

Seafield Primary School

Promoting Positive Relationships

Appendix 1



Introduction

At Seafield Primary School, we believe that positive relationships are fundamental to the success and wellbeing of our whole school community. By fostering an environment based on respect, equity and support we aim to nurture the development of every individual in our school. This policy is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC), trauma-informed practice, and the wellbeing indicators (SHANARRI)



Our school values are at the heart of everything we do.



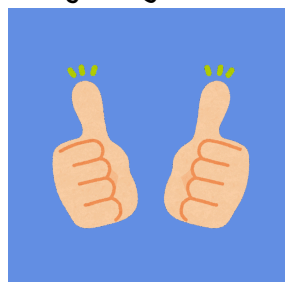
Be Kind



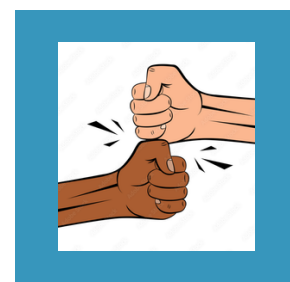
Be Responsible



Be Respectful



Be Ambitious



Be Resilient

School Vision, Values, and Aims

Our school vision: to work together to nurture and inspire our whole community to be the best we can be.

Rules, Agreements, and Expectations

At Seafield Primary School we believe in establishing shared high expectations for behaviour in order to promote a positive, safe, and productive learning environment. These expectations are rooted in our school values and align with the principles of the UNCRC and trauma-informed practices.

Our expectations

- Be respectful – Treat others as you would like to be treated.
- Be safe – Ensure your actions do not harm others.
- Be ready to learn – Approach your learning with a positive mindset.

These expectations apply to everyone in our school community, and all staff, learners, and families are expected to uphold them. Where necessary, additional support will be provided to those who find it challenging to meet these expectations, using our continuum of support approach.



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What Matters

At Seafield Primary School, we take a relational approach to managing behaviour and supporting emotional wellbeing. We believe that building strong, positive relationships is key to the success and wellbeing of all students. Our practices aim to provide a secure, consistent environment where children feel safe, supported, and valued.

Our practices include:

- **Wellbeing Check-ins:** Regular check-ins allow students to reflect on and communicate their feelings. By regularly monitoring how students are feeling, we can intervene early and provide support before issues escalate.
- **Trusted Adult Conversations:** Each student has a trusted adult they can turn to for help, guidance, or someone to talk to. This builds a strong support network, ensuring that every child has a reliable point of contact when they need emotional or practical assistance.
- **Continuum of Support:** Interventions are tailored to the individual needs of students. We provide a continuum of support that includes universal (whole-class) approaches, targeted (small-group) interventions, and enhanced support, ensuring every child receives the appropriate level of assistance to thrive. We also work alongside a range of agencies. This personalised support ensures that each child's unique emotional and academic needs are met.

Celebrating and Recognising Success



At Seafield Primary School, we are committed to recognising and celebrating the successes of all our learners. Success is not only about academic achievement but also about how students demonstrate our core values in their daily actions. Celebrating success fosters a positive and motivating environment, reinforcing the behaviours that make our school community thrive.

Some of our approaches include:

- **Values Raffle Tickets:** Pupils are awarded raffle tickets for demonstrating our core values in their actions, whether in the classroom, corridors, or beyond.
- **Honeycomb playground Challenges:** Pupils can receive and collect honeycombs from support staff in the playground for demonstrating core values.
- **Milkshake Monday:** Pupils are recognised as Lead Learners weekly by their class teacher for effort, behaviour or for demonstrating progress in class.
- **Achievement Assemblies:** Pupils are recognised each term for demonstrating effort or success with the 4 capacities (Successful Learners/Confident Individuals/Responsible Citizens/Effective Contributors) These achievements can be highlighted from home or school.
- **School Bump it Up Wall:** We display student work and achievements on our bump it up walls, in class and in our corridors.
- **UNCRC:** We reinforce the importance of the UNCRC and class charters, which are co-created by students and staff to reflect the rights and responsibilities of everyone in the classroom and school. These charters help guide positive behaviour and celebrate students' contributions to creating a respectful and inclusive environment.
- **Class Economy/Seafield Bucks:** Some upper school classes have their own economy system where students can earn rewards for positive behaviour, effort, and contribution to the classroom. This encourages responsibility and a sense of ownership in their learning environment.
- **Ongoing Reinforcement:** We believe in regular, consistent reinforcement of positive behaviour. Whether it's through praise in the classroom, during assemblies, or in informal interactions, we ensure that good behaviour and the demonstration of our values are always acknowledged and celebrated.

By celebrating achievements in these varied ways, we create a culture where every child feels valued for their unique contributions to the school community, both academically and socially. This fosters a sense of belonging and encourages all students to continue living by the values that make Seafield Primary School a positive, welcoming place for all.

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Restore and Repair

We believe in repairing harm and restoring relationships when behaviour concerns arise. Our approach is based on restorative principles, which focus on understanding the situation, acknowledging the impact of actions, and working together to rebuild trust. When incidents occur, we engage in restorative conversations with all parties involved, aiming to repair relationships, build empathy, and prevent further issues.

This process involves:

- Acknowledging the harm caused and its impact: recognising the effect of the behaviour on others and the community.
- Encouraging all parties to share their feelings and perspectives: providing a safe space for everyone involved to express their thoughts and emotions.
- Working together to rebuild trust and prevent similar incidents in the future: collaboratively finding solutions that help restore relationships and prevent recurrence.

Our focus is on supporting each individual to learn from the experience, fostering personal growth and positive change. By using restorative practices, we aim to ensure that every child is given the opportunity to reflect, learn, and move forward in a positive way.

Natural and Logical Consequences

Implementing natural and logical consequences is an essential part of our approach to helping children understand the impact of their actions while maintaining and strengthening relationships. This approach focuses on clear cause and effect, ensuring that consequences are directly linked to behaviour and delivered with empathy. Below is guidance for teaching staff on how to implement these strategies effectively.

Understanding Natural Consequences

Natural consequences occur without direct intervention; they are the result of a child's own actions. They allow children to experience the outcomes of their choices in a way that clearly demonstrates cause and effect. For example:

- Refusal to Eat Lunch:** If a child chooses not to eat their lunch, they will naturally feel hungry later
- Arriving Late:** A pupil who arrives late may miss important instructions and have to catch up with the class
- Staying up late:** If a child stays up late and is late for school they will feel tired and have to explain why they are late
- Being unkind:** If a child is unkind to someone in the playground the other child might not want to be their friend anymore
- Distracting other learners:** If a child distracts others from their work, the other child might not want to sit beside them or work near them again

These consequences offer a learning opportunity by showing that their actions have real effects. During these moments, it is crucial for staff to provide nurturing support to help the child understand and learn from the experience. When natural consequences occur, remember to:

- Keep your explanations concise and supportive:** Avoid phrases like "I told you so."
- Show Empathy:** Validate the child's feelings and acknowledge their experience.
- Provide Comfort:** Offer reassurance so that the child feels supported despite the outcome.

Natural consequences are most beneficial when children understand that the result is a direct outcome of their choices—not a punishment—allowing them to see that they have an impact on the world around them.

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Logical Consequences

If natural consequences are not possible or safe you should use Logical Consequences. These are consequences that are enforced by adult in charge (education staff) and should be directly linked to the behaviour. The aim is to encourage learning by making the connection between the behaviour and the consequence clear, while always maintaining a respectful and supportive tone.

When applying logical consequences, keep in mind the 3Rs:

- **Related:** The consequence must clearly relate to the behaviour.
- **Respectful:** The approach must avoid blame or shame.
- **Reasonable:** The consequences should be in line with restore and repair summaries

Logical consequences are delivered with empathy, ensuring that even as the consequence is enacted, the child feels valued and understood. It is important that these consequences are not perceived as punitive but as a collaborative way to learn from mistakes and improve future behaviour.

Examples of Logical Consequences and how to approach this:

Tripping Peers up in the Lunch Queue- Intervene Immediately:
Approach the pupil calmly as soon as the behaviour is observed

· **Describe the Behaviour:**

Clearly explain what you saw: "I noticed you tripped some of your peers in the queue."

· **State the Consequence:**

Explain that, as a direct result of their actions, they will need to queue with an adult for supervision during lunch.

Scripted Response:

"Because tripping others can be unsafe and hurtful, today you will queue with me. This will give you a chance to talk about how we can all enjoy our break time safely."



· **Invite Reflection:**

Ask the pupil for their thoughts on what happened and how they might behave differently in the future.

· **Follow-Up:**

Check in later to see if the behaviour has improved and reinforce positive behaviour when noticed.

Pupil Friendly Version

<p>WOW!</p> <p>Working together to nurture and inspire our whole school community to be the best we can be.</p> <p>Health and Wellbeing is the responsibility of everyone in our school community. Staff will be proactive in promoting positive relationships alongside parents as partners.</p>		 <p>Our Values</p> <ul style="list-style-type: none"> Be Kind Be Resilient Be Respectful Be Ambitious Be Responsible
<p>SUPER!</p> <p>Our Routines</p> <ul style="list-style-type: none"> Meet and Greet at the door Model Positive Behaviour Trusted Adults Honeycomb Playground Challenge 	<p>UNCRC</p>  <p>Class Charters support positive relationships</p>	<p>Phrases you will hear adults say</p> <p>I notice that...and I need you to...thank you</p> <p>How are you feeling?</p> <p>What can we do to make this right?</p> <p>I'm reminding you of our school value of...</p> <p>I know that you can follow the school values because I've seen that.</p>
<p>AMAZING!</p> <p>Over and Above</p> <ul style="list-style-type: none"> Milkshake Monday (Lead Learner) Achievement Assemblies Values Raffle Tickets 	<p>Restore and Repair</p> <ul style="list-style-type: none"> Respectful Reminder /Take some time Take a Break/Time to Regulate Phone Call home/Parent Partnership Meeting 	<p>WOW!</p>

Seafield Primary School Anti Bullying Strategy



At Seafield Primary School, we believe that strong, caring relationships help everyone feel safe, happy, and ready to learn.

We want our school to be a place where everyone feels safe, happy, and respected.

Bullying is never okay. Every child has the right to feel included and cared for. We work to prevent bullying by teaching children how to recognise it and what to do if it happens.

We celebrate what makes each of us unique, our differences and make sure everyone feels included! We challenge prejudice and promote fairness through:

- Learning about different cultures and beliefs
- being a Rights Respecting school
- standing up for equality together



When we understand bullying, we can stop it together.

What is Bullying?

Bullying is when someone's actions make another person feel hurt, scared, or left out. It can happen in person or online.

Bullying can look like:

Emotional: Leaving someone out, threatening, damaging belongings.

Physical: Hitting, kicking, pushing.

Verbal: Name-calling, teasing, spreading rumours.

Online: Mean messages or posts on social media.

Prejudice-based: Targeting someone because of perceived differences (e.g. race, gender, disability, family circumstances and so on)

What we do if Bullying happens

Children could

- Use a kind but strong voice
- Walk away to a safe place
- Find a trusted adult.
- Talk to parents/carers



Families

If you have concerns, see or hear something let us know right away. We are here to help.

SCHOOL			
We listen to you and your family to help you feel safe	We talk to everyone involved and write down what happened	We fix things together and make things right	We help you move on, feel better and keep in touch to make sure things stay positive

When a concern is reported we will...

- Listen, take concerns seriously, gather information and record this
- Inform key adults (parents/carers/teachers) in discussion with the pupil/adult(s)
- Take appropriate actions
- Review and Follow up to ensure improvement