

Rationale and Purpose

Blackness is committed to creating an environment where positive relationships are at the heart of productive and engaging learning. We aim to create a community where every member feels listened to, valued, included, respected, emotionally, and physically safe, and supported. Addressing barriers to learning rather than punitive processes and helping children and young people to be aware and understand the impacts of their actions and behaviours.

Our policy is based on relational approaches, restorative and trauma informed practice, and is supported by DCC and national policy and strategies (see supporting documents) and is in line with legislation, national reviews, current research and our school Vision, Values and Aims (see appendix 1)

Aims

To ensure a shared understanding of inclusion, wellbeing, equality, and equity underpinned by children's rights and how these factors affect relationships and behaviour.

To build a community for everyone which values kindness, care, good humour, positive choices, good role modelling, empathy, and compassion for others.

To help children to grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.

To help learners regulate their behaviour and be responsible for their own actions.

To provide simple, practical procedures for all staff, learners, and partners.

To treat children fairly and apply procedures in a consistent way using common language (scripts).

To support all adults to model positive relationships.



Blackness Primary School Rules

We expect everyone to:

- ✓ Be ready to learn – follow adult instructions in school.
- ✓ Be respectful – be kind and considerate to all. Take care of our building and resources.
- ✓ Be safe and responsible – keep yourself and others safe.

Recognition

Expected behaviour will be rewarded by:

- 😊 Recognition Board
- 😊 Red Letters
- 😊 Head Teacher Shout Out at Gathering
- 😊 Class Certificates
- 😊 Positive Feedback
- 😊 Positive Note to Parent via Email
- 😊 Social Time
- 😊 House points

Consistencies

We expect everyone to:

1. Be welcomed and to be welcoming.
2. Use kind words – no shouting, good manners.
3. Show respect – holding doors, good listening, caring for our

Routines

1. Positive attention first. Connection before correction.
2. Wonderful Walking – in lines, left side, quietly
3. There, ready and on time – line up when asked, classes collected quickly.

Stepped Strategies

- * Reminder of expectations/ redirection
- * Private Caution – think carefully, make a good choice
- * Final Opportunity/Guided conversation – choices given, and logical/ natural consequences discussed (see appendix 3).
- * Consequence issued.
- * If required, quiet time either in the classroom or out with (safe place) to regulate.
- * Helping Hand to room 17 - support staff required to support a child to make good choices
- * If the same behaviour continues after three previous restorative conversations a Better Behaviour/Better Learning letter will be sent home to allow parents to partner with us to support improved behaviour. (see Appendix 4) If several letters are issued SLT will arrange to meet parents with class teachers.
- * Message to school office – in an emergency - a child is endangering themselves or others/ a situation has occurred which cannot be dealt with calmly in class.
- * Fix it folder/ restorative conversation once calm.

At Blackness Primary School, it is expected that all staff will:

- Be at your classroom door each morning to welcome your children. Monday morning welcome – warm welcome back after the weekend.
- Establish a class charter. These should be developed with the children and complement our school rules, Vision, Values and Aims.
- Each teacher should establish a recognition board alongside their class charter to display and draw attention to positive behaviour – for example a photo with a speech bubble. “Pupil X showing he is ready to learn.”
- Teachers are asked to recommend children for HT shout out at gathering for children going above and beyond. This is not for academic success, instead welcoming others, showing kindness and care for others etc. House points will also be issued to those showing themselves to be effective contributors or responsible citizens.
- Red Letter nominations are given to pupils who deserve recognition for the behaviour they display in their classrooms – hard working, persevering when tasks are difficult etc. These will be presented at gatherings (timetable). Teachers should have nominations to Michelle/Cheryl by the Thursday lunchtime before their gathering.
- Certificates are presented to pupils for following class charters, school rules and achievements in class.
- Teachers may also develop their own positive reward approach.

SLT will:

- Welcome children each morning and be there, when possible, when they leave at 3:15pm.
- Be a visible presence to encourage and model positive behaviour.
- Celebrate individual success in learning – children send to office to share work they are proud of.
- Celebrate success in gatherings and display this on recognition board.
- Acknowledge and celebrate wider achievements.
- Ensure staff training needs are identified, targeted, and supported.
- Ensure all staff are aware of any individual plans for children.
- Support staff to facilitate resolution conversations.

Support Staff

- Greet children as they come into school.
- Support children into classes.

Supporting documents

[Barnardo's Scotland | All About Relationships - YouTube](#)

[L30 Social Discipline Window - YouTube](#)

[Getting it Right for Every Child | Dundee

 Child Protection Committee
\(dundeeprotectschildren.co.uk\)](#)

Every Dundee Learner Matters (EDLM)

- National Trauma Informed Training Framework and Whole School Nurture Approaches (see example from Education Scotland in Appendix)

[Trauma – national trauma training programme | NHS Education \(scot.nhs.uk\)](#)

- Dundee City Council's Staff Wellbeing Policy

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwj37aDx3o3_AhWYEMAKHcQuA9EQFnoECAoQAO&url=http%3A%2F%2Fdmlink.dundeecity.gov.uk%2FWebRep%2FCeRDMSGetNodeContent%2FOTgetNode.php%3Fnode%3D6c9670a2a8a950936a00&usg=AOvVaw3tvW_IxALxLW8wwguo0TW4

· Dundee UNCRC

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjO3rr7uY3_AhVrQUEAHeZqA9EQFnoECDkQAO&url=https%3A%2F%2Fwww.pkc.gov.uk%2Fmedia%2F39443%2FTayside-Plan-for-Children-Young-People-and-Families-2017-2020%2Fpdf%2FTayside_Plan_for_Children_Young_People_and_Families_2017_-_2020&usg=AOvVaw0-F1xUMe1FuT2v4a-

· Connected Tayside: An Emotional Health and Wellbeing Strategy for Children and Young People

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwie6YeSu43_AhXuQkEAHfyjA9MQFnoECBEQAO&url=https%3A%2F%2Fwww.taycollab.org.uk%2Fwp-content%2Fuploads%2F2020%2F10%2FMaster-Final-Draft-Emotional-HWB-Strategy-October-2020.pdf&usg=AOvVaw0VnH-3CsQLM1akAKn3TkII

· HGIOS 4 QI framework and Dundee School Improvement Framework

[How good is OUR school? | Self-evaluation | National Improvement Hub \(education.gov.scot\)](#)

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwi8idOL343_AhUWTEEAHaELBtMQFnoECBwQAO&url=https%3A%2F%2Fwww.dundeecity.gov.uk%2Freports%2Freports%2F153-2021.pdf&usg=AOvVaw3fBNZTSJfjBjLLkvDE6_iy

[Our inspection frameworks | Standards and evaluation framework | Inspection and review | What we do | Education Scotland](#)

- 'Our Promise' to Care Experienced/Looked After Children and Young People

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjPor3r343_AhWUT8AKHaLTA9MQFnoECAgQAw&url=https%3A%2F%2Fwww.cosla.gov.uk%2Fdata%2Fassets%2Fpdf_file%2F0027%2F41679%2FOur-Promise_draft_Sept14.pdf&usg=AOvVaw0eKBngr0gxIT9_AQ5kh8Ei

- Promoting Inclusion – Reducing Exclusion Policy (based on IEI2)

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjap8v_343_AhWhSEEAHahSCTMQFnoECAgQAO&url=https%3A%2F%2Fwww.dundeecity.gov.uk%2Fsites%2Fdefault%2Ffiles%2Fpublications%2Fdcc_cfs_promotoing_inclusion_reducing_exclusion_policy_practice_and_paperwork_170818.pdf&usg=AOvVaw2cYqepHsDBLO5s_ZaT6Nqi

- Anti-Bullying Policy
- De-escalation and Physical Intervention Guidance

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjpvhf3Y3_AhUUoVwKHUF0BNIQFnoECAoQAQ&url=https%3A%2F%2Fwww.snct.org.uk%2Flibrary%2F2677%2FDe-escalation%2520and%2520Physical%2520Intervention%2520in%2520Educational%2520Establishments%25202015%2520\(Amended%2520October%25202019\).pdf&usg=AOvVaw35BUjJmSM_SdMoccArt9CU](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjpvhf3Y3_AhUUoVwKHUF0BNIQFnoECAoQAQ&url=https%3A%2F%2Fwww.snct.org.uk%2Flibrary%2F2677%2FDe-escalation%2520and%2520Physical%2520Intervention%2520in%2520Educational%2520Establishments%25202015%2520(Amended%2520October%25202019).pdf&usg=AOvVaw35BUjJmSM_SdMoccArt9CU)

<https://education.gov.scot/improvement/learning-resources/scottish-attainment-challenge/>

Further reading

- Respect Me
- Scottish-based research
- Better relationships, better learning, better behaviour, 2013

<https://www.gov.scot/publications/behaviour-scottish-schools-research-2016/pages/1/>

<https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>

- Dix, P. (2017) *When the Adults Change, Everything Changes: Seismic shifts in school behaviour*. Independent Thinking Press.

[Dr. Donald L. Nathanson: The Role of Emotion in Learning to Read - How Shame Exacerbates Reading Difficulties - Children of the Code](#)

[Positive Consequences | Dr. Jane Bluestein](#)

[Inclusion in Practice: The CIRCLE Framework - Secondary | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

- Thorsbourne, M. Blood, P. (2013) *Implementing restorative practice in Schools*. London, Jessica Kingsley Publishers.

Appendix 1

Blackness Vision Values and Aims

Why are we here?

Blackness Primary School provides staff, pupils and families with experiences that promote a positive mindset, engagement, learning and enjoyment. This is developed through relationships between home, school and our community whilst drawing on wider expertise and resources. We operate on a level of mutual respect, with the understanding that "Everyone Here Matters".

We develop our community through supported challenge and a wide range of opportunities and experiences.

We will nurture positive relationships:

- where staff, pupils and parents are valued and have a sense of pride in our school
- where relationships with parents and carers are fostered, involving them in the learning of their child and the life of the school
- where visitors are welcomed and links with others in the community are promoted
- working in partnership with the "Friends of Blackness"
- developing, supporting, and drawing on links with other educational establishments and other providers

We will promote and extend learning

- providing high quality learning experiences for all our children
- through having a shared understanding of a child's strengths and development needs
- recognising and celebrating achievement and effort
- providing quality feedback to learners and those who can support them
- ensuring the progress and attainment of pupils.
- using School Improvement Planning to identify, develop and evaluate improvement projects
- continually develop our learning and skills to create a strong school team

We will develop engagement in learning:

- supporting children to develop positive mindsets
- supporting children to evaluate and understand their own learning journey
- ensuring enjoyment of learning experiences which provide challenge and interest
- ensuring learning is relevant
- building upon prior learning
- Providing a broad range of learning experiences
- Providing opportunities for children to lead and direct their learning

We will include our whole community:

- celebrating the diversity within our primary school
- understanding the needs of others
- valuing the opinions and views of others
- valuing Learning and experiences out with our school.
- providing supports to overcome barriers
- developing a sense of responsibility for our lives and the wider world

We will promote and support health and wellbeing in our community

- meeting emotional, physical, social, cultural and moral needs
- promoting responsible behaviour where pupils exercise self-awareness, responsibility, resilience and independence
- developing the need for interdependence
- providing a wide range of health promotion experiences

Appendix 2

Example 1: Nurturing approaches to support wellbeing, relationships and behaviour	
<p>Our nurturing approach offers opportunities for children and young people to develop social and emotional skills, have more positive relationships, and develop their resilience and capacity to deal more confidently with challenging situations. All learners benefit from nurture however these approaches are particularly beneficial for learners who experience upheaval or uncertainty or those who have been affected by trauma or loss.</p>	
<p>1. Learning is understood developmentally</p> <p>Learner's social skills and confidence will differ and may not always match their chronological age. Some children may need:</p> <ul style="list-style-type: none"> • clear and simple instructions and role modelling from adults • activities that help them to recognise and appreciate their personal strengths • support to engage with others 	<p>4. Language is a vital means of communication</p> <p>Our choice of language underpins how we form and maintain relationships and that children's development of language skills particularly around 'feelings' differ. We support our learners to develop a language that promotes wellbeing and positive relationships by:</p> <ul style="list-style-type: none"> • helping children put their feelings into words and label emotions • thinking carefully about our own language • helping learners regulate their emotions (co-regulating with them) • helping learners to connect their feelings, behaviour and thinking • proactively and explicitly identify appropriate ways of asking for help • providing time and space for learners to talk and be listened to
<p>2. The importance of nurture for wellbeing and self-esteem</p> <p>Our learning is linked to our wellbeing. We promote a sense of wellbeing by:</p> <ul style="list-style-type: none"> • showing others they are valued and cared about • using our relationships to promote optimism and resilience • promoting autonomy by providing opportunities to make safe choices and take responsibility • looking for opportunities to help learners feel competent and successful and to celebrate their achievements • explicitly recognising what we well, complimenting effort and persistence, and highlighting progress • acknowledging feelings and respectfully offering alternatives when feelings are based on negative beliefs. <p>Minimising feelings of shame</p>	<p>5. All behaviour is communication</p> <p>We understand that we often communicate our 'needs' through our actions. We seek to:</p> <ul style="list-style-type: none"> • recognise behaviour as a child's way of communicating their feelings including something not working for them and ask ourselves 'what is really going on here?' • try to identify the hidden feelings and emotions behind behaviours • show empathy and use the 'connection before correction' approach • create a sense of safety and belonging, reduce stress and defuse situations before they get worse • show acceptance by being non-judgemental and validating a learners feelings (not their behaviour)
<p>3. The classroom offers a secure base</p> <p>The learning environment is important in providing a sense of safety and reducing any anxiety. Taking a consistent and developmentally appropriate approach to how we use our classrooms, corridors, dining areas, playgrounds and communal spaces can provide learners with a secure base.</p> <p>Things that help to create a secure base include:</p> <ul style="list-style-type: none"> • structure and predictability • informing learners of what is happening now and next (eg. visual timetabling/scheduling) <ul style="list-style-type: none"> • seating plans to support predictability • creating a sense of belonging (eg. a wall of photographs of learners and staff) • reassurance through positive messages like "You are safe" and "Your feelings are ok" • identifying areas which can be used as places for relaxation and calming sensory input 	<p>6. The importance of transitions</p> <p>We recognise that all transitions, even positive ones, create change and uncertainty and can be a cause of anxiety. To support our learners during transitions we will try create predictability through routines and boundaries.</p>

Appendix 3

Behaviour Choices	Logical/ Natural Consequences
Not taking care of school property	Temporary loss of privilege, equipment, items or activities.
Refusal to complete tasks	Alternative plan to complete work e.g. at home. Class teacher to inform parents/ carers of the reasons work is being sent home (end of day/ phone call/ Seesaw).
Disrespectful behaviour	Restorative conversation linked to VVA. Reflection time. Reflection sheet.
Wasting learning time	Record time wasted; pupil identifies when this can be given back.
Rushing through learning tasks	Redone during pupils' own time – refer to best version.
Negative choices in lines	Remove from line. Adult support in line. Support to understand behaviour expectations in lines.
Unsafe choices in corridors	Reminders of wonderful walking.
Not showing kindness	Reminders of VVA Restorative conversations.
Not being safe in the lunch hall line	Wait till the end, move to the back of the queue, sit to the side away from queue.
Child refuses to wear their coat	They will get cold.

Natural consequences are consequences that naturally happen from their actions, whereas logical consequences are consequences the adults will put in place and are discussed during a restorative conversation.

Appendix 4

Better Behaviour - Better Learning in Blackness PS



Dear Parent,

Today we had to talk to _____ as his/her behaviour did not meet our expectations out in the **playground**. This meant that someone was hurt or your child disrupted the enjoyment of others. Your child has been given several reminders of the rules and many opportunities to make positive choices but has chosen not to.

Your child.....(highlight as appropriate)

Used inappropriate language		Was involved in fighting	
Damaged property on purpose		Hurt someone intentionally (other child's parents informed)	
Was rude to an adult		Refused to follow a simple instruction/direction from an adult	
Was unkind to peers		Caused themselves or others to be unsafe	
Other (details) :			

We really appreciate your support in ensuring your child meets the high expectations we have for behaviour within our school. Please discuss the issues raised above with your child and return the slip to let us know you have received this letter. We call to check if we do not have the slip returned within 2 school days. Your child will be referred to a member of the leadership team should there be a reoccurrence in similar behaviour. Should you wish to discuss things further with a member of school staff please do not hesitate to contact the school. Mrs Cuthbert acting DHT(P1-P4/5) and Mrs Nivison acting PT (P5-P7) are informed when pink letters

(classroom) or blue letters (playground) are sent home and these are kept on file for the remainder of the school year. When a number of letters are accrued this will trigger a request for a meeting with the class teacher and a member of the management team to discuss solutions to promoting positive behaviour for your child within school.

Many thanks

Signed _____ (Support Staff) Mrs Allan/Mrs Cuthbert/Mrs Nivison

Child's name _____ Class P _____ Date _____

I received the blue letter re: playground behaviour and have discussed it with my child.

Signed (parent) _____ (child) _____

Better Behaviour - Better Learning at Blackness PS



Dear Parent/Carer,

Today, _____ the behaviour of _____ did not meet our expectations in the classroom/school. This meant that someone was hurt, or your child disrupted the learning of others. Your child has been given several reminders of the rules today by adults and many opportunities to make positive choices but has chosen not to.

Your child..... (tick as appropriate)

Used inappropriate language		Was rude to an adult	
Was unkind to peers		Disrupted their own and others learning	

Refused to follow a simple instruction/direction from an adult		Damaged property on purpose	
Hurt someone intentionally (other child's parents informed)		Caused themselves or others to be unsafe	
Other (details):			

We really appreciate your support in ensuring your child meets the high expectations we have for behaviour within our school. Please discuss the issues raised above with your child and return the slip to let us know you have received this letter. We call to check if we do not have the slip returned within two school days. Your child will be referred to a member of the leadership team should there be a reoccurrence in similar behaviour. Should you wish to discuss things further with a member of school staff please do not hesitate to contact the school. Mrs. Cuthbert, acting DHT(P1-4/5) and Mrs. Nivison acting PT (P5-7), are informed when pink letters (classroom) or blue letters (playground) are sent home and these are kept on file for the remainder of the school year. When a number of letters are accrued this will trigger a request for a meeting with the class teacher and a member of the management team to discuss solutions to promoting positive behaviour for your child within school.

Many thanks

Signed _____ (class teacher)

Child's name _____ Class P _____ Date _____

I received the pink letter re: classroom behaviour and have discussed it with my child.

Signed (parent) _____ (child) _____

Blackness Primary School
Behaviour Blueprint

3 Rules

1. Be Ready to Learn
2. Be Respectful and Kind
3. Be Safe and Responsible

Consistencies

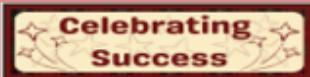
1. Daily Meet and Greet
2. Kind Words
 - no shouting, good manners
3. Respectful Actions
 - holding doors, good listening, caring for our learning environment

Routines

1. Positive attention first. Connection before correction
2. There, Ready and on time
 - Line up when asked, classes collected quickly
3. Wonderful Walking
 - in lines, left side, quietly

Recognition

1. Recognition Boards
2. Red Letters
3. Shout out at Gathering
4. Class Certificates
5. Positive Feedback
6. Email
7. Social Time



Restorative
Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Parent
Communication

Consistent low-level behaviour class teacher

- Talk to parents at the end of the school day
- Phone home
- Email

Challenging Behaviour

- SLT phone home
- Email

Stepped Strategies

1. Reminder of Expectations
 - Ready, respectful, safe
2. Private Caution
 - think carefully, make a good choice
3. Final Opportunity/ Guided Conversation
 - choices given and consequences discussed
4. Consequence
5. Quiet Time
 - think/move/safe space/other class
5. Helping Hand
6. Better behaviour letter
7. Support from SLT
8. Fix it Folder/ Restorative Conversation

Scripts and Mantras

1. You are going above and beyond by...
2. I've noticed you are....
3. let's think about our rules. Do you think you were remembering them?
4. Remember kind hands, kind feet and kind words.

Positive Relationship and Behaviour

Revised May 2025