

Positive Relationships and Behaviour Policy

Update 2026



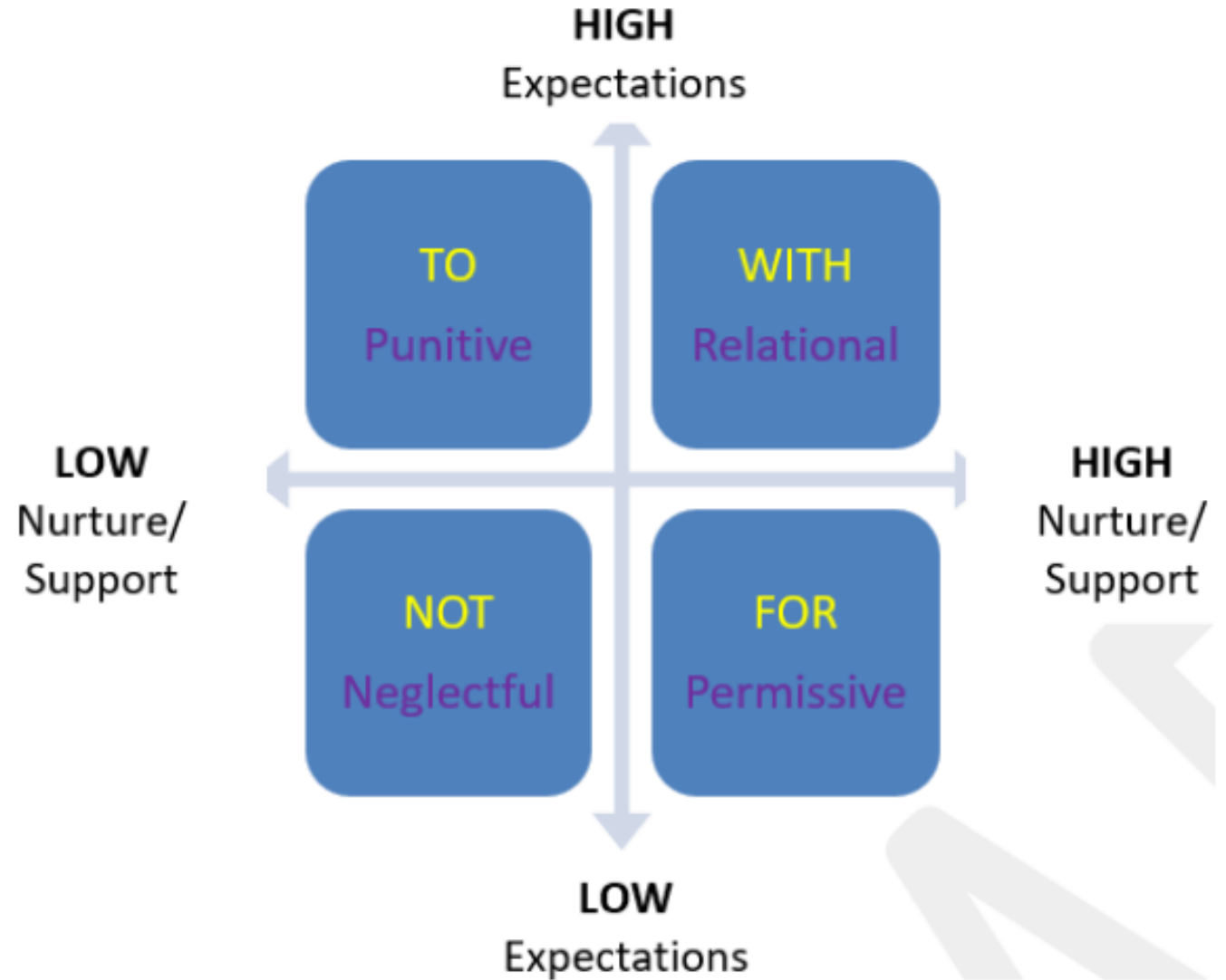
Positive Relationships and Behaviour

Policy and practice journey, 2020 to 2027



Social Discipline Window

[Promoting Positive Relationships and Behaviour in Educational Settings](#)



3 Behaviour Models

Dimension	Punitive / rule-based	Behaviourist / consequence-based	Relational / developmental
Main lever	Fear	Consequences	Relationship
Behaviour is	To control	To manage	To listen to
Rules are	Enforced without exception	Clearly communicated	Developed together, adapted where needed
Consequences are	Sanctions and punishments	Ways to shape behaviour	A last resort, within rupture and repair
"Inappropriate" behaviour is	Wrong-doing, deliberate	Learned, not necessarily voluntary	A sign of unmet need, difficulty coping, or lack of knowledge
Difficulties arise from	Lack of compliance	Learned poor responses, lack of reinforcement	Environment, felt relationships, or developmental stage
Solutions lie in	The child	Adjusting consequences	Understanding what behaviour tells us about the child and their needs
Children who struggle should be	Excluded or fixed	Helped and given intervention	Understood and included
Effectiveness measured by	Compliance	Behaviour change	Wellbeing

James McTaggart (Educational Psychologist, 2018), sets out the key differences between punitive, behaviourist, and relational approaches. Current guidance advocates a primarily relational model, with a behaviourist element where appropriate (a hybrid model).



Why update the policy?



A full refresh

We have rebuilt our 2020 policy for 2026.



New national guidance

Informed by Education Scotland's Promoting Positive Relationships and Behaviour (2025).



A city-wide approach

It follows Edinburgh Learns: Positive Relationships and Behaviour (CEC, 2026).



Children's rights in law

It reflects the UNCRC (Incorporation) (Scotland) Act 2024 and GIRFEC.

Informed by

- Edinburgh Learns Policy (CEC, 2026)
- Education Scotland guidance (2025)
- UNCRC (Scotland) Act 2024
- GIRFEC
- CEC Behaviours of Concern (2026)
- CEC Risk and Restraint Procedures (2026)



Our approach: relational and firm

We work with children to understand behaviour. High expectations and high support go together. Behaviour communicates need.

Authority

- Clear, high expectations
- Firm, predictable boundaries
- Safety through present caring adults who are visible
- Consistent principles across the school

Affection

- Warmth and understanding
- Trusted, caring relationships
- Meeting individual needs
- Belonging for every child

The strongest cultures are both authoritative and affectionate. Warmth does not mean lowering expectations.



Our School Values



Everyone belongs and is supported.



Considerate of others.



Imagination and learning from mistakes is encouraged.



Trying our best and keeping going.

Our values set the standard we expect from everyone: children, staff, parents and visitors. They are modelled and taught all year.



Underpinned by children's rights

I have the right

to be safe

Article 19

I have the right

to be treated fairly

Article 2

I have the right

to share my views and be heard

Article 12

I have the right

to learn and go to school

Article 28

I have the right

to play, rest and have fun

Article 31

I have the right

to be treated with dignity

Article 37

We uphold the rights of every child, and everyone has the right to learn and feel safe.



We notice the good first

Positive affirmation is a key approach. We give first attention to the best behaviour, naming the value and the choice we see.



A clear, staged response for unexpected behaviour

1

Warning and chance to change

Calm reminder of the expectation.
Space and time to put it right.

Any staff

2

Redirect, Reflect, Reset

Change seat or task, reflect on the behaviour, then reset and repair.

Teacher

3

Leadership involvement

SLT step in. Restorative conversation.
Parents told the same day.

SLT

4

Team around the child

Assessment of need. A plan is written and reviewed regularly.

Team

Serious incidents (physical harm, threats, bullying, abusive language) go straight to Stage 3.



Learning through consequences

Consequences are not punishments. They help children understand impact, change and repair harm. Every consequence is:

Related to the behaviour

Respectful in how it is given

Reasonable and proportionate

Positive consequences

Recognise and reward good choices.
Build relationships and wellbeing.

Natural consequences

The direct result of a choice. Builds
cause-and-effect thinking.

Logical consequences

Set by adults, linked to the behaviour. An
expected consequence of a poor choice.



Putting things right

Once a child is calm, we hold a restorative conversation. We use structured steps such as IHAP or the Fix-it Folder.

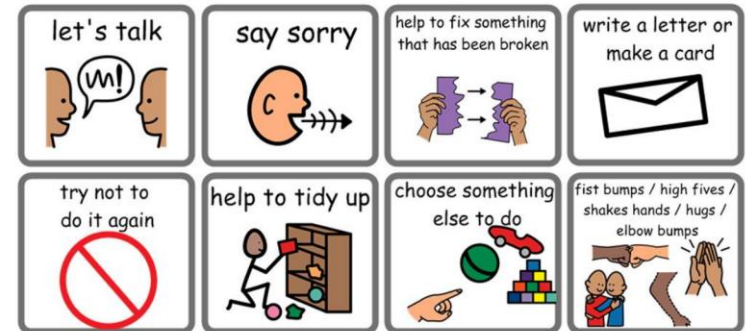
1 I know I made a mistake.

2 I know I hurt or upset someone, and I am sorry.

3 I will make amends by...

4 I will try my best not to repeat this.

how can we fix this?



The Fix-it Folder uses visuals for younger children and those with language difficulties



Calm first, then support

De-escalation comes first

When a child is distressed, we help them regulate before we address the behaviour. Calmness and connection before consequence.

A nurturing, trauma-informed school

Behaviour communicates need. Safe, predictable relationships help every child to settle and learn.

Additional support needs

Children who need it have an individual plan, co-produced with families and reviewed regularly.



Serious incidents and safeguards

Clear consequences

Verbal abuse, hitting, threats, bullying and damage to property are always addressed.

Physical intervention

A last resort, never a punishment. Used only to prevent injury and always recorded.

Exclusion

A last resort, never a punishment, and only after support and partnership working are exhausted.

Staff wellbeing

Staff have the right to debrief and support after a significant incident before returning to class.



Partnership and Responsibilities

Children

- Demonstrate our values
- You own your actions (age/stage appropriate)
- Learn from mistakes
- Talk to a trusted adult
- Know yours and others' rights

Parents and carers

- Work with the school
- Support reflection at home
- Raise concerns early
- Engage with plans and reviews
- Demonstrate empathy with others/other families

Staff and school

- Model the values every day
- Be consistent and relational
- Record and communicate
- Support staff wellbeing
- Teach expected behaviours

Have your say

Full Policy

<https://prestonstreetprimary.co.uk/wp-content/uploads/2026/09/PSPS-POSITIVE-RELATIONSHIPS-AND-BEHAVIOUR-UPDATE-DRAFT-2026-09-V1.pdf>

Summary

Feedback Form

[Positive Relationships and Behaviour Policy Update: Consultation – Fill in form](#)



Thank you

Questions and discussion

