

Torrance Primary School



Promoting Positive Relationships, Behaviour and Learning

January 2025

Our vision at Torrance Primary is “Working together to be all we can be” and we promote our SHINE aims:

STRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)

HAPPY AND HEALTHY: Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)

INSPIRING: Fostering a love of learning and curiosity about the world around us. (Article 29)

NURTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)

ENGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)

Our values are: Respect, Kindness, Perseverance, Achievement.

Our Expectations

Torrance Primary School takes pride in its ethos to put relationships at the heart of all we do. We strive to create an environment where everyone is welcome and high standards are at the heart of productive learning. All members of our community are expected to model our school values to a high standard and take responsibility for their behaviour. Our relationships are based on respect and we value a partnership approach to managing behaviour in a way that supports all our staff and learners.

Our relationships policy outlines approaches used at Torrance Primary to ensure a shared understanding of wellbeing, positive relationships and behaviour that reflect our school vision, values and aims. We have high expectations and aspirations for everyone and we want our children and young people to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We are a nurturing school that believes that all behaviour is communication and have nurture principles embedded throughout our practice.

At Torrance Primary, we promote a positive culture of praise and recognition whilst meeting the needs of all learners. We achieve this by:

- Displaying and modelling positive, respectful relationships across the entire school community;
- Knowing our children and what their individual needs are;
- Celebrating success and acknowledging achievements for all, by all;
- Establishing co-created routines and expectations;
- Setting targets to meet goals;
- Ensuring clear communication for all;
- Creating a learning environment which is engaging, differentiated, with appropriate pace and challenge;
- Acknowledging every day is a fresh start;
- Embracing diversity and treating everyone as an individual.

What you can expect from Torrance Primary Community

Curriculum

Our approaches to relationships and behaviour have developed significantly in recent years, moving away from punitive and disciplinary focus to practice based on the development of positive relationships and promotion of mental wellbeing and pro-social skills. This change is underpinned by a strong research base on brain development, trauma informed practice, knowledge of child development and learning theory.

Our staff are knowledgeable about child development and understand that a relationship-based approach to learning is key in creating calm, respectful classes around the school and wider community.

Our Health and Wellbeing curriculum encourages positive relationships throughout all levels of the school. We use Promoting Alternative Thinking Strategies and Emotion Works to help children develop their emotional literacy and coping skills. Positive relationships and respect are at the heart of this work.

Children's Rights

Children's Rights underpins all our work at Torrance Primary School and we achieved our Silver Rights Respecting Schools status in January 2025.

At all levels within the school, everyone has the opportunity to share their views, ideas and opinions. Pupil voice is valued and has an impact on decisions that affect learners. Learners see adults responding to their ideas in a positive way. Learners are confident, exercise responsibility and valued as individuals. They have the opportunity to take on additional roles and responsibilities in the life of the school, wider community and as global citizens. Opportunities include House and Vice Captains, participation in committees, representation at community events (e.g. Friendship club, Gala Champions), use of allotment space and social enterprise topics to encourage children to think about giving back to the community.

Nurture principles

Our staff are familiar with the six Nurture Principles, and these underpin practice in all areas of the school. The six principles are:

- Learning is understood developmentally
- Our school environment offers a safe space
- Relationships are important for wellbeing of all
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important

CIRCLE

At Torrance Primary we utilise the CIRCLE framework (Child Inclusion Research into Curriculum Learning Education) to ensure the inclusion of all learners within our environment. Some learners may have additional support needs which have already been identified, others may have needs which are becoming apparent as they start their school journey. Others may have needs which are difficult to pinpoint. The CIRCLE resource helps staff identify and anticipates these needs and provides strategies to support their inclusion within the school and classroom environment.

Torrance Primary Charter

Children and staff have co-created our “Torrance Primary Charter” which is displayed around the school (Appendix 2). The Charter is embedded into the life of the school and is used in the classroom, in and around the school, in the playground, at assemblies and through class/school routines.

We accept that occasionally children and young people may not be able to effectively communicate how they are feeling, or what they are experiencing articulately. During these times our community will offer support in a non-judgemental, consistent way, which offers opportunity for de-escalation and regulation for all involved.

All adults will:

- Create a welcoming environment for all with a positive ethos, including meeting all children at the door with a smile;
- Ensure clear co-created charters for expectations are in place;
- Give first attention to best conduct using verbal praise and encouragement;
- Use positive postcards each week to recognise children who have gone over and above;
- Use their recognition board to highlight children who are demonstrating consistent, over and above behaviour;
- Nominate children who are consistently demonstrating our school values for “Tea with SLT;”
- Hold conversations and discussions in a calm appropriate tone with no raised voices;
- Use “Hands up” approach to signal attention;
- Encourage smart, respectful walking throughout the school;
- Encourage and promote polite manners;
- Clearly communicate supportive next steps;
- Listen to and act upon everyone’s views.

Supportive measures:

- Clear, consistent use of language and routine;
- Recognising that each child is unique;
- Transitions are planned, discussed and structured;
- Always redirect children by referring to “Be Ready, Be Respectful and Be Safe;”
- Recognition of individual needs and co-created planning is in place;
- Offer, quiet, safe spaces in time of need;

- Take time to explore reasons behind behaviours and demonstrate unconditional positive regard for all children;
- Professional learning is readily available;
- Use of restorative approaches;
- Use of Emotion Works to help children understand emotions;
- Encourage use of Torrance Teddies as a regulation strategy, particularly at times of transition;
- Willingness to make changes

When things don't go as planned, together we will

- Review and amend our curriculum as appropriate;
- Have a clear discussion with all involved;
- Make sure all voices are heard and listened to;
- Seek support from our school staff, partners and families.

Restorative conversations:

Restorative practices and restorative approaches are used to restore good relationships when there has been conflict and harm.

Restorative conversations should take place between key adults and children where there has been an incident. The following questions should be used:

- What has happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

Consequences

The UNCRC states that *"Discipline in schools should respect children's human dignity."* (Article 28).

We learn and adapt our behaviour according to the consequences of our actions and it is appropriate that consequences are part of the restorative process. Care should be taken, however, to ensure that consequences relate directly to actions, solving problems or repairing harm. Consequences are not behaviourist punishments designed to discourage negative behaviours through fear. Rather, they should encourage responsibility, accountability and reflection.

Traditional “Rules-based” mindset	Restorative mindset
What happened (rule broken)	What happened (story)
Who’s responsible (wrong doer)	Who’s been affected and how (impact/harm) What needs to happen to put things right (solution)
What sanction do I need to enforce in order to: (action) <ul style="list-style-type: none"> • Change behaviour • Deter others • Avoid re-occurrence/re-offending 	How can I support this process in order to: (support) <ul style="list-style-type: none"> • Change behaviour • Deter others • Avoid re-occurrence/re-offending

Stepped approach:

Where children require support to continue to demonstrate our school values, the following stepped approach should be used:

Behaviours	Behaviours	Approaches
Child	Class Teacher/SLA	SLT
Low level disruption or a child is distracted/off task	“Stop” and have a think. Re-direction. Encouragement. Gentle reminder of task. A kind word. Reminder of school values.	
Distracting others, persistent and repeated disruption	Reinforce responsibilities and expectations. Make learner aware of how the behaviour is affecting others. Reminder of school values.	
Breakdown in teaching and learning, relationship and emotional state	A proportionate intervention, strategy to get learning back on task and restore relationship. Consider differentiated support and resources. Restorative conversation after time and space for regulation. Reflection on school values.	SLT could take class to allow class teacher to restore relationship Discussion with SLT around school values and expectations Safe space used to help calm
Co-operation and engagement in restorative conversation	Reinforce as a fresh start shift in mindset from rules based to mindfulness.	
Disruptive behaviour has not been resolved at classroom level		Referral to SLT. Further discussion around values and relationships. Partnership with parents and other agencies as appropriate.

Roles and Responsibilities

The Senior Leadership Team should:

- Support an ethos where children feel safe, secure and cared for where positive relationships are seen as fundamental;
- Be a visible presence around the school, upholding and promoting the Torrance Charter;
- Regularly celebrate students whose efforts go above and beyond expectations;
- Encourage use of positive praise, postcards, certificates and stickers;
- Support and enable teachers to have time to carry out restorative conversations;
- Ensure staff training needs are identified and targeted;
- Use behaviour data to target and assess interventions;
- Support teachers in managing complex or challenging behaviours;
- Ensure robust record keeping using SEEMIS Pastoral Notes;
- Engage with partners such as Educational Psychologists, Language and Communication support, Primary Wellbeing support etc. to provide interventions and support when necessary to ensure consistent, positive relationships.

Class Teachers and other Adults should:

- Work to promote and uphold the Relationships Policy and Torrance Charter;
- Incorporate Children's Rights into daily routines and practices;
- Create a safe, secure and caring environment;
- Establish and foster positive relationships;
- Have high expectations of all children;
- Follow restorative approaches to ensure a consistent and fair approach;
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement;
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant;
- Keep a record of incidents of a serious nature and ensure that SMT is informed of any such incidents as soon as possible.

Role of Parents:

'Parental engagement is recognised in the National Improvement Framework as one of the seven key drivers in achieving excellence and equity in Scottish Education.' Education Scotland

Partnership working with Parents is key to ensuring that all pupils have consistent and appropriate support with behaviour. If parents have concerns regarding behaviour or have key information that may influence their child's behaviour (e.g. change in home circumstances), they should discuss this with the teacher or member of leadership team. Children should be encouraged by parents to uphold our school values, and accept responsibility for their own behaviour. We ask that parents model our school values and approach any issues in the appropriate manner.

Appendix 1: Vision, values and aims



We aim to **SHINE!**

We are:

- S**TRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)
- H**APPY AND HEALTHY: Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)
- I**NSPIRING: Fostering a love of learning and curiosity about the world around us. (Article 29)
- N**URTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)
- E**NGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)



RIGHTS
RESPECTING
SCHOOLS



unicef
UNITED KINGDOM

BRONZE – RIGHTS COMMITTED



DIGITAL SCHOOLS
AWARDS SCOTLAND



Eco-Schools

ARTICLE 28
RIGHT TO an
education

TORRANCE PRIMARY CHARTER

BE READY. BE RESPECTFUL. BE SAFE

ARTICLE 31
RIGHT TO play

REWARDS & INCENTIVES

OVER & ABOVE RECOGNITION
PRAISE POSTCARDS
RECOGNITION BOARDS/DISPLAY
TEA WITH SLT



WE ALL DO THIS at TPS

MEET & GREET WITH a SMILE
GIVE FIRST ATTENTION TO BEST
CONDUCT
RECOGNISE OVER & ABOVE
HANDS UP TO SIGNAL ATTENTION
SMART RESPECTFUL WALKING
POLITE MANNERS

HOW WE HELP OUR CHILDREN

RECOGNISE EACH CHILD AS UNIQUE
UNDERSTAND THAT BEHAVIOUR TELLS A STORY
HUG A TORRANCE TEDDY
USE EMOTION WORKS
USE SAFE SPACES
USE NATURAL CONSEQUENCES



ARTICLE 12
RIGHT TO an
opinion

ARTICLE 2
all CHILDREN
Have RIGHTS