



# Cardonald Primary School



## Promoting Positive Relationships Policy



Positivity

Friendship

Respect

Cooperation





## A Nurture-Based Approach

In Cardonald Primary, we believe that children learn best when they feel safe, valued, listened to and cared for.

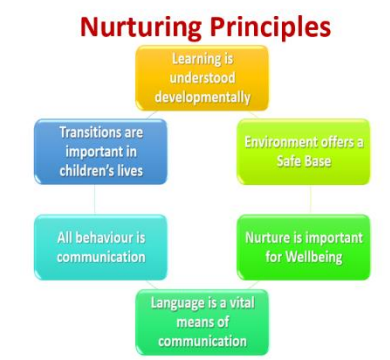
By using nurture principles, we aim to create a happy, calm and inclusive school where every child can thrive emotionally, socially and academically.

This policy explains how we promote positive relationships and support children's behaviour in ways that are kind, fair and supportive, rather than punitive, in line with nurturing and trauma-informed practice.

## What Do We Mean by Nurture?

Nurture is about understanding children's needs, especially their emotional and social development. It recognises that:

- Children all learn and develop in different ways
- Behaviour is a way of showing how we feel
- Positive relationships help children feel secure and ready to learn
- Adults play a key role in helping children manage their feelings and learn how to communicate them
- Children need to feel safe and included in their school and classroom
- Children need to be supported through transitions



Using nurture principles helps us support children to build confidence, resilience and self-regulation skills that will last a lifetime.



## Children's Rights and Wellbeing

Our approach is guided by children's rights. Every child has the right to:



- Feel safe and protected
- Be listened to and taken seriously
- Be treated with dignity and respect
- An education that develops their personality and respect for others' rights



## Charters

Every class creates a class charter together.

We also have a whole school playground charter that has been co-constructed and regularly reviewed with pupils. These charters linked to UN rights of the child.

Children will...	Right	Adults will...
 <p>Look after the equipment.</p> <p>Enjoy sports and games in the playground by following the rules.</p> <p>Respect each other's choices to play different games and sports.</p> <p>Take turns to play games and sports.</p>	 <p><b>Article 31</b> You have the right to play and rest.</p>	<p>Make sure there is equipment in the playground during break and lunch.</p> <p>Explain why it is important to look after equipment and play safely.</p> <p>Give reminders and encourage children to make good choices.</p>
<p>Speak calmly and use kind words.</p> <p>Be honest about what has happened.</p> <p>Share and respect each other's opinions and feelings.</p>	<p><b>Article 12</b> You have the right to give your opinion and for adults to listen and take it seriously.</p>	<p>Listen carefully and give children their attention.</p> <p>Be patient and understand when children are feeling emotional.</p>
<p>Use Turtle or PATHS strategies to help when upset.</p> <p>Use gentle hands and feet.</p> <p>Find an adult to help if you are hurt or upset.</p> <p>Listen to adult advice about keeping safe.</p> <p>Tell an adult if someone is hurt or upset.</p>	<p><b>Article 19</b> You have the right to be protected from being hurt or mistreated in body or mind.</p>	<p>Support children to take the time and space they need.</p> <p>Remind children when they are doing something unsafe.</p> <p>Provide first aid when required.</p>
<p>Treat each other in a kind and friendly way.</p> <p>Include each other in games.</p> <p>Think about how others feel if they are left out.</p>	<p><b>Article 15</b> You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.</p>	<p>Respect children's choices and let them choose their friends.</p> <p>Encourage children to let others join in.</p> <p>Support children who feel left out.</p>



## Creating a Safe and Caring School Environment

We work hard to make sure our school is a place where children:

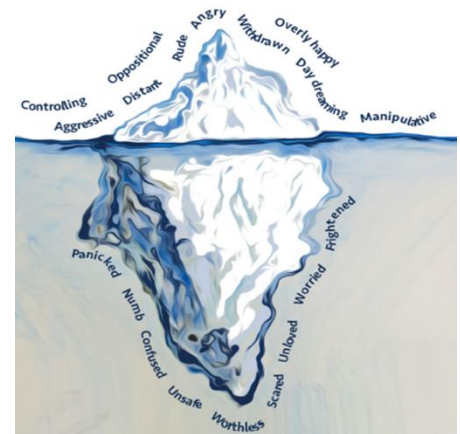
- Are welcomed warmly each day
- Know what to expect through clear routines and boundaries
- Feel calm and secure in classrooms and around the school
- Have access to trusted adults when they need support

Predictable routines and kind, consistent responses help children feel safe and ready to learn.

## Understanding Behaviour

We believe that all behaviour is communication. When a child is struggling, their behaviour may be telling us that they are:

- Feeling worried, overwhelmed or upset
- Finding learning difficult
- Struggling with friendships
- Experiencing changes or challenges



Rather than asking “What’s wrong with this child?” we ask, “What is this child trying to tell us, and how can we help?”

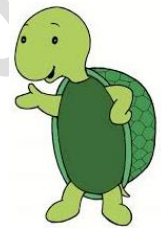


## Supporting Emotional Regulation

Children are still learning how to manage big feelings. Some can do this independently, while others need more adult support.

### We help our children by:

- Teaching them about feelings and emotions using Promoting Alternative Thinking Strategies (PATHS)
- Modelling calm and respectful behaviour
- Providing reassurance and comfort when needed
- Offering quiet spaces, movement breaks or time with a trusted adult

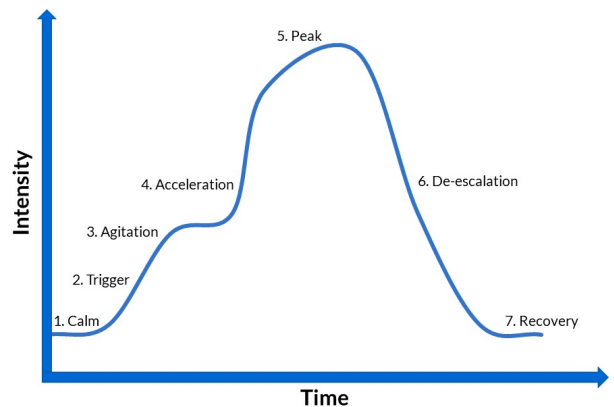


This shared support between adult and child is known as co-regulation, and it helps children gradually develop self-regulation skills.

### When Children Become Distressed

At times, children may experience emotional distress. When this happens, our priority is to:

- Keep everyone safe
- Help the child calm down
- Use de-escalation strategies, such as calm voices, space, reassurance or distraction
- Support the child to recover and return to learning when ready



Adapted from Appropriate Responses to the Seven Phases of the Escalation Cycle (Colvin 2004)



## Equity

At Cardonald Primary School, fairness doesn't always mean every child gets the same thing. Fairness means each child gets the support they need to do their best.

For example, some children may need extra reminders, movement breaks, visual supports, or emotional reassurance.

Linked to our understanding of Nurture Principles we know that learning should be understood developmentally and all behaviour is communication.

Children have differences in:

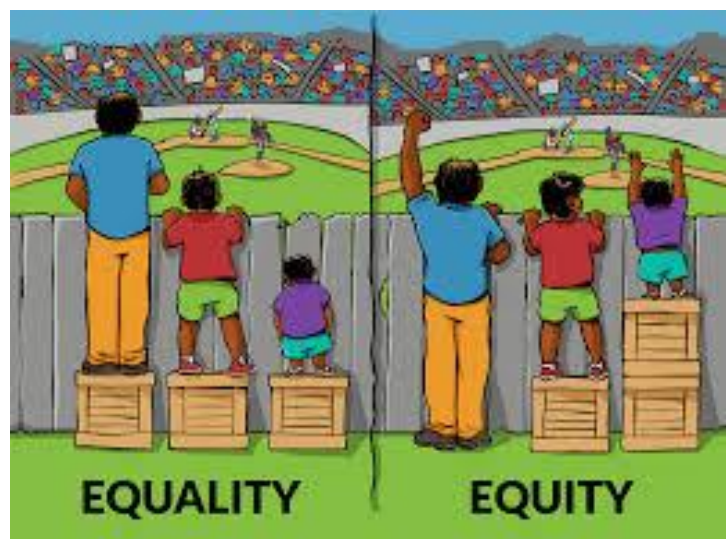
- developmental stages
- emotional regulation skills
- learning styles
- home experiences
- communication styles and abilities

Therefore, the same strategy won't work for every child.

In school, we teach children about what equity means in an age appropriate way from P1 to P7.

**The expectations for behaviour are the same for everyone.**

**The way we help each child meet those expectations may differ.**



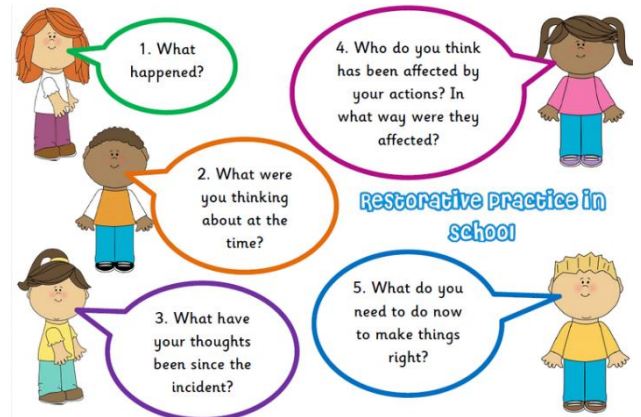


## Repairing and Restoring Relationships

Mistakes are part of learning. When relationships are strained, we focus on repair, not blame.

We use restorative approaches to help children:

- Talk about what happened
- Understand how others may feel
- Take responsibility in an age-appropriate way
- Make things right and move forward



This helps children develop empathy, problem-solving skills and positive relationships.

It is important to consider the timing of this intervention, ensuring that all children have had the space and time to calm down before being asked to reflect.

## Consequences and Learning

Consequences are not about punishment. Instead, they are about:

- Helping children learn from experiences
- Adjusting support or routines if needed
- Teaching better choices for the future

Research shows that punitive approaches do not support long-term behaviour change, whereas nurturing responses do.

## Supporting Children and Staff After Incidents

When a serious incident occurs, both children and staff are offered support. This may include:

- Time to talk and reflect
- Emotional reassurance
- Reviewing support plans to prevent future difficulties



### Celebrating Success

We believe in recognising and celebrating children showing examples of actions and attitudes that link to Rights Respecting and our School Values.

At assembly we have a monthly focus on a different school value, children are chosen to receive a certificate for showing this value.

We also have monthly rewards from being a Classroom Rights Respector and Playground Rights Respector.

Children who received a certificate at assembly have time in the Zen Zone has a reward.

At assembly we also celebrate and share out of school achievements and encourage all children to share these with us.





## Promoting Involvement

We want all children to feel part of the life of the school and ensure their contributions are heard and valued.

All P2 – 7 children are part of pupil voice group, and our senior pupils have an opportunity to apply to be part of a leadership group.

### Leadership Groups



Literacy Leaders



Mathletes



Sports Leaders



Credit Union

### Pupil Participation Groups



Enviroteam



PATHS



Pupil Council



Rights Respecting



Health



School Newsletter



Fair Trade



Road Safety



Digital



Positivity Friendship Respect Cooperation





### Working in Partnership with Parents and Carers

Parents and carers are vital partners in supporting children's wellbeing.

We will:

- Communicate openly and respectfully
- Involve families in planning support for their child
- Listen carefully to parental concerns
- Share successes as well as challenges



We encourage parents and carers to:

- Talk to us about anything that may affect their child's wellbeing
- Work with us to support positive behaviour
- Reinforce consistent messages between home and school

Together, we can provide the best support for every child.



### **Policy Review**

This policy will be reviewed regularly, with input from staff, families and children, to ensure it continues to meet the needs of our school community.

Pupils have created their own version of this Policy.

*This policy has been written in line with local and national policy.*

DRAFT MARCH 2026