Positive Relationships Policy



Our Rationale:
At Kirknewton Primary School we work in partnership with our school community to create a positive ethos and environment for effective learning and teaching. Within Curriculum for Excellence, all staff and pupils are expected to be proactive in promoting positive relationships and behaviour, in the classroom, playground and wider community.

Vision Statement
At Kirknewton Primary School and Nursery, we ensure everyone learns, grows and succeeds within a nurturing and safe environment.

Our shared values
We are **KIRKIE!**

Kindness

Inclusion

Relationships

Knowledge

Independence

Enjoyment

Our School and Nursery Aims

We aim to create a nurturing and **inclusive** environment where positive **relationships** are at the heart of our community, **kindness** is shown by all, and every child is supported to **enjoy** learning, develop **independence**, and build the **knowledge** they need to thrive.

Celebrating positive behaviours and sharing success and achievements:

We have a wide variety of opportunities for pupils to share their ongoing success and achievements. These include; opportunities to share in class, information shared on our termly Sway (sent to the whole learning community), pupil leadership roles, Kirkie's Got Talent and Beyond the Stars certificates in assemblies. Pupils are awarded house points as recognition of positive behaviours and living our school values and rules.

United Nations Convention Rights of the Child (UNCRC)

As a Gold accredited Rights Respecting School, we put children's Rights at the centre of everything we do. We regularly discuss, refer to and develop our children's understanding of their Rights and how they can and should enacted. Our pupils regularly attend Article 12 meetings (the Right to be heard) with the school leadership team, where they discuss and offer opinions and ideas on all things related to school life and development.

Houses & Points System

House system: At Kirknewton Primary School we have 4 houses: Pentland, Dalmahoy, Kaimes and Linburn. Each pupil and member of staff is assigned to a house and each house has Primary 7 House Captains. Each house has its own shield, motto, striving statement and cheer created by the house members. Our Houses meet regularly across the year to discuss themes in school, participate in team building challenges/quizzes and provide feedback on school life. We regularly consult the children on how we make best use of this time and adapt accordingly.

Using appropriate classroom points systems, pupils receive house points by demonstrating the school values, displaying positive behaviour in line with our school rules and for personal successes. Around the school, and in the playground, pupils can also receive points from members of staff, these points are added to their class points. Our three rules keep our expectations for ourselves and others simple:

- Ready
- Respectful
- Safe

Those children who always display the above expectations, can be nominated by their class teacher for the 'Beyond the Stars' certificate and treat, received from the Head Teacher at assembly. Children can also nominate staff for this award.



Readiness for Learning

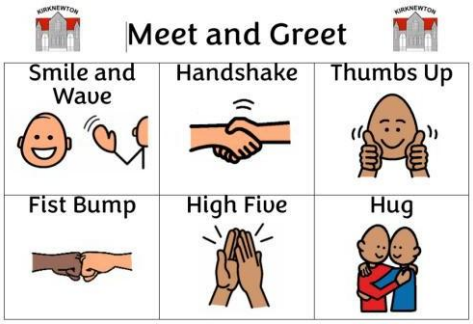
At Kirknewton Primary School we want every child to feel valued and safe in school, starting from the moment they arrive at school. Staff offer 'meet and greets' with our children as they arrive at their classroom, where they can select the one most appropriate to them (appendix 1). This is the start of a connection with an adult that day. Children are then encouraged to do a check in around how they are feeling. We use the Zones of Regulation (appendix 2), and for any child reported anything other than 'green' is offered a chat or informal check in with a member of staff. Pupils then have a soft start to their day where they can participate in a quiet calm task in class until everyone has registered.

All classes have a United Nations Convention on the Rights of the Child (UNCRC) class charter which is linked to our rules. This, along with our Zones of Regulation visual, helps support our children to remember the expectations in our school and identify ways to remain in the 'Green Zone'. The UNCRC articles are fundamental to all learning and teaching within the school and underpin everything we do.

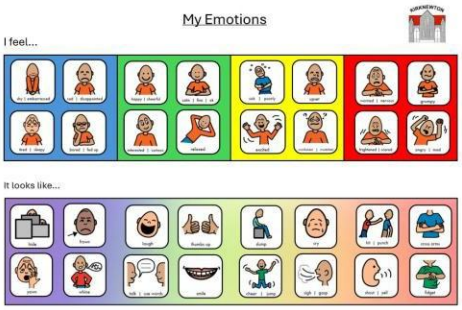
We regularly discuss how we are feeling in school and use the language of 'zones' to help us. We acknowledge that all emotions and feelings are valid and may present differently person to person. However, we aim to get ourselves back to the 'green zone' as this is the place where we are most 'ready to learn'. All children and adults are encouraged and supported to develop their own 'toolbox' of strategies (appendix 3) that help them move back to the green zone. Examples of strategies used by some of our children are; movement breaks, breathing techniques, check-in with a trusted adult, listening to some music, moving to a calm corner, reading a book, sitting on their hands and drawing. We encourage everyone to continue to adapt and add to their toolbox and regularly discuss the impact of the ones most in use.

We recognise that some children require sensory input to help with regulation and so run a timetable of short group time our sensory room, children also have access to our sensory circuit walk around the school, quieter spaces to work and time in our library. We also offer a quieter space for eating lunch and try to ensure calm and structured transitions around school.

Appendix 1



Appendix 2



Appendix 3



Managing Behaviour

Even with our readiness to learning approaches, incidents and disputes can happen. At Kirknewton Primary School **all** staff adopt a restorative practices approach when dealing with incidents/disputes. The term **''Restorative Approach"** is used in education to mean:

- Developing school ethos, policies and procedures that reduce the possibilities of ***conflict and harm***
- Restoring good relationships when there has been ***conflict or harm***

Staff use REGULATE → RELATE → REASON → RESTORE → RESOLVE (agreed consequence)

1. Regulate: Calm and safety first
2. Relate: Connect and reassure
3. Reason: Discuss what happened
4. Restore: Repair harm
5. Resolve: Consequence that is fair, agreed, and learning-focused

This approach always aims to be respectful to all involved, compassionate, and empowering.

Agreed Consequence

Actions have consequences. These are logical, relevant to the situation, and agreed with the child wherever possible. They focus on repairing harm and learning, not punishment. Different children require different strategies, and confidentiality is always maintained—individual cases are **never** discussed with other families. Consequences may range from missed break time, spending time in another classroom, finishing work at home, or a meeting with the leadership team. We always aim to work with the child and their families for the best possible outcomes.

There may be circumstances where some pupils are unable to access standard classroom behaviour strategies. Following this;

- The school will continue to work with the parents and young people.
- Individual actions and events will be recorded on pupil chronologies.
- We will also seek to engage with appropriate outside agencies, following guidance from the West Lothian Continuum of Support.

If targeted consequences are needed, a bespoke approach would be required and this would be agreed with our leadership team, trusted adults, the child and their family. All children are different and therefore, different approaches may be needed.

NB. Exclusion would only be considered in severe and exceptional circumstances. Procedures will be followed as per West Lothian Council's policy on exclusion from school and considered on a case-to-case basis.

Bullying

There is no legal definition of bullying. However, **respect*me*** (www.respectme.org.uk) provides the following statement:

"Bullying is face to face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying Behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."

It goes on to explain that we should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

Kirknewton's anti-bullying statement, updated by pupils, parents/carers and staff in January 2026:
Bullying is when one person, or a group of people, say mean things, hurt you, damage or hide your things or leave you out. Sometimes they have been asked to stop, and don't. Other times no one knows it is happening because it happens when others are not around or online.

School Procedures

Investigation and Identification

All staff should take children, parents and each other seriously when they talk about bullying. Open and honest conversations about bullying take place so that the school has a transparent approach to

this. Our children have agreed what bullying is and what it is not (falling out, difference of opinion, playing with different friends etc). Staff members and the Senior Leadership Team take all matters of bullying seriously and will fully investigate any allegations made by pupils, their parents/carers or staff. The following protocol will be followed:

- An investigation will be conducted by the Senior Leadership Team
- All allegations of bullying will be recorded on SEEMis Bullying and Equalities Module which is used to record all bullying and racial incidents in schools
- A decision will be made as to whether evidence shows bullying or if the allegation is unfounded. This will then be recorded again within SEEMIS and all parties will be updated on the decision.
- Either way, supports will be put in place to ensure the person who feels bullied is well supported. This might include, but is not limited to:
  *Making sure all appropriate members of staff are aware and being extra vigilant/supportive
  *Regular check-ins with a trusted adult
  *Regular check-ins with the Senior Leadership Team
  *Regular communication with the parents/carers
  *Restorative work
  *Intervention
- If the allegation is founded, there will be a meeting held with the parents and carers of the child/children who are displaying bullying behaviours. This will again result in the above supports being used but may also include:
  *Additional learning within Getting It Right For Every Child (GIRFEC)
  *Additional Health and Wellbeing Learning
  *Consequences within school
  *Referral to an external agency for additional support for the child, school and family
  *A monitoring period and review date will be put agreed

Equity and Diversity

We are committed to promoting equity, inclusion and respect for all members of our school community. We believe that positive relationships are built on mutual respect, understanding and fairness, and we actively work to ensure that every child feels safe, valued and supported.

We recognise diversity in all its forms, including race, ethnicity, religion or belief, disability, additional support needs, sex, gender identify, family background, socio-economic circumstances and culture. Our school does not tolerate discrimination, harassment or bullying of any kind.

In line with the Equity Act 2010, United Nations Convention on the Rights of the Child (UNCRC), Getting it Right for Every Child (GIRFEC) and West Lothian Council guidance, we ensure that our approaches to relationships, behaviour and wellbeing are fair, proportionate and inclusive. We take account of individual needs and strengths when supporting children to develop positive behaviour and relationships.

Our curriculum offers numerous opportunities for pupils to identify and celebrate the differences which make each and every person in the school important and unique. This includes a progressive health and wellbeing curriculum, an equities programme, building resilience focuses throughout the session, One Trusted Adult check-ins and nurture check-ins. The United Nations Convention on the Rights of the Child (UNCRC) and the principals of Getting it Right for Every Child (GIRFEC) under pins all learning.

We also celebrate Anti-Bullying week in school alongside other identified focus weeks, such as Neurodiversity Celebration Week, World Kindness Day etc.

We work in partnership with pupils, families, staff and partner agencies to promote understanding, empathy and respect, and provide opportunities to engage in further learning around equity and diversity. We do this through our family learning calendar, staff continuous professional learning and

actively look for ways to engage with our wider community.

We feel strongly that this positive relationship policy highlights how we work together as a school community to bring our school vision to life, making Kirknewton Primary School and Nursery a safe, nurturing and inspiring place for our children to learn, grow and succeed.