

Muiredge Primary School & ELC

Promoting Positive Relationships Policy



Aligned with:

SLC's Promoting Positive Relationships & Understanding Distressed Behaviour

SLC Attachement Strategy

Getting it Right for Every Child

United Nations Conventions on the Rights of the Child

Including:

Do's & Don'ts at Muiredge (Appendix 1)

Behaviour Blueprint (Appendix 2)

Nurture Policy (Appendix 3)

Relationships Policy (Parent/Carer Version) (Appendix 4)

Relationships Policy (Child Version) (Appendix 5)

Our school values are -

HAPPY

INCLUDED

VOICE

EXCELLENT

Our school rules are -

READY

RESPECTFUL

SAFE

Rationale & Ethos...

At Muiredge Primary School, we believe that positive relationships are at the heart of all learning and personal development, in line with South Lanarkshire Council's whole authority approach to attachment informed, trauma sensitive practice. We offer a safe haven and a secure base and attachment is for all. Our Behaviour Blueprint clearly outlines our commitment to creating a safe, nurturing, and inclusive environment where every child feels valued, heard, and supported.

Our vision & values...

At Muiredge, happiness comes first, inclusion brings us together and everyone's voice shapes our journey. Together, we aim high and strive for excellence in all that we do. Muiredge - The place to 'Bee'!



Principles...

- Relationships First - Strong, trusting relationships are at the heart of positive behaviour
- All Behaviour is Communication - We look beyond the behaviour to understand the child's feelings, experiences, and needs
- Early Intervention - We act quickly to prevent escalation and reduce distress
- Consistency with Compassion - Expectations are clear, fair, and applied with empathy
- Rights-Respecting - All decisions and actions respect the rights and dignity of every child

Purpose...

This policy supports staff in applying Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) approaches, recognising that behaviour is a form of communication and that understanding the needs behind behaviours is essential to effective support. Our approach is underpinned by:

- UNCRC – Every child has the right to be safe (Article 19), to education (Article 28), to express their views (Article 12), and to be treated fairly (Article 2)
- GIRFEC – We use the SHANARRI wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included) to guide support for every child

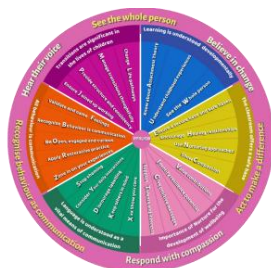
Legal & Policy Context...

This policy is informed by:

- South Lanarkshire Council's PPRUDB Guidance
- The Children and Young People (Scotland) Act 2014 (GIRFEC)
- The United Nations Convention on the Rights of the Child (UNCRC)
- Education (Additional Support for Learning) (Scotland) Act 2004
- Scottish Government Included, Engaged and Involved (Part 2) guidance on school exclusions

SLC Attachment informed, trauma sensitive practice...

- All adults will see the whole person: Recognising each child's unique strengths, background, and individual needs.
- All adults will hear their voice: Giving children active opportunities to share their experiences and feelings.
- All adults will recognise behaviour as communication: Seeking to understand the underlying causes and emotions driving behaviour.
- All adults will respond with compassion: Maintaining empathy and emotional calm during all interactions.
- All adults will act to make a difference: Proactively supporting learners to succeed and thrive socially and academically.



What the research tells us...

- Research demonstrates that punitive measures being used in response to children and young people's behaviour in schools can have a harmful and lasting impact on their mental health and can exacerbate the child/young person's needs which can consequently worsen their behaviour.
- Research in Scotland (Scottish Government, 2017) indicates that good relationships and a positive ethos hugely influence engagement in learning.
- Relational approaches "help to build environments that reflects knowledge and understanding of what it takes to be cooperative and behave in ways that provides emotional and physical safety for everyone. Relational approaches create emotionally safe environments (Nurture Principle 2), encourage cooperation, and discourage behaviour that hurts others". (Education Scotland, 2023)
- "Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe, and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience, and positive views about themselves. This applies equally to all staff in the learning community." (Better relationships, better learning, better behaviour, 2013).

Relational approaches underpinned by...

Attachment informed and trauma sensitive practice -

- A secure base involves staff:
 - Being available - helping children to trust
 - Being sensitive - helping children to understand and manage feelings
 - Nurturing - helping to soothe and comfort children
 - Building self-esteem - creating opportunities for success
 - Managing the environment- helping children to reduce stimulation
 - Co-operation - helping children to feel effective

Nurturing approaches

- A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. (The Nurture Principles are intrinsically linked to the Attachment Strategy pledges - see Nurture Policy Appendix 3)

Restorative practice

- Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good cooperation, communication, and emotional literacy skills.
- Applying a restorative framework following conflict or when incidents have taken place can be far more successful in supporting understanding and learning than a punitive approach.
- Restorative work involves regular conversations, class meetings, peer mediation, conflict resolution as well as more formal restorative meetings and enquiries.
- Restorative Meetings/Conversations
- Restorative questions used to support restorative meetings and/or conversations.

Expectations & boundaries

- Expectations, structure, and boundaries are key to support emotional, psychological, and physical safety.
- Natural consequences teach us about cause and effect and often provide us with opportunities to learn how to make better choices in future. Natural consequences support the development of responsibility, independence, and motivation. Clear expectations, link to natural consequences, a focus on the importance of repair and reconnection.
- Relationships are key. As a whole school we adopt a universal support/response. Children are supported to develop self-regulation via coregulation with a key adult. Our Behaviour Policy Blueprint (See Appendix 2) is a concise document which teachers and all school staff use to support relationships and will refer to for a consistent approach to ensure behaviour and expectations are clear and consistent.

Behaviour Blueprint...

Our updated behaviour blueprint reinforces:

- Our rules – READY, RESPECTFUL, SAFE
- Our pledges to all learners
- Positive recognition & over and above
- Our relentless routines and visible consistencies
- Phrases adults may use
- Our behaviour intervention steps – 4 steps
- Repair & rebuild – restorative conversations

Understanding & supporting behaviour...

- Classroom and Playground Behaviour Charters– co-created with pupils annually, ensuring ownership and pupil voice
- Positive Recognition – with a focus on our school values not just achievement
- Daily emotional Check-ins – daily opportunities for pupils to share how they are feeling
- Regulation Stations – accessible areas where children can access regulation resources to help de-stress and reengage
- Restorative Approaches – conversations to repair relationships, rebuild trust, encourage children to make good choices and discuss next steps. This may take place in class with class teacher or with SLT at the start of playtime or lunchtime (around 5-10 mins).
- All adults will praise in public/reprimand in private using our remind and reflect wheel
- All adults are consistent with routines and model our school rules and values

The Muiredge Way...

When behaviour strays from our core expectations, staff follow a structured, supportive, and restorative four-step pathway designed to help children self-regulate and restore relationships. Outlined below is a more detailed explanation of our stepped approach.

Step 1 - Remind & reflect wheel - we use the five stages of the wheel to support learners - all adults will consistently use this approach to ensure learners have clear boundaries and understanding of how the adult can support them.

Step 2 - Restore - after using the wheel, staff may feel it is necessary to inform parents via phone call, in person discussion or consequence card. We aim to work in partnership with parents/carers, as well as the learner, to ensure everyone is supported and involved in decisions regarding next steps.

Step 3 - Reinforce - involvement of the Depute Head Teacher (DHT) to facilitate deeper reflective conversations and reinforce expectations in a structured setting.

Step 4 - Refer - If all steps above have been taken and further support for the learner is required, staff may refer to HT for support and a tailored Behaviour Support Plan may be established in partnership with parents/carers and relevant support services.

Understanding & supporting distressed behaviours...

When a child displays distressed behaviour:

- Recognise & acknowledge – stay calm, validate their feelings. Consider child's needs using SHANARRI indicators.
- De-escalate – use non-threatening body language, quiet tone, and supportive presence.
- Offer choices – give clear, achievable next steps and involve the child in finding solutions.
- Provide space – allow time to self-regulate if needed.
- Repair & rebuild – once calm, talk through what happened and how to move forward.

If behaviour presents a risk to safety:

- Remove the child from danger or remove others if necessary.
- Seek assistance from the Senior Leadership Team immediately.
- Follow incident recording and reporting procedures.

Expectations, boundaries and consequences may be adapted to meet the needs of those with additional support needs, e.g. ADHD, or in a way which reflects awareness of lived experiences.

Distressed behaviour will be recorded on Seemis, tracked and monitored by adults to see if any patterns or common triggers are apparent.

As well as universal support, targeted support may be needed in terms of a Behaviour Assessment and Support Plan. This plan includes a wellbeing profile, a risk assessment and an individual plan to support distressed behaviours. This is reviewed termly and shared and agreed with parents/carers and the learner.

Adults should employ a wide range of agreed de-escalation tactics to prevent or diffuse escalation.

TO do so, staff will engage in regular professional learning focussing on:

- PPRUDB approaches
- De-escalation and restorative practices
- Trauma-informed education
- Rights-based approaches (UNCRC)



Appendix 1

Muiredge Primary Promoting Positive Relationships Policy

Do's and Don'ts

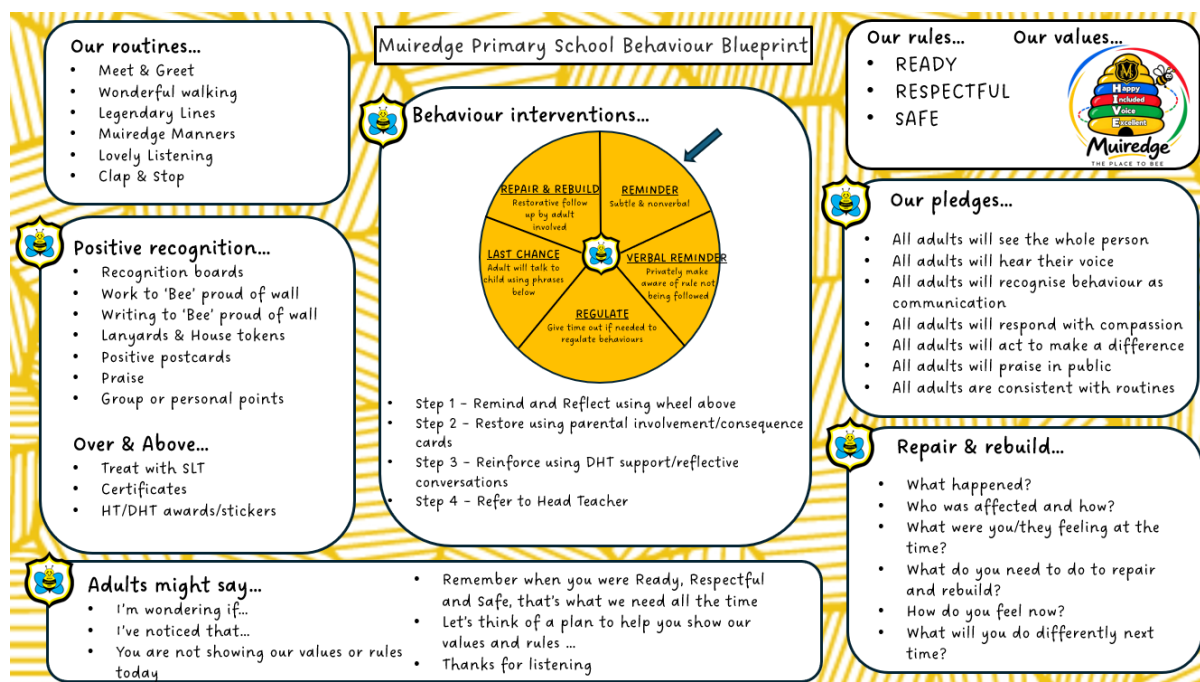
Do

- Recognise behaviour as communication of a social or emotional need
- Focus on acknowledging and validating feelings that might be driving the behaviour
- Personalise responses, in a relationship-based approach, equity is about all pupils getting the response they need not all pupils getting the same response
- Respond to distressed behaviour without passing judgement
- Create a relationship policy and review in consultation with pupils, staff, parents/ carers annually
- Use language that is attachment-informed e.g. use of words like 'consequences' rather than 'sanctions' or 'punishments'
- Use a recognition board in all classrooms
- Praise positive behaviour

Don't

- Use the term 'challenging behaviour' as this suggests a punishment is required, try instead to view behaviour as a need requiring support
- Completely abandon boundaries and expectations around behaviour instead create an environment that is high in nurture and structure
- Enforce consequences that can shame and isolate, leading to a cycle of negative behaviour, instead consider natural rewards and natural and logical consequences attached to certain behaviours
- Focus on punishment

Appendix 2





Everyone Matters at Muiredge

The Six Principles of Nurture



At Muiredge Primary School and Nursery, we strive to be a 'nurturing school' as we believe it is important to ensure our pupils are in a nurturing environment that supports them to learn.

Nurture helps us to develop our social and emotional skills to support our development as well as to develop our resilience.

To do this we aim to ensure we promote and embed Nurture UK's "Six Principles of Nurture" across the whole school environment.

Our Attachment Ambassadors have been working hard to make these principles more 'pupil friendly' to develop our understanding of what these mean in practice. This leaflet details all of "The Six Principles of Nurture" as well as our 'pupil friendly' statement highlighted in yellow.

At Muiredge P.S, some of the Nurturing approaches we use are:

- Building positive relationships
- Muiredge PS "Promoting Positive Relationships Policy" – House System, encouraging team work and personal achievements
- 'Bees Knees' wider achievements wall
- "The Hive" Nurture Room
- Sensory Room
- Regulation Stations
- Collaborative group tasks and Play-Based Learning
- Weekly awards and achievement celebrations
- Partnership working with Barnardo's
- Whole school daily breakfast club
- Regular after school clubs offered to all stages
- Pupil Leadership Groups
- Primary 7 Buddies
- Class/School/Playground/Hive Charters

The Six Principles of Nurture

1. Children's learning is understood developmentally
"We learn in our own unique way"
2. The classroom offers a safe base
"We care about each other's safety"
3. The importance of nurture for the development of wellbeing
"We want you to be confident and have everything you need"
4. Language is a vital means of communication
"It's good to talk"
5. All behaviour is communication
"We all communicate our feelings in different ways"
6. The importance of transition in children's lives
"We all react differently to change and will support each other"



Appendix 4

Relationships Policy Summary - Parents/Carers Version

READY

RESPECTFUL

SAFE



At Muiredge Primary School, our **Behaviour Blueprint & Relationships Policy** set out a consistent, positive, and nurturing framework to support every child's growth. We work in close partnership with parents and carers to ensure all pupils feel happy, safe, included, and ready to learn.

OUR ADULT PLEDGES TO PUPILS & FAMILIES...

- **See the whole person** – Understanding each child's unique background, needs, and strengths.
- **Hear their voice** – Listening actively and giving pupils a say in their school experience.
- **Recognise behaviour as communication** – Responding with curiosity and empathy.
- **Respond with compassion & praise in public** – Celebrating success publicly & upholding standards privately.
- **Act to make a difference & maintain consistency** – Supporting children reliably every single day.

THE MUIREDGE WAY...

When behaviour strays from our core expectations, staff follow a structured, supportive and restorative 4-step pathway designed to support self-regulation and repair relationships.

Step 1 – Remind & reflect – Staff use the 5 stages of remind & reflect wheel

Step 2 – Restore (partnership) – Staff work in partnership with parents/carers to restore focus

Step 3 – Reinforce (DHT) – Involvement of Depute Head Teacher for deeper reflective conversations

Step 4 – Refer (HT support) – Referral to Head Teacher for support or tailored Behaviour Support Plan

We recognise that distressed behaviour is an expression of need. Staff respond by staying calm, validating feelings, de-escalating, giving choices and providing space to regulate. Expectations and support are adapted for learners with additional support needs or specific lived experiences.