

Local Procedure Title	Promoting Positive Relationships
Site	Radio City School
ECS Policy number and title	ACS 04 Positive behaviour management and support
Local Procedure template reference	ACS LP 04
Local Procedure date	30.11.2025
Local Procedure review date	30.11.2026
Local Procedure Author(s)	Gillian Hayes
Local Procedure Ratification	Checked and Approved by: Louise Coleman

<p>1. Context</p> <p><i>“All children living in and around Scotland’s ‘care system’ will be maintaining safe, loving relationships that are important to them.”</i></p> <p><i>“Prioritising relationships and bringing your whole self (including your own lived experience) into the workplace is vital in embedding value based practice and leadership. Scotland must retain and recruit a workforce that really wants to work with children, young people and families and make a difference. That workforce must be supported to develop the space within which loving care and nurturing relationships can develop.”</i></p> <p style="text-align: right;">- The Promise 2021</p> <p><i>“The Scottish approach to behaviour in schools has evolved significantly from the punitive discipline policies of the past to a focus on building relationships to promote positive behaviour. This shift in focus to relationship-based and trauma informed approaches has been embedded systematically into the curriculum and education related policies and guidance including those that promote attendance and participation, and those that reduce barriers to learning and exclusion.</i></p> <p style="text-align: right;">- Promoting Positive Relationships and Behaviour in Educational Settings Education Scotland</p> <p><i>“All Homes and Schools seek to ensure that children and young people are enabled to experience and develop positive relationships based on mutual trust and respect and a clear understanding of acceptable behaviour.</i></p> <p><i>All Homes and Schools are expected to implement local processes and practices which place an emphasis on positive action to recognise, acknowledge and reward positive behaviour.</i></p> <p><i>All Homes and Schools seek to appropriately reduce restraint in line with the aims of the national Restraint Reduction Network (RRN)”</i></p> <p style="text-align: right;">- ACS 04 Positive behaviour management and support Aspris Children’s Services 2025</p> <p><i>“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.”</i></p> <p style="text-align: right;">- Better relationships, better learning, better behaviour Education Scotland 2013</p>
--

Children's Services: Local Procedure Template

This Local Procedure should be considered alongside the following national policy priorities:

- Getting it Right For Every Child and the Children and Young People (Scotland) Act 2016
- Curriculum for Excellence
- The National Improvement Framework
- Developing the Young Workforce
- How Good is Our School 4?
- Respect for All: The National approach to anti-bullying for Scotland's children and young people (2017, Updated 2024)
- Developing A Positive Whole School Ethos and Culture (2018)
- Applying Nurture as A Whole School Approach (2017)

2. Culture and Ethos

At Radio City School we aspire to create a nurturing 'learning community' where children and young people can be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We will inspire and motivate our pupils to develop their knowledge and skills to help them succeed in learning, life and work.

We aim to provide a safe, nurturing, inclusive and highly supported learning environment where every learner can feel confident and courageous, and every learner can experience respect and kindness.

"A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

'Climate' and ethos are key determinants in promoting social and emotional wellbeing and mental health for all in schools. This is described as 'core values, attitudes, beliefs and culture of the school and classroom' and includes school 'connectedness' and a feeling of being accepted, respected and bonded to the school environment. School climate can also be seen as incorporating three essential aspects - engagement, safety and environment. These aspects are seen as essential to maintaining positive relationships and social and emotional wellbeing."

- *Developing a positive whole-school ethos and culture Relationships, Learning and Behaviour 2018*

3. Whole School Approaches

"All of the workforce should access, at a level appropriate to their role, initial and lifelong learning that is grounded in attachment theory, trauma responsive care and the clear understanding and application of children's Rights."

- *The Promise 2021*

Whole School Nurturing Approach

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. It recognises that all school/ELC settings staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles which have been adapted and are outlined below:

- Children's learning is understood developmentally (NP 1)
- The environment offers a safe base (NP 2)
- The importance of nurture for the development of wellbeing (NP3)

Children's Services: Local Procedure Template

- Language is a vital means of communication (NP 4)
- All behaviour is communication (NP 5)
- Transitions are important in children and young people's lives (NP 6)

A nurturing approach can be applied at both the universal and targeted level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

Trauma Informed Practice

Being trauma-informed means having an increased understanding of its impact such as poorer wellbeing, social and educational outcomes. Experiencing trauma is common and can affect both children, parents/carers and school staff. In relation to behaviour, trauma can cause difficulties with regulating emotions, difficulties with trust and relationships, and increase the likelihood of risk taking or self-harming. Additionally, those affected by trauma may be less likely to seek or receive the help or support they need. The Scottish Government in partnership with NES (NHS Education for Scotland) have produced the Transforming Psychological Trauma framework alongside a national Trauma Training Plan which aims to support the whole Scottish workforce to become trauma informed. Trauma is seen as everyone's business and everyone should be trained in the key principles of a trauma informed approach.

Key principles of trauma-informed practice:

1. Safety

Efforts are made by an organisation to ensure the physical and emotional safety of clients and staff. This includes reasonable freedom from threat or harm and attempts to prevent further re-traumatisation.

2. Trustworthiness

Transparency exists in an organisation's policies and procedures, with the objective of building trust among staff, clients and the wider community.

3. Choice

Clients and staff have meaningful choice and a voice in the decision-making process of the organisation and its services.

4. Collaboration

The organisation recognises the value of staff and clients' experience in overcoming challenges and improving the system as a whole. This is often operationalised through the formal or informal use of peer support and mutual self-help.

5. Empowerment

Efforts are made by the organisation to share power and give clients and staff a strong voice in decision-making, at both individual and organisational levels.

Rights Respecting Schools Award

UNICEF is the world's leading organisation working for children and their rights. Every child, no matter who they are or where they live, has the right to grow up safe, happy and healthy.

UNICEF UK's Rights Respecting Schools Award seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.

The Rights Respecting School Award recognises achievement in incorporating the Convention into a school's planning, policies and practice. A Rights Respecting School teaches child rights and models rights and respect in all its relationships – between teacher/adults and pupils, between adults, and between pupils.

Radio City School is a Rights Respecting School. We received our "Bronze Award: Rights Committed" in June 2022 and aim to continue extending our journey.

We aim to fully embrace the United Nations Convention on the Rights of the Child (UNCRC), embedding a child rights approach into all aspects of school life. We aim to do this by:

- Teaching and learning about rights
- Teaching and learning through rights – ethos and relationships
- Teaching and learning for rights – participation, empowerment and action

Children's Services: Local Procedure Template

The Award is not just about what children do but also, importantly, what adults do. In Rights Respecting Schools, children's rights are promoted and realised, adults and children work towards this goal together.

Team Teach

The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. Positive handling techniques are taught to use as a last resort resolve conflicts in ways that are safe, and which provide opportunities for repair and reflection for everyone involved.

Services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, helping reduce the number of serious incidents involving physical controls, and raising the awareness of the importance of recording, reporting, monitoring and evaluating all incidents involving positive handling.

Restorative Approaches

Being restorative can be proactive (relationship building) or responsive (relationship repairing) and can be used at every level from everyday informal interactions to more formal restorative meetings. Restorative approaches articulate with, and compliment all other relational approaches, and 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 repaired or restored. In different contexts this could be:

- effective communication
- relationships or friendships
- empathy and understanding for another person's perspective
- trust and 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

All practitioners can behave in a restorative way by demonstrating restorative values and using restorative thinking and language.

Restorative values:

- promote relationship building, conflict resolution and reconciliation
- create environments where social and emotional learning and personal development can be supported
- embrace qualities such as open-minded thinking, compassion, empathy, perseverance and cultural sensitivity

Restorative thinking:

- helps us understand another person's behaviour and reflect on our own behaviour
- find solutions to disagreements and potential conflicts
- promotes self-compassion, empathy and compassion for others
- often involves thinking together which helps to develop our openness to alternative ways of thinking and potentially new ways of behaving

Restorative **language** and having restorative conversations can generate opportunities for listening and participation, co-operation, build an awareness of social responsibility, and sensitively recognise social and cultural differences. **Relationships** are the essential component of restorative approaches.

Managing and leading restoratively. Restorative approaches are for everyone in the learning community therefore managers and leaders need to be sensitive to and take account of the emotional needs of their staff if they are to support them in being restorative. Responding restoratively in more formal ways, such as restorative meetings after incidents, requires a higher level of skill and if managed poorly can damage trust

and relationships. This higher level of intervention, requires a higher the level of knowledge and skill, and professional learning of leaders and managers should reflect this.

4. Recognising and Rewarding Positive Behaviours

"Systems of reward need to be realistic and sustainable, and clearly promote the positive behaviours sought from an individual child or young person in order to be meaningful. Systems need also to have some equality with other rewards which the child might be able to earn outside the site (for example at home or in foster care) in order to minimise the risk of creating failure situations for a child or young person by creating unrealistic expectations.

Systems of reward should also ensure that children and young people are able to value simple praise as a reward, and thus understand that a tangible material reward cannot always be an expectation."

- ACS 08 Rewards and Consequences
Aspris Children's Services 2025

It is understood that celebrating success and recognising positive behaviours is the responsibility of the whole school community - teachers, support staff, parents/carers and indeed pupils themselves.

Radio City School recognises and celebrates positive achievements by pupils in the following ways

- Praise and encouragement in class
- Public displays of pupil work
- Head Teacher Awards presented at weekly Celebration of Success assemblies
- Monthly newsletters shared with all detailing all achievements and successes

At Radio City School, we aim to promote the values of Achieving, Respect and Kindness. All staff, in every department of the school, have a part to play in recognising when school values are being demonstrated by pupils. Pupils can be rewarded for special efforts in displaying the attitudes and behaviours linked to the school values. Each school value has a coloured token assigned and each colour of token has a see through collection box within the communal café area of the school. Pupils and staff can see at a glance, how well the pupils are being rewarded for their efforts towards the school values.

Each month, the particular focus rotates through the different values and pupils can gain extra recognition for demonstrating this value. At the end of the month, tokens are counted and the overall totals are recorded to monitor progress over time. Upward and downward trends will both generate discussion and opportunity for reflection on the previous month.

The pupil forum meets weekly to discuss a wide range of topics. Part of the process is to decide on the preferred options for the rewards available to pupils for the choose from.

5. Summary

Adults are central to establishing the culture and ethos of a school. Through this process children and young people achieve healthy emotional growth, acquire social understanding and learn the necessary social and inter-personal skills that will enable them to succeed. Children and young people who face barriers to learning and development require help, support, strategies and understanding, within a calm, controlled environment.

Relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children and young people.

Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.

In addition, the breadth and personalisation of Curriculum for Excellence, along with the support it affords, will be transformational in helping to create peaceful and positive learning environments with more

Children's Services: Local Procedure Template

opportunities for children and young people to be engaged and motivated in relevant and enjoyable learning.

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
30.11.25	Gillian Hayes	Updated policy references