



Langlands Primary School

Positive Relationships Policy (April 2026)

At Langlands Primary School we are committed to supporting all children to 'SHINE'.



We believe that children's wellbeing is at the heart of being able to get it right for every child (GIRFEC). At Langlands Primary School, we believe that a positive ethos where children feel safe, encouraged and supported is key to success. We strive for all our children to feel respected and cared for and encourage them to treat each other in this way. To build this ethos we have developed our Positive Relationships Policy.

Aims of the Policy

- To create a culture of inclusion through positive relationships
- To ensure all children are treated fairly and with kindness
- To support children to regulate their behaviour and build positive relationships
- To build and sustain a community where our school values underpin everything we do

Purpose of the Policy

This policy supports our school in promoting children's rights and links to the following articles of the UNCRC:

- Article 3- The best interests of the child must be a top priority in all things that affect children





- Article 12- Every child has the right to have a say in all matters affecting them, and to have their views taken seriously
- Article 19- Every child has the right to be protected from all forms of violence, abuse, neglect and bad treatment
- Article 28- Every child has the right to an education
- Article 31- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities



Children are reminded of our school values of **safe, kind, respectful and honest** regularly. Our values replace school rules. Children are involved in discussions as to how well they individually and collectively are meeting these expectations. Reminders about behaviour expectations should be clear, calm and consistent.

Our values strengthen our school ethos and promote qualities of the four capacities within Curriculum for Excellence- Effective Contributors, Confident Individuals, Responsible Citizens and Successful Learners as well as our aim of getting it right for every child.

We have high expectations which are agreed collectively, referred to regularly and consistently applied to ensure we have a calm learning environment where everyone can flourish. We support children and promote appropriate behaviour through positive interventions.

Promoting positive relationships- whole school approaches

We will promote our Positive Relationships Policy. All staff will:

- Welcome our children into school each day
- Refer to our school values in daily interactions
- Model positive behaviour and build trusting relationships
- Have an emotional check in with the children at the start of the day and after breaks. The Zones of Regulation will be used in every class to support children to talk about their emotions and build their understanding of self-regulation
- Be calm and give children time when they need it
- Provide reflection time and engage in dialogue when the child is ready
- Provide engaging learning activities which support, challenge and meet the needs of all children
- Promote a growth mindset to support children to be confident and resilience
- Celebrate marvellous mistakes and provide task related praise



- Use our House System promote a sense of responsibility, belonging and shared purpose through house events and competitions. Children are all allocated to a house- **Airlie**, **Cortachy**, **Glamis** and **Guthrie**
- Celebrate achievements of the class



Promoting positive relationships- Individual Classes

Class Charter

Each class will devise a class charter for the children to use in their classroom. This should be linked to the UNCRC. These will be co-created by the class teacher and the whole class to ensure all children are aware of the expectations and to allow staff to deal with issues in a fair and consistent way. The class charter should be revisited at least once a term in order to maintain a high level of expectation.

Feel-Good Fridays

We want our children to be intrinsically motivated to display a positive attitude to behaviour and learning and not be over reliant on extrinsic rewards.

All classes will take part in 'Feel Good Fridays' where children will work together on their class wellbeing target which has been agreed together after the results of the wellbeing assessments. This will promote aspects of wellbeing resulting in happy children and positive relationships in classes. These activities and progress to their class target will be celebrated in whole school assembly.

We also have an extra break on Fridays where everyone in the school is outside together which supports the wellbeing of all.

Promoting positive behaviour in the playground

When children are playing outdoors, we want everyone to be safe, happy and included.

In our playground, we aim for:

- Adults to be positive role models
- Children should respect each other and treat each other kindly
- Children should be encouraged to play in a positive way and learn to resolve problems or conflicts
- Children show respect towards all adults in the playground
- Children will look after equipment and play sensibly with it, tidying up at the end of playtimes

Zones of Regulation

The Zones of Regulation is a framework to teach self-regulation to children. There are four coloured zones.

- The blue zone is used to describe low states of alertness, eg. sad, tired, sick or bored



- The green zone is used to describe a regulated state, eg. calm, happy, content, focused
- The yellow zone describes a heightened state but still in control, eg. frustrated, anxious, excited
- The red zone is a very intense feeling and heightened state, eg. anger, panic, terror, devastation

There are no 'bad' zones and children are taught that they will experience all of the zones at different times. They are also taught strategies or 'tools' to get them back to the green zone as that's where we want everyone to be! The children will use the Zones of Regulation to promote positive behaviour in school.

Restorative Approaches

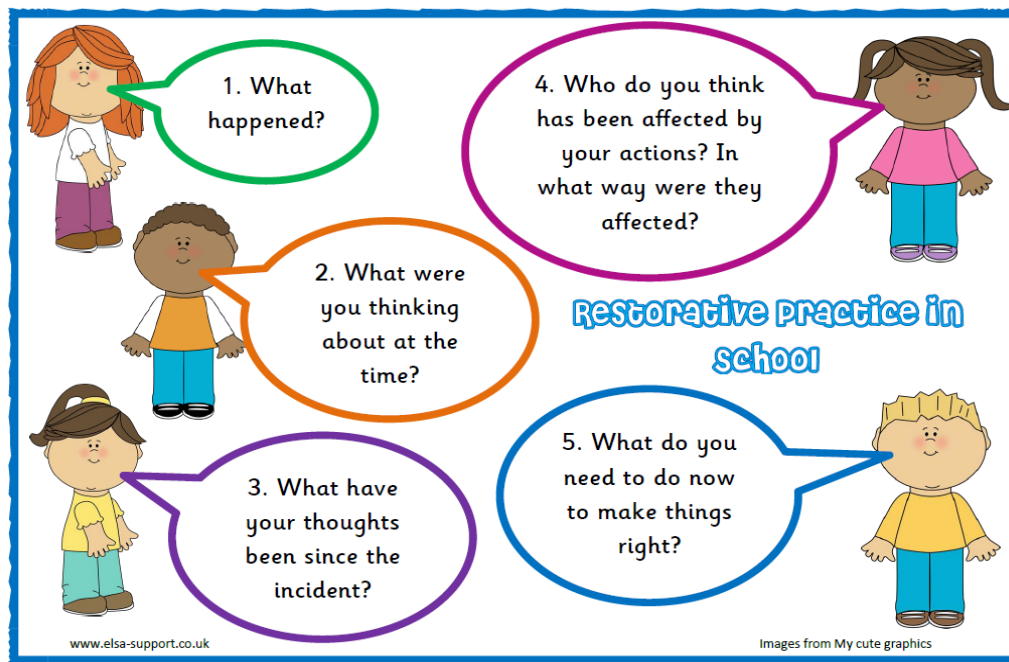
We understand that at times, things may happen, and children will require some support. We have our 'Stepped Support' to provide a consistent approach to dealing with a range of situations. This links to the Zones of Regulation which all children use daily in school.

Reminder	Quiet reminder to make the right choice and link to school values. Message to be delivered private if possible.
Caution	Clearly make the learner aware of their behaviour. Remind about tools for self-regulation.
Regulate	Check in to see if the child needs some time to reflect in a quiet space. Give children an opportunity to re-engage.
Time out	Ask the child to work in a different area and take time to regulate.
Support	If there is an unsafe situation, SLT should be contacted for support
Repair	Restorative conversation about the incident/situation. This may involve a restorative task (Appendix 1/2) if it is a more serious incident.
Further support	Restorative conference – parent/ staff/ child (See appendix 3) Behaviour support plan may be required

Restorative conversations are a key part of our Positive Relationships Policy. This is a way of working with children that acknowledges the central importance of effective relationships in schools. It places particular emphasis on developing respect, empathy, social responsibility and self-regulation. Conversations should be framed with reference to our values and Children's Rights.



All staff will use the following questions to support these conversations-



Use of Scripts

Staff will use scripts to support, divert, diffuse, and distract to support our children. These scripts may include:

1. I can see this isn't working, let's try...
2. Stop, think and make a choice.
3. Let's have a chat about how to make this better.
4. I've noticed that...why don't we try...



Children will be encouraged to use scripts in the playground.

Playground Script

If someone is bothering you or doing something that you don't like:

Please STOP! I don't like that!

If they continue with the same behaviour:

Please STOP! If you keep doing that then I will need to get help.

If the behaviour continues:

I am going to get help now!

Following an incident, an adult may follow up and record a restorative conversation with those involved. This may involve a discussion using the 'fix it' folder or a "My choice my consequence" sheet (Appendix 1 and 2) to support a child/children in reflecting on the incident.

If the child is in a heightened state, it is best to let them calm down before reflection and restoration, therefore follow up conversations might occur the following day.

Where a child has been upset by another, it is good practice to ask them if they are happy to speak to the other and let them make an apology. Any apology made should be sincere and it should be clear that an apology is a commitment not to do it again.

When things do not go so well

The majority of our pupils are able to meet the school's expectations on ensuring positive relationships. Some children will need additional support through a planned intervention. When this is the case, teachers should work with SLT, parents and the child to agree targets and strategies in our behaviour support plan.

We recognise that all behaviour is communication and where a child is presenting with distressed or heightened behaviour, it is important to consider all likely triggers and address them.



Appendix 1

Restorative Task- My Choice, My Consequence

Name	Date	Adult involved
What happened?		
What were you thinking about at the time?		
What have your thoughts been since the incident?		
Who do you think has been affected by your actions? In what way were they affected?		
What do you need to do now to make things right?		

Any agreed actions:	Shared with: (Please tick)
	Class Teacher
	SLT
	Parent



Appendix 2

Restorative Task- My Choice, My Consequence

What happened?

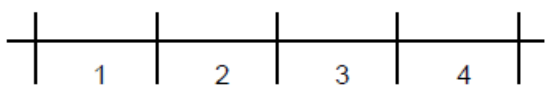


What happened next?



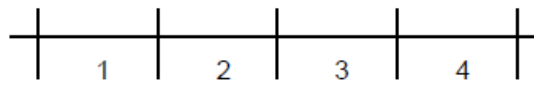
How do you feel?

How do you feel?



How does the other person feel?

How does the other person feel?



What will you do next time?

Any agreed actions:

Shared with: (Please tick)
Class Teacher
SLT
Parent



Appendix 3

Restorative Conference

Child's name-	Class-	Date-
Present at conference-		
What's been happening? What's your thoughts?		
Who has been affected by your actions?		
What support do you need to improve the situation?		
What needs to happen next?		
Parent comments		
Actions from meeting		