



COLQUHOUN PARK PRIMARY SCHOOL

Behaviour and Relationships Policy

Revised September 2025



1. Rationale

At Colquhoun Park Primary we believe strongly that positive relationships are an essential foundation to everything we aim to achieve with our pupils. Nurturing Principles permeate our practice and our values of Honesty, Respect, Fairness and Responsibility can be fulfilled by building positive and supportive relationships. We believe that all behaviour is communication. In our school, the adults are committed to promoting positive behaviours by being positive role models.

Our practice is underpinned by Education Scotland's and East Dunbartonshire's key policies and with a clear understanding of the responsibility we have to place Children's Rights at the heart of our practice:

- Getting It Right for Every Child
- Including Every Learner-Promoting positive relationships and managing behaviour that challenges.
- Promoting Positive Relationships, Ethos and Learning in Education Relationships, Behaviour and Learning Strategic Framework

2. Core Principles and Values

There are core principles on which all intervention and approaches should be based. They are:

- **All behaviour is communication** and any planning requires a shared understanding, through collaborative analysis and review of the underlying causes of each individual's patterns of behaviour- including the context in which the behaviour is most likely to occur.
- **Children and adults should have access to safe environments** where risk is minimised and there is a shared understanding of expectations, responsibilities and boundaries.
- **Better relationships are the key to increasing pupil engagement and inclusion.** All adults working with children and young people need regular opportunities for training and reflection on the underlying reasons for different behavioural responses in various contexts and to develop strategies to improve their own capacity to communicate effectively and develop trusting and affirmative relationships with young people. This training and reflective practice should be based on:
 - A solution focused approach
 - Restorative conversations and approaches to conflict and conflict resolution
 - Trauma, nurture and attachment informed practice
 - Becoming an attuned practitioner
 - De-escalation intervention
 - Supporting emotional awareness and development, through strategies, such as scaling, emotion coaching, 'Promoting alternative Thinking Strategies' (PATHS).

(EDC Including Every Learner Policy)

During 23/24, our whole school community were consulted on our Vision and Values. Everyone voted to keep the Values we have but we chose to update our vision to reflect Children's Rights. House Committees worked together to agree what the features of a successful school are and we agreed on the things that were most important to us about our school. Families then voted to decide the wording for our refreshed vision.

"Our school provides a safe and inclusive environment, offering engaging and enjoyable learning opportunities for all. We promote responsibility, respect children's rights and support each individual in reaching their potential."



CPPS School Values

3. Rights Respecting



UN Convention on the Rights of the Child (UNCRC)

As a Rights Respecting School, we put the UN Convention on the Rights of the Child at the heart of our school's ethos and culture. Our aim is to improve well-being and develop every child's talents and abilities to their full potential. We ensure that children's rights are learned, taught, practised, respected, protected and promoted. This is in line with our School Vision.

2.1 Charters

Class and School Charters

Charters are central to our Rights Respecting practice. They are co-created agreements that link **children's rights** with **responsible actions**.

Types of Charters:

- **Class Charters** – Created at the start of the year, each class agrees on a selection of articles along with actions that children, as 'rights holders', and adults, as 'duty bearers,' will take to ensure rights are respected. These are updated again after Christmas.
- **Playground Charter** – Ensures rights are respected during break times.
- **Lunchtime Charter** – Supports positive behaviour in the dining area.
- **Whole-School Charter** – Displays our shared values and expectations.

Charter Creation Process:

1. Children learn about relevant rights from the UNCRC.
2. Pupils discuss what respecting these rights looks, feels, and sounds like.
3. Together, the class agrees on how they and adults will uphold these rights.
4. Charters are displayed prominently and revisited regularly.

3.2 Whole School Community

- Within our whole school community, rights are represented by our Rights Respecting Mascot – Rocky Raccoon.
- Explicit links are made to our Vision, Values and Aims with the UNCRC, along with links to our processes for managing behaviour.
- Conflicts are resolved using restorative approaches where children are empowered to seek resolutions to problems.
- Pupil leadership is an integral part of our approach. Pupil voice is important and each child is in a committee to help improve the school. These committees meet throughout the year.



CPPS Rights Mascot - Rocky Raccoon



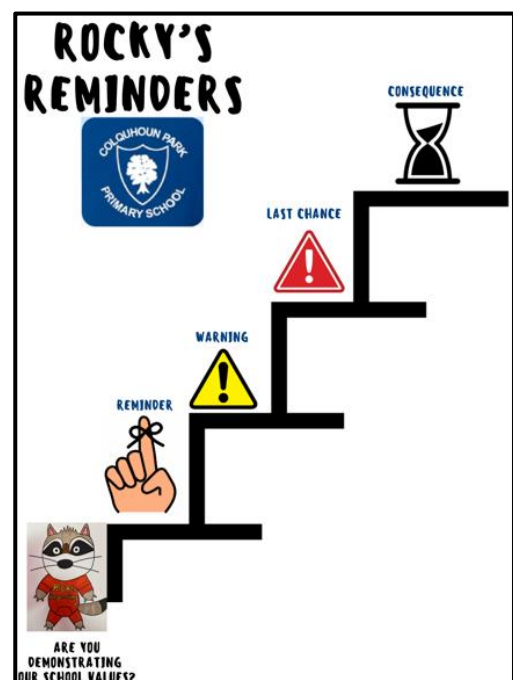
Whole School Charter – our school articles has been decided through consultation with all stakeholders (pupils, staff and parents)



Playground Charter

4. Procedures for managing behaviour

1. Reminder
2. Warning
3. Last chance (with consequence explained) *"I need you to (state expected behaviour) otherwise (state consequence) will happen next. Thank you."*
4. Time out/ class based consequence
5. After this stage, class teacher should also have a restorative/repair conversation with the child when both are calm and ready for this. SLT may support with this if required. Discussion will follow as to whether contact with parent is required.
6. Refer to SLT (for similar repeated behaviour after class based sanction or consequence has been implemented if further incidents occur within same period.)



- Restorative Reflection to be completed with SLT or, where appropriate, SLT will cover class to enable Class Teacher to implement reflection.
- This will be communicated with parents and a copy will be sent home.
- Discussion between Class Teacher and SLT about whether a call home or meeting would be appropriate with family.

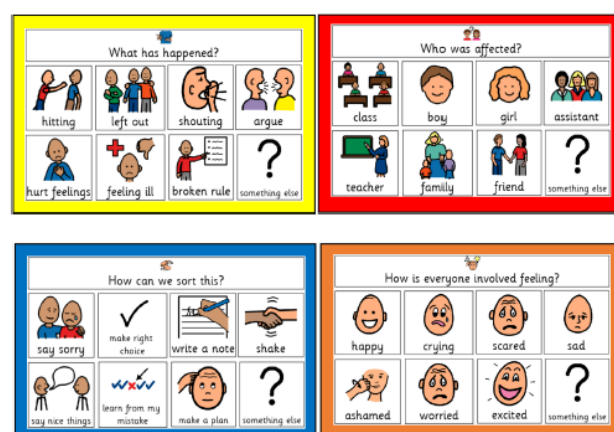
The following strategies should be used to help to promote positive behaviour and will contribute to the positive whole school ethos within Colquhoun Park Primary:

- House Points are given out in the form of tokens and each token represents 10 points. These are used around the school, playground, lunch hall, corridors etc and by all staff.
- WOW Tokens are be used within the class.
- Class teachers refer to Rights Respecting Committee's bank of WOW board rewards.
- Class Charters
- Football contract
- Restorative Conversations
- Use of Nurture Princi-pals
- Zones of Regulation
- Wellbeing check-ins
- Play Pals
- Agreed strategies and consequences (see below)
- Effective classroom management and organisation (in agreement with non-negotiables from CIRCLE Blueprint)
- Structure and consistent routines
- Transitions are managed effectively
- Refreshing class charters (twice per school year)

5. Restorative Reflection

“Restorative approaches articulate with and compliment all other relational approaches and strongly influence the emotional atmosphere in a learning community. A restorative approach recognises that people are the experts of their own solutions and if implemented effectively will promote accountability and maximise personal responsibility. A restorative approach provides a framework of values, thinking and language that is helpful when ‘something’ needs to be restored. In different contexts this could be:

- effective communication
- relationships or friendships
- empathy and understanding for another person's perspective
- respect (this could mean a sense of security, self-confidence, self-respect, or dignity)
- understanding the impact of our own behaviour on others
- repairing or replacing damaged materials or resources



Further (short) reading and strategies can be found at:

https://www.teachprimary.com/resource_uploads/recognition-not-reward1.pdf

<https://sam4blog.wordpress.com/2014/10/02/behaviour-management-reward-systems-in-the-classroom/>

<https://noakemurraypegler.wordpress.com/2014/09/27/paul-dix-behaviour-management/>

<https://www.pauldix.org/>

