



St. Bride's Primary School & Nursery Class

Relationship Policy

2026/27

3.1 Ensuring Wellbeing Equality and Inclusion

1.3: Leadership of Change

2.2: Curriculum

2.4: Personalised Support

St. Bride's School Community a joyful place where;

We can Dream, We do Believe and We will Achieve great things!

COMMUNITY FAITH CARING RESPECTED FAIR RESPONSIBLE AMBITIOUS
ACHIEVING

Relationship Policy

St. Bride's Primary and Nursery Class **Pupil Relationship Policy** outlines the school's strategic approach to promoting positive relationships and high standards of behaviour. It aligns with the values of *Curriculum for Excellence*, the **UN Convention on the Rights of the Child (UNCRC)**, and Scotland's national frameworks including **How Good is Our School? (4th Edition)** (HGIOS4), **GIRFEC**, and **Included, Engaged and Involved Part 2**.

1. Policy Statement

Purpose: To support a safe, inclusive, respectful environment where the rights of every child are upheld, and learners can thrive across all curricular areas.

Vision: St. Bride's school community is a joyful place where; We can **Dream**, We do **Believe** and We will **Achieve** great things!

2. Policy Context

How Good is Our School? (HGIOS4):

- QI 3.1: Ensuring Wellbeing, Equality, and Inclusion
- QI 1.3: Leadership of Change
- QI 2.2: Curriculum
- QI 2.4: Personalised Support

National Guidance:

- Curriculum for Excellence
- Getting it Right for Every Child (GIRFEC)
- Included, Engaged and Involved Part 2 (2017)
- UN Convention on the Rights of the Child (UNCRC)
- Equalities Act 2010
- Children and Young People (Scotland) Act 2014

3. Aims and Objectives

- Promote a school community founded on our school values: COMMUNITY FAITH CARING RESPECTED FAIR RESPONSIBLE AMBITIOUS ACHIEVING
- Uphold and embed children's rights as set out in the UNCRC across all aspects of school life.
- Ensure consistent, fair, restorative responses to behaviour throughout the school.
- Support pupils' social, emotional, and mental wellbeing with a strong emphasis on relationships.

- Establish clear and high expectations of conduct, engagement, and participation.

4. School Ethos and Values

- Our school values of being, Ready, Respectful and Safe underpin all approaches to supporting positive behaviour.
- UNCRC rights are part of our daily practice, with displays throughout the school and featured at Assemblies reflecting key articles.
- We promote a nurturing environment through our nurturing ethos, and ensuring all staff are attachment informed and trauma sensitive.

5. Expectations for Behaviour

Pupils

- Demonstrate respect for themselves, others, and the school environment.
- Uphold the rights of others as outlined in the UNCRC (e.g. Article 19 – protection from harm; Article 12 – right to be heard).
- Actively contribute to creating an inclusive, nurturing learning space.

Staff

- Consistently model behaviour that supports positive relationships and rights-based values.
- Foster classroom and school environments which reflect key UNCRC articles.
- Actively teach behaviour expectations and apply the policy with fairness and equity.

Parents/Carers

- Support the school's values and behaviour expectations.
- Reinforce rights-respecting messages and principles at home.
- Engage constructively with the school on matters relating to behaviour and wellbeing.

6. Promoting Positive Behaviour

- Use of whole-school systems that recognise, support, and celebrate rights-respecting behaviour.
- Establishment of class charters co-created with pupils, based on selected UNCRC rights.
- Integration of emotional literacy tools (e.g. Zones of Regulation, Kitbag) for self-regulation.

7. Preventative Approaches

- Positive relationships fostered through consistent routines, expectations and relational pedagogy.
- Early identification of barriers to behaviour through GIRFEC processes.
- Implementation of Promoting Positive Behaviour and Understanding Distressed Behaviour.
- Child's Plans created in partnership with staff, pupils, and parents to ensure appropriate supports.
- Restorative conversations used proactively to address low-level issues and rebuild trust.

8. Responses to Challenging Behaviour

8.1 De-escalation

Calm, empathetic communication based on understanding behaviour as a form of communication.

8.2 Restorative Conversations

Begin in class/playground/nursery with Class Teacher/Support Staff/Early Years Practitioner

If continuously repeated referred to SLT

If discussed with SLT more than 3 times phone call home to parent/carer

8.3 Consequences

Responses are proportionate, rights-respecting, and restorative in nature.

Reflective tasks and supportive conversations designed to help the pupil understand their impact on others.

Flexibility to accommodate individual need (ASN) and uphold dignity as per UNCRC Article 28 and 29.

9. Recording and Monitoring Behaviour

- Use of Pupil Chronologies and Pastoral Notes for significant incidents or ongoing patterns.
- Data analysed regularly to identify trends by age, gender, additional needs, and protected characteristics.
- Behaviour monitored in alignment with Article 3 of the UNCRC (best interests of the child).
- Regular reporting to SLT, including pupil voice feedback.

10. Support for Pupils

- Universal support through consistent practices, classroom environment, and adult relationships.
- Targeted support (e.g. Nurture Groups, BASP, Kitbag, Calm Spaces, Attachment Informed and Trauma Sensitive Approaches) co-developed with pupils and families.
- Named Person ensures holistic and rights-based pastoral care is provided (UNCRC Article 3, 12).
- Partnership working across agencies including Educational Psychology and Social Work.

11. Staff Development

Ongoing professional development in:

- Trauma and Attachment-Informed Practice
- UNCRC and Rights-Based Approaches
- Restorative Practice
- De-escalation and Behaviour Support Strategies
- Kitbag Training
- Reflective practice embedded in staff development programme

12. Communication with Parents and Carers

- Behaviour policy shared via handbooks, school website, and parent workshops.
- Timely and restorative communication about behaviour incidents or concerns.
- Parents involved in co-creating plans for pupils who require additional support with behaviour.
- Regular consultation about the impact of the policy on the rights and wellbeing of their child.

13. Pupil Voice and Leadership

- Class and pupil voice groups prioritise discussions on behaviour, relationships, and rights.
- Regular feedback gathered through surveys and focus groups.
- Leadership opportunities such as Attachment Ambassadors, and Playground Ambassadors empower pupils to support behaviour and promote rights.

14. Monitoring and Review of this Policy

- Annual review with stakeholders including staff, pupils, parents/carers, and partner agencies.

Evaluation draws on:

- HGIOS4 QI 3.1 and QI 2.3
- Behaviour and inclusion data
- UNCRC Rights Impact Assessment tools

Action planning and updates incorporated into the School Improvement Plan.

St. Bride's policy affirms the school's commitment to delivering a positive, safe, and inclusive ethos where every child's rights are recognised, respected, and realised. Through nurture, relationships, and our school values, we aim to ensure all learners are part of a school community which is a joyful place where; they can **Dream**, they do **Believe** and they will **Achieve** great things!

Appendices

Appendix A: Pupil Code of Conduct

Expectation	UNCRC Link	Description
Respect Others	Article 19	Everyone has the right to be safe – treat people kindly and keep hands/feet to self.
Use Kind Words	Article 15	Everyone has the right to form friendships – speak respectfully to others.
Make Good Choices	Article 28	Everyone has the right to learn – help create a calm and focused environment.
Listen and Be Heard	Article 12	Everyone has the right to have a say – listen actively and express thoughts respectfully.

Appendix B: Behaviour Support Flowchart

1. Low-Level Behaviour

Unauthorised talking, moving around the classroom without permission or being obviously inattentive, pulling faces, shouting out, or similar.

Restorative conversations with Class Teacher

2. Repeated Behaviour

Restorative Conversations and activities with SLT

3. Ongoing Concerns

- a. Communication with parent/carer
- b. Pupil behaviour plan developed, ASP, BASP, Nurture Profile
- c. Review through GIRFEC process

4. Serious Incident

- a. Involvement of SLT immediately
- b. Parent/Carer communication
- b. Child's Plan and multi-agency response as appropriate