Oxgangs Primary School
Positive Relationships and Behaviour Policy

*(This school policy aligns with the **Edinburgh Learns: Positive Relationships and Behaviour Policy (2026)**)*

1. Our School Approach

At **Oxgangs Primary School**, we are committed to creating a **safe, caring and inclusive learning environment** where every child feels valued, respected and supported to succeed.
Positive relationships are at the heart of our school community. We believe that children learn best when they feel:

- safe and secure
- connected to trusted adults
- understood and supported
- included and respected

This policy explains how we work in partnership with parents and carers to support positive relationships and behaviour for all children.

2. Our School Values

Our approach to relationships and behaviour is guided by clear, shared values which are taught, modelled and reinforced by all adults in our school. These values underpin our expectations for how we treat one another every day.
At Oxgangs Primary School our school values are:

Kindness	**Respect**	**Achievement**	**Resilience**

When we help children with situations that happen in school, for example in the playground, disagreements with friends, we use the school values as a framework for discussion. It helps if families explore these values at home too. This gives children the chance to feel understood, learn from the situation, and build skills for next time.

Example questions:

- "How might the other person/people have felt in that situation?
- "How can we make sure everyone feels valued and respected in our school, even when we disagree?"
- "When we make a mistake, what does taking responsibility look like?"
- "What is one thing you learned from today and how might you approach a situation like that if it happened again?"

3. A Positive, Nurturing Approach

We recognise that:

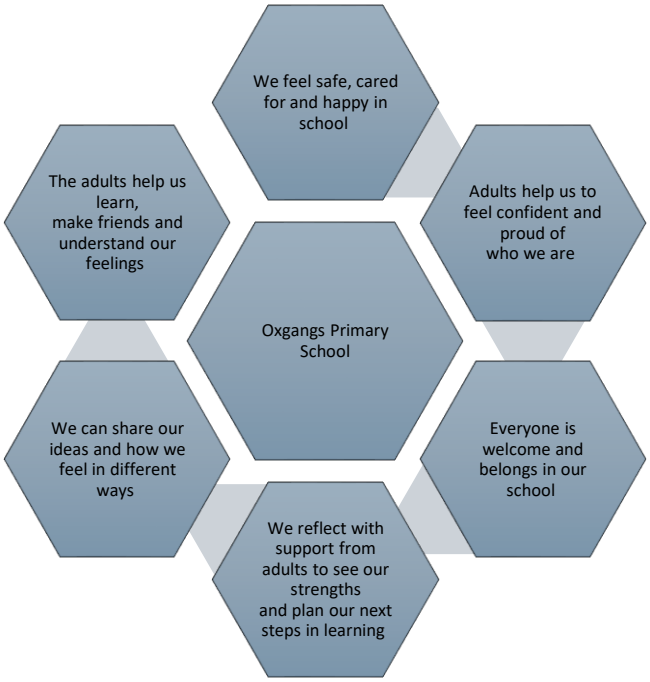
- behaviour is influenced by emotions, experiences and development
- children sometimes need support to manage feelings and challenges
- behaviour can communicate unmet needs

Our staff take time to understand what may be affecting a child's behaviour and respond with care, consistency and appropriate support.

This approach is rooted in:

- nurture-based practice
- children's rights
- the **Getting it Right for Every Child (GIRFEC)** framework Getting it right for every child (GIRFEC) - gov.scot

Our Nurture Principles for Learning are



4. *Supporting Children*

At Oxgangs Primary School, we promote positive behaviour by:

- building warm, trusting relationships
- setting clear and consistent expectations
- using praise and encouragement
- recognising effort, progress and achievements

Children are supported to understand how their behaviour affects themselves and others.

Helping Children Regulate and Cope

Learning and behaviour are closely linked to emotional wellbeing. When children feel overwhelmed or distressed, they may struggle to regulate their emotions.
School staff support children through:

- calm, predictable routines
- de-escalation strategies
- time and space to settle when required
- support from a familiar, trusted adult

Adults always aim to remain calm, respectful and reassuring. De-escalation is our **first response** to distress.

De-escalation strategies include:

- communicating in a calm, non-judgemental manner
- reducing or removing language
- maintaining a quiet environment

- providing a safe space
- giving child time to de-stress
- allowing time with a trusted adult
- providing a distraction if appropriate

Restorative Approaches

Restorative practice is about building relationships by listening carefully, asking questions and expressing empathy, enabling everyone to have a voice, to model the behaviour we would like to see.

When difficulties occur, we use **restorative approaches** to:

- help children reflect on what has happened
- understand the impact of their actions
- repair relationships
- agree how to move forward positively

This supports children to learn from experiences and develop social and emotional skills over time.

Levels of Support

Support for behaviour is provided in stages:

- **Universal support** – approaches used with all children, including school routines, values and positive relationships
- **Targeted support** – additional strategies when concerns emerge, discussed with parents/carers
- **Intensive support** – individual planning for children who need extra help, often involving partner services

Parents and carers are involved at every stage.

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5. Working Together and Keeping Children Safe

We know children do best when home and school work together.

Parents and carers are encouraged to:

- share information that may help staff support their child
- communicate concerns early
- work collaboratively and respectfully with school staff
- support expectations around positive behaviour

School staff will:

- keep parents informed
- listen carefully to concerns
- explain how decisions are made
- involve parents in planning support where needed

6. Consequences

Consequences may be used as part of learning and support. They are **never intended to punish**. They are used to help individuals understand the impact of their behaviour on others, encourage changes in behaviour and repairing harm.

Any consequences will:

- be fair and proportionate
- consider the child's age and needs
- aim to repair harm
- support learning and future positive behaviour

7. Exclusion

Exclusion is used **only as a last resort** and never as a punishment.
Before exclusion is considered, we will:

- put support in place
- work closely with parents/carers
- review strategies and interventions

8. Physical Contact and Safety

Appropriate physical contact may be used, particularly with younger children, to provide reassurance or support.
Physical restraint or seclusion is **only ever used**:

- to prevent immediate harm
- as a last resort
- for the shortest time possible
- in the least restrictive way

All incidents are recorded and reviewed in line with council guidance.

9. Further Information

If you have questions or concerns, please contact us to speak with a member of the Senior Leadership Team by phone or by email to: admin@oxgangs.edin.sch.uk