** – Education developing personality, talents and abilities

Trunk – Our Community

The trunk represents Tinto Primary School and Nursery Class as one connected community. Children experience predictable, nurturing relationships and consistent expectations as they progress from nursery into primary.

Branches and Leaves – Learning, Behaviour and Relationships

Children are supported to develop responsibility, cooperation, resilience, creativity, and respect for others. These skills are explicitly taught, modelled and supported, not assumed.

Flowers – Belonging and Inclusion

We have a responsibility to ensure that everyone in our community feels they belong. This commitment is reflected in daily practice, personal care planning, restorative approaches and strong partnerships with families.

Relevant UNCRC Articles:

- **Article 12** – Right to be heard
- **Article 16** – Right to privacy and dignity

Our Nurturing Approach – The Six Nurture Principles

At Tinto Primary School and Nursery Class, our relationships and behaviour approach is underpinned by the **Six Nurture Principles**, which guide how adults understand and respond to behaviour across nursery and school.

1. **Children's learning is understood developmentally**
Expectations are age- and stage-appropriate and recognise individual differences.
2. **The classroom and nursery offer a safe base**
Predictable routines, consistent adults and emotionally safe spaces support security.
3. **The importance of nurture for wellbeing**
Warm, responsive relationships are central to regulation, learning and resilience.
4. **Language is a vital means of communication**
Adults model respectful language and support children to express feelings and needs.
5. **All behaviour is communication**
Behaviour is understood as an expression of need, not defiance.
6. **Transitions are significant in children's lives**
Children are supported through change with sensitivity, preparation and care.

These principles support children's emotional wellbeing and learning, particularly during times of stress, transition or difficulty.

Relevant UNCRC Articles:

- **Article 6** – Development
- **Article 39** – Recovery from distress or trauma

Promoting Positive Relationships (Universal Support)

Positive relationships are proactively promoted through:

- Warm welcomes and daily connection
- Strong keyworker relationships in the nursery and trusted adults across the school
- Predictable routines and clear expectations
- Play-based learning and opportunities for co-regulation
- Emotional literacy and wellbeing approaches
- Shared language linked to the Values Tree

- Celebration of effort, kindness and achievement
- Strong partnerships with parents and carers

These approaches support children's rights to play, to learn through relationships, and to develop socially and emotionally.

Relevant UNCRC Articles:

- **Article 31** – Right to play
- **Article 29** – Development of the whole child

Responding to Distressed Behaviour – A Graduated Approach

Children may experience distress due to developmental stage, additional support needs, trauma, change or life circumstances. Our responses are relational, proportionate and informed by GIRFEC staged intervention.

Responses prioritise children's rights to dignity, protection and support.

Stage 1 – Regulation and Support

Adult co-regulation, calming strategies, reassurance and redirection.

Stage 2 – Targeted Support

Observation, reflection, environmental adaptations, individualised strategies and parental partnership.

Stage 3 – Enhanced / Multi-Agency Support

Individual support plans, GIRFEC staged intervention and multi-agency involvement with consent.

Stage 4 – Safety and Crisis Response

De-escalation prioritised at all times. Physical intervention used **only as a last resort** to prevent harm. Incidents are recorded, reviewed and shared appropriately.

Relevant UNCRC Articles:

- **Article 19** – Protection from violence and harm
- **Article 23** – Rights of children with additional support needs
- **Article 39** – Recovery and support

Restorative and Compassionate Practice

Restorative approaches are used to repair relationships, restore trust and support learning. Children are supported to understand impact, express feelings and agree next steps in a respectful and supportive way.

Relevant UNCRC Articles:

- **Article 12** – Right to be heard
- **Article 40** – Right to dignity and fair treatment

Anti-Bullying – National and Local Approach

Our Commitment

Bullying is never acceptable and is a breach of children's rights. Our approach is underpinned by Respect for All (national guidance) and Treat Me Well (South Lanarkshire Council guidance). Tinto P.S & N.C had their anti-bullying work recognised by Respect Me and attained their Respect Me Award.

What Is Bullying?

Bullying is defined as face-to-face and/or online behaviour which impacts on a person's sense of physical or emotional safety, control and wellbeing.

- Behaviour does not need to be repeated
- Intent is not required – impact is central
- Often involves an imbalance of power

Bullying and Children's Rights

Bullying compromises children's rights, including:

- **Article 2** – Non-discrimination
- **Article 19** – Protection from harm

Bullying or Conflict

Staff distinguish between normal peer conflict and bullying behaviour to ensure fair, proportionate responses.

Reporting, Recording and Monitoring

All concerns are taken seriously. Bullying incidents are recorded using the SEEMiS Bullying and Equalities Module and monitored by senior leaders.

Roles and Responsibilities

Senior Leadership

Ensure consistent implementation, support wellbeing and oversee monitoring and review.

Staff

Build trusting relationships, model respectful behaviour, and respond compassionately and consistently.

Parents and Carers

Work in partnership, share information and engage in solution-focused planning.

Children

Be listened to, supported, and involved in restorative processes.

Relevant UNCRC Article:

- **Article 12** – Right to be heard

Monitoring, Evaluation and Review

The impact of this policy is evaluated through:

- Self-evaluation using the ELC Quality Improvement Framework (2025) and HGIOS
- SHANARRI wellbeing indicators
- Children's voices and parental feedback
- Staff confidence and consistency

This policy will be reviewed regularly to ensure it remains responsive, inclusive and effective.

Date: May 2026

Signed: Alex Stark (H.T)

A handwritten signature in black ink, appearing to read "Alex Stark". The signature is stylized, with the first letter of each word being significantly larger and more prominent than the others.