

Park Primary School and ELC



Relationships Policy



Article 2 (Non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities, and or any status, whatever they think or say, whatever their family background.

Article 28 (Right to an Education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in school must respect children's dignity and their rights.

This policy was adopted at Park Primary School and ELC on December 2024 after consultation with pupils, staff and parents. It will be reviewed in June 2025.

Signed: Shirley Stuart

Designation: Head Teacher

1. Purpose, Vision, Values & Aims

The purpose of this policy is to provide guidance for parents, carers, pupils, whole school staff and the wider community about our relationships-focused approach to behaviour management.

Positive relationships are crucial for creating a school ethos which supports the inclusion, equality and wellbeing of everyone in the school community. They are central to GIRFEC (Getting it Right for Every Child), the UNCRC (United Nations Conventions for the Rights of the Child) and OCTNE (Our Children their Nurturing Education.) Our school seeks to provide an atmosphere of mutual respect and collective responsibility where children can thrive socially, emotionally and academically.

As a result, positive relationships play a key role in underpinning our school vision, value and aims.

We want Park Primary & ELC to be

a place to shine, a place of kindness, a place of togetherness - a place where children are encouraged to 'Reach for the Stars' in all that they do.'

Our Vision

In Park Primary School, we have a shared vision to 'Reach for the Stars'

Our Values

Shine, Be Kind, Together

Our Aims

We aim to support all our pupils in becoming successful learners, confident individuals, responsible citizens, and effective contributors by;

- Promoting a happy, safe and nurturing environment
- Providing learning experiences that support and challenge
- Helping pupils develop social, emotional and personal skills
- Encouraging creativity and thoughtful reflection on learning and the ways pupils learn best
- Working in strong partnership with parents, outside agencies, and the wider community

Together, we aim to keep shining and showing kindness as a school community.

Our Children Their Nurturing Education

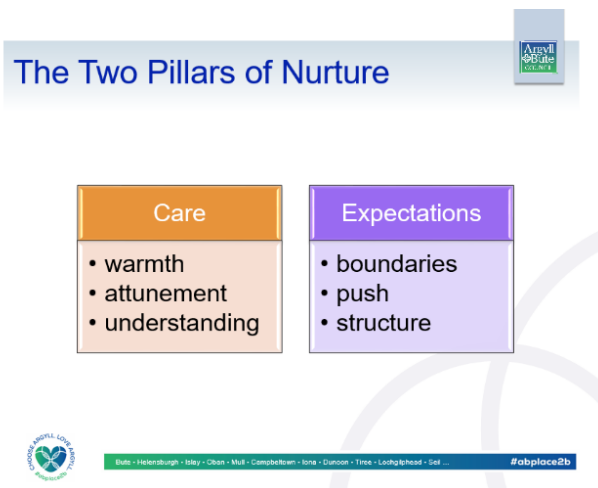
At Park Primary we are committed to embedding nurture-based approaches across our setting and received our Bronze Accreditation in November 2024.

'At the heart of a nurturing approach is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.'

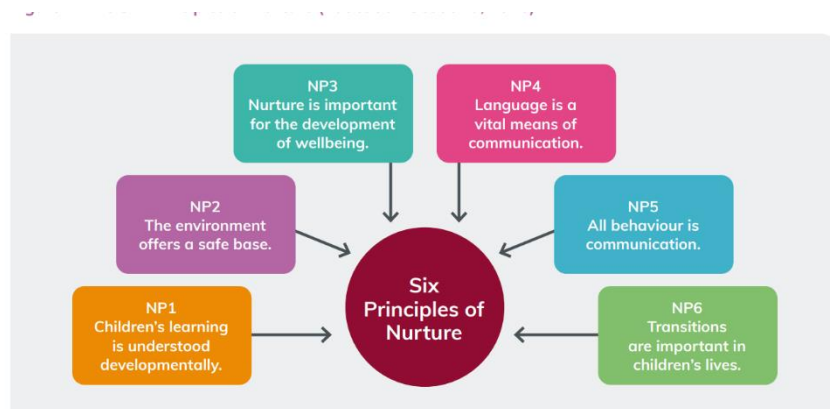
Education Scotland

We recognise the importance of the two pillars of nurture and seek to provide high levels of care and understanding alongside clear boundaries, consistency and high expectations appropriate for each child's stage of development.

The Two Pillars of Nurture



In line with the Six Principles of Nurture, we also recognise that 'All behaviour is Communication,' (NP5) and seek to understand the emotion or reason behind a child's behaviour where standardised responses prove ineffective. Where individuals require additional help to meet expectations we will seek ways to identify and meet their needs in partnership with parents, carers and other relevant agencies.



2. Expectations, Consequences and Boundaries

At Park Primary we have clear expectations in place that reflect the rights of the child and apply to everyone in our setting. They exist to help promote a calm, secure and supportive school ethos. We recognise the importance of adults and Clan Leaders modelling and reinforcing these expectations consistently across the learning community in daily interactions, our Assemblies, Classroom Charters, Restorative Conversations and Reminders.

Clear classroom and playground protocols have also been developed to ensure a consistent and equitable approach to promoting positive management. (Appendix 1)

However, we also acknowledge that children are individuals and have varying needs. Where pupils may benefit from differentiated interventions and/or additional support in line with Argyll & Bute's Staged Intervention Process, adjustments to the protocol and expectations will be adjusted accordingly. (Appendix 2)

We understand that individuals may push boundaries, but when this happens we are committed to reinforcing boundaries in an attuned manner. It is important to acknowledge that we will not prioritise a punitive approach when members of our school community do not meet expectations as this can promote escalation, shame and resentment. Instead, we will explore consequences that are proportionate, natural and collaborative in nature. This will mean responses may vary but the approach will remain consistent focusing on; repairing the harm, restoring relationships and preventing it happening again. (Appendix 3)

Our approach will always be solution-oriented and restorative to ensure that those involved are able to learn and be empowered to implement change for themselves.

Park Primary recognises that parents and carers are key partners in their children's learning and continue to find ways to work in partnership with our families to develop and embed our approach.



Aspirations for stakeholders

Aspirations for Staff:

- To create a welcoming, supportive and safe environment.
- To promote wellbeing of children, staff and families, showing mutual respect for their rights through their application of the SHANNARI indicators.
- To ensure consistency of approach when promoting positive behaviour and modelling rights respecting behaviour and language.
- To respect the rights of children, staff and families by listening to and valuing their views.
- To recognise and support the individual skills, abilities and needs of learners.
- To record and monitor patterns of behaviour in line with the policy and notify SLT of any significant concerns.

Aspirations for children:

- To encourage, praise and complement one another.
- To try their best to meet the expectations to support their rights and the rights of others.
- To support the school vision, value and aims through respectful words and actions.
- To develop mutual respect by listening to and valuing the views of others.
- To be equipped with the skills to reflect on their behaviour, have empathy for others and find solutions to disagreements and potential conflict

What can parents/carers do to support us?

- Celebrate their child's efforts, achievements and successes in and out of school.
- Inform the school of achievements outside school so these can be shared more widely.
- Support the positive behaviour policy, mirroring respectful language and actions towards children, staff and families.
- Encourage children to discuss any problems/worries with the school allowing children to share their voice with adults both in and out of school.
- In the first instance, **please contact the class teacher** with any concerns or changes in circumstances.
- Work in partnership with the school to recognise and meet individual needs together.

3. Key Relational Practice

At Park Primary all staff recognise the vital role positive relationships play in fostering our school ethos and promoting a pupil's ability to engage in their learning. Staff are aware of the impact of trauma on brain development and a child's ability to self-regulate and are attachment and trauma informed. Understanding these key concepts equips us with the ability to ensure that we see distressed behaviour in the wider context of an individual's circumstances.

Relational Practices	
Positive Noticing	<p>Relentlessly catching children doing the right thing and marking it with positive acknowledgement to promote more of the desired behaviours and help build self-esteem and confidence in children.</p> <p>This includes Clan Points, positive notes and calls home.</p>
Soft Start Article 31 - the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child	<p>A more gentle start to the school day lasting around 20 minutes. During this time pupils participate in a range of enjoyable, calm, developmentally appropriate, independent activities and staff have the opportunity to connect and check-in with pupils. Soft starts help regulate learners and support transition between home and school by reducing levels of demand and anxiety. It can also enhance vital social skills.</p>
Daily Check-Ins	<p>Pupils are encouraged to indicate how they are feeling using an age appropriate chart or display. Adults model appropriate use and refer to check-ins throughout the day to offer support as required.</p>
Attunement	<p>Attunement is the way we recognise and respond to another person's emotional needs and moods. It is a key process in forming secure relationships by listening, caring and noticing.</p>
Curiosity Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views taken seriously.	<p>Trying to figure out what need the behaviour is communicating by making valid and respectful guesses.</p> <p><i>I have noticed that...</i> <i>I wonder if...?</i> <i>Can you tell me more about...?</i> <i>Could it be...? Would it help if...?</i> <i>What do you think was going on?</i> <i>I think you are letting me know that...</i></p>
Acceptance	<p>Adults listening to and validating pupil emotions without judgement.</p> <p><i>I am sorry you feel that way.</i> <i>Those are really big emotions.</i> <i>I can see why it would make you feel like that.</i> <i>It must be worrying to think that...</i> <i>I am here for you when you are ready.</i></p>

Co-Regulation	Self-regulation is our ability to recognise and regulate our own emotions. Co-regulation is a supportive interaction between two or more people to help another recognise, understand and settle their own emotions. (Appendix 3)			
Emotional literacy	<p>‘Communication underlies our ability to manage behaviour and emotions, by expressing what we need or using language to regulate how we feel.’ Being Me</p> <p>Pupils will develop emotional literacy through storytelling, daily check-ins and adults noticing, recognising and modelling how they feel. This will also be supported throughout the setting using PATHS (P1-4) and Zones of Regulation (P5-7).</p>			
Restorative Conversations	<p>‘At the most universal and basic level all practitioners can behave in a restorative way by demonstrating restorative values and using restorative thinking and language to:</p> <ul style="list-style-type: none">• understand another person’s behaviour and reflect on our own behaviour• have self-compassion, empathy and compassion for others• find solutions to disagreements and potential conflicts• ‘think together’ to develop our openness to alternative ways of thinking and potentially new ways of behaving.’ <p>Extract from Restorative Approaches to Support Positive Relationships and Behaviour</p>			
<div><div>What happened?</div><div>Who has been affected by this?</div><div>What needs to happen now?</div></div> <p>Depending on the age, cognitive ability, and level of engagement of those involved this could be a very quick process or may require the language to be made simpler or may require the use of supplementary questions. Some examples include:</p> <table><tr><td>The Storytelling What were you doing/saying then? Before that/ after that/ and then what happened? Tell me more about that. Anything else? Your thoughts then? How were you feeling then? What did you see them do? ..hear them say? [be sure to connect thoughts, feelings and behaviour]</td><td>The Impact How has this affected you? Tell me more.. What’s been the hardest thing? Who else has been affected? How have they been affected? How do you know? How do you feel now? Anything else? [prompt and be explicit if they don’t volunteer or know eg. how was Jenny affected by that?]</td><td>The Solution What should happen now? What would that look like? What will help that happen? Who can help? When should that happen? Do you agree with the plan? What’s first? Then? Your thoughts now? How do you feel now? Are you OK?</td></tr></table> <p>Restorative scripts are popular in many settings however scripts can mean that the delivery is formulaic, impersonal and not tailored to the ability or capacity of the person (child or adult) it’s being delivered to. Basing the approach on restorative values, thinking restoratively and using restorative language fitted to a practitioners personality and communication style is much more likely to be effective. Having a prompt card with the questions on it may however be useful as an aide memoire!</p>		The Storytelling What were you doing/saying then? Before that/ after that/ and then what happened? Tell me more about that. Anything else? Your thoughts then? How were you feeling then? What did you see them do? ..hear them say? [be sure to connect thoughts, feelings and behaviour]	The Impact How has this affected you? Tell me more.. What’s been the hardest thing? Who else has been affected? How have they been affected? How do you know? How do you feel now? Anything else? [prompt and be explicit if they don’t volunteer or know eg. how was Jenny affected by that?]	The Solution What should happen now? What would that look like? What will help that happen? Who can help? When should that happen? Do you agree with the plan? What’s first? Then? Your thoughts now? How do you feel now? Are you OK?
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Play Pedagogy	Play pedagogy will feature throughout our setting to promote wellbeing, language development, social skills, learning and self-regulation.			
De-escalation	Knowledge of the escalation cycle will be used to identify potential triggers, promote calm and where possible, avoid further agitation. Where escalation occurs, demand will be kept low and Argyll & Bute ‘Guidance on Managing Distressed Behaviour,’ will be followed.			

Appendix 1

Stages	Action	Staff Responsible
<u>Phase 1</u> For low level occurrences that can be resolved without the need to take any supplementary steps. <ul style="list-style-type: none"> Reminder Let's Chat 	Verbal or visual reminder of the expectations delivered privately wherever possible. Repeat reminder if necessary with positive affirmation and re-direction back to task.	Class Teachers and Support Staff
	Speak to the child privately wherever possible to try and establish what the behaviour is communicating, or to identify any unmet needs by making valid and respectful guesses.	Class Teachers and Support Staff If not present, CT should be informed.
<u>Phase 2</u> For ongoing low level occurrences <ul style="list-style-type: none"> Reminder Let's Chat Let's make a plan 	Behaviour is ongoing and a clear plan needs to be agreed with the child which may include natural consequences; working in an alternative space within the room, 5mins on bench, restorative conversation, break inside, finishing work at home. CT to monitor behaviour. CT to update parent/carer if reoccurring. and keep SLT informed.	Class Teacher and Support Staff If not present, CT should be informed.
<u>Phase 3</u> For persistent low level occurrences <ul style="list-style-type: none"> Reminder Let's Chat Let's get everyone together 	Behaviour is ongoing and a clear plan needs to be agreed with the child in partnership with parents/carers.	Class Teacher, Home and SLT Relevant Support Staff informed.
<u>Phase 4</u> Ongoing behaviour or a single incident is causing concern due to risk of harm to themselves or others.	Support Staff and Class Teachers can use their professionalism if an occurrence at a higher level requires immediate support from SLT. If required, a member of SLT should be contacted by another member of staff or pupil and will attend to support de-escalation and regulation. Once regulated, pupil will engage in a restorative conversation. SLT and staff will de-brief. Parents/carers will be informed and next steps agreed.	Support Staff, Class Teacher, Home and SLT

<p><u>Phase 5</u></p>	<p>If there is a pattern of more serious circumstances such as risk of harm to themselves, others or at risk of running away then children would require an individual protocol and support may be sought from a specific or specialised partners in line with;</p> <ul style="list-style-type: none"> • Risk Assessments • Staged Intervention (Appendix 2) and/or • Managing Distressed Behaviour (Appendix 4) <p>All school staff will be kept informed of revised protocols.</p>	<p>Support Staff, Class Teacher, Home, SLT, External Agencies</p>
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Appendix 2

Argyll and Bute Staged Intervention

The Stages at a Glance

Universal Support Entitlements

All learners have an entitlement to support. All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning. Young people themselves should be at the centre of this planning, as active participants in their learning and development. Robust systems for assessing, monitoring and tracking are key within this stage.

Stage 1 In-class or in-group

The class teacher or key worker (Early Years) identifies a need for some additional support. The Named Person is notified and the teacher/key worker makes some changes to the normal routine or gives some extra attention so that the child can get the best out of the work of the group or class.

Stage 2 - Targeted intervention

There is an identified need for targeted planning and intervention to address additional support needs. A Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Timescales for review of the interventions will be built in to the plan.

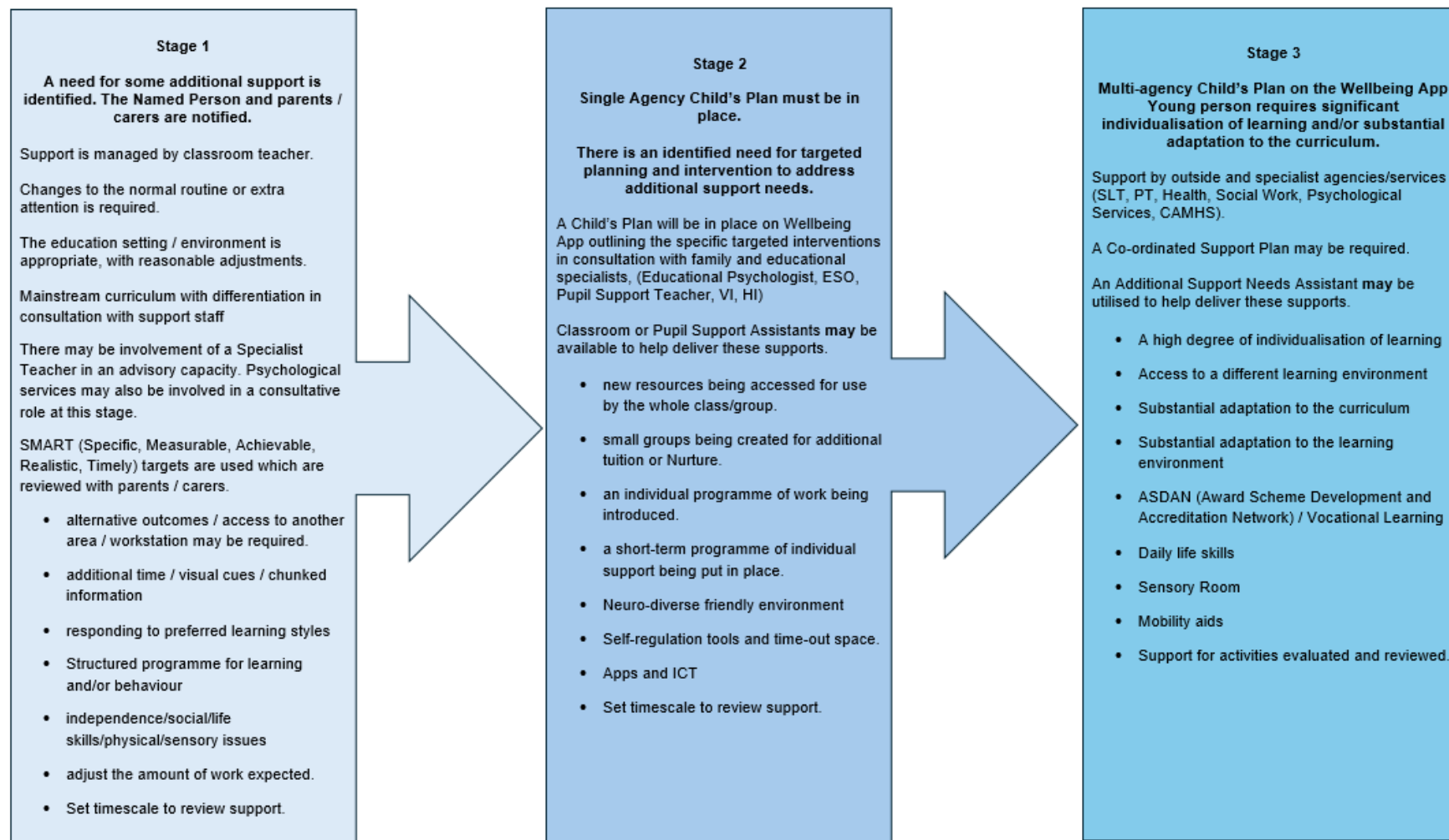
Stage 3 – Specialist input

There is an identified need for more targeted intervention and / or specialist provision and interventions including:

- a high degree of individualisation of learning and/or
- access to a different learning environment
- substantial adaptation to the curriculum and/or
- substantial adaptation to the learning environment.

A Child's Plan will be in place outlining the specific targeted interventions required and detailing long- and short-term outcomes and timescales. Where there is multi-agency involvement, a Lead Professional will co-ordinate this support. There may also be a Co-ordinated Support Plan in place.

Staged Intervention Flowchart



Appendix 3

Self-Regulation vs Co-Regulation

Self-Regulation	Co-Regulation
It is a sunny day. A child recognises they are too hot and takes off their jumper and has a cold drink.	It is a sunny day. A pupil is red in the face and there are sweat beads on their brow. The teacher recognises they might be too hot and suggests they take their jumper off and have a drink, to cool down.
A child forgot to have breakfast because they were running late. They check their lunchbox and eat an apple in the playground before the bell goes.	A child is struggling to concentrate in class and seems grumpy and agitated. The ASNA recognises they are dysregulated and hears the child's stomach rumbling so they get curious. The ASNA figures out the child missed breakfast and helps them to make a suitable plan to ease their hunger.
A child is struggling to complete their maths, so asks an adult for help. They wait patiently for the adult to come over.	A child is struggling to complete their maths. They shout out "I can't do this!" When no-one comes over immediately they get more frustrated and snap their pencil. The adult comes over and uses curiosity to help them identify the emotions, validate it and reassure them they are here to help. When the child is calm, the adult models another way to ask for help next time and kindly reminds them to pick up the broken pencil and put it in the bin.

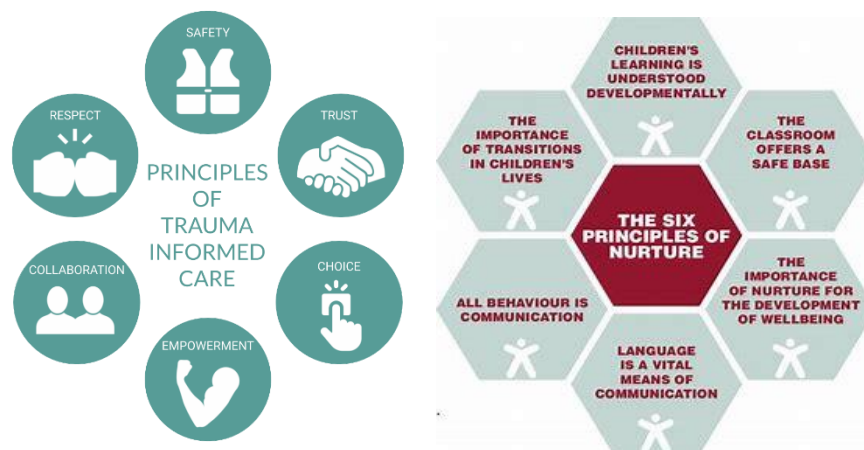
Appendix 4

Managing Distressed Behaviour (Summary)

This guidance is to;

- support and protect the interests and well-being of children and young people for whom staff have a shared responsibility and a duty of care in response to distressed or dysregulated behavior.
- protect staff in the fulfilment of their responsibilities to children and young people
- give guidance about the use of physical interventions with children and young people;

In all interventions the aim is to empower individuals to re-establish control of their lives using trauma-informed and nurturing approaches.



Further information on these approaches can be found [here](#);

- [Argyll and Bute Educational Psychology Service - Podcasts \(google.com\)](#)
- **Trauma Skilled Training (Level 1)** [Turas | My Turas | Home \(nhs.scot\)](#)

Step 1 Agreed Protocols

Supportive protocols agreed and developed in line with Child's Plan and Risk Assessments, with the child or young person, parents and relevant agencies involved and recorded appropriately.

Step2 Learning Environment

It is essential to remember that 'all behaviour is communication.' What is the child trying to tell us? **What do they need** from the adults around them?

What reasonable adjustments can be made to their learning environment, daily activities and interactions to ensure the child feels safe, healthy, achieving, nurtured, active, responsible, respected and included?

Classroom Checklist [inc55appendix3a.pdf \(education.gov.scot\)](#)

Playroom Checklist [inc55appendix3b.pdf \(education.gov.scot\)](#)

[CIRCLE Inclusive Classroom Scale Primary-CIRCLE-Resource-2021.pdf](#)

Step 3 De-escalation

Appropriate steps should be taken to de-escalate situations, to minimize their severity and to avoid physical intervention or restrictive physical intervention becoming necessary.

- Identification of triggers
- Structure, Routine, Boundaries
- Reduce demand to keep arousal low
- PACE – Playfulness, Acceptance, Curiosity, Empathy
- Distraction
- Window of tolerance
- Staff support

'Staff members are supported to recognise that they will experience an emotional response to challenging situations that it is normal. Where staff members feel their emotional response is affecting their ability to respond to pupils calmly, they must feel able to call on the support of other staff without feeling compromised.'

During this time ensure the child does not feel overwhelmed by additional adults.

One key adult voice at any one time.

Step 4 Physical Intervention

For all staff, physical intervention must be seen as the last available option. However, in cases where physical intervention of any kind requires to be used, it is imperative that staff follow the protocol to ensure the safety of all involved.

'Any physical intervention must employ the minimum level of force, for the least amount of time needed. It cannot be used solely to force compliance with staff instructions, unless refusal to comply would lead to safety being seriously compromised and possible injury.

It is a criminal offence to use physical force, unless the circumstances give rise to a 'lawful excuse' or justification for the use of force. Such justification may be to prevent an injury to oneself or to others or to prevent serious damage to property. In these circumstances, the minimum reasonable amount of force may be used.'

Step 5 De-brief

After the incident, time must be taken to ensure that the member of staff involved has the opportunity to discuss the incident and their feelings around it. This could be facilitated with a member of school staff or someone external such as an Education Support Officer, Educational Psychologist or Nurture Teacher.

Staff have a right to work in an environment which is not subject to disruption or aggression.

Step 6 Recording and Monitoring

Parents/carers must be contacted by the head of establishment at the earliest opportunity, and, in any instance, on the same day. Any use of CALM techniques or restrictive physical intervention must be logged on the appropriate Restrictive Physical Intervention Log sheet.

Where restrictive physical intervention has been used, an Incident Record form – PER/S/100C should also be completed.

Where an incident involves violent conduct towards staff the Incident Record- PER/S/100C form must be sent to the School Support Manager.