



**Kildrum
Primary School**

Positive Relationships Policy

Promoting Positive Relationships, Respect, and Wellbeing

Introduction

At Kildrum Primary School, we believe that strong, respectful relationships are the foundation of a nurturing and inclusive learning environment. Our approach is rooted in relational practice, emotional literacy, and restorative principles. We aim to create a school culture where every child feels safe, valued, and empowered to thrive socially, emotionally, and academically.

Policy Rationale

This policy is informed by:

- Getting It Right For Every Child (GIRFEC)
- United Nations Convention on the Rights of the Child (UNCRC)
- Curriculum for Excellence (Health and Wellbeing)
- Respect for All: National Approach to Anti-Bullying
- North Lanarkshire Council's Promoting Positive Relationships and Behaviour Framework and Supporting Dysregulated Behaviour policy.
- Paul Dix's relational behaviour model

Aims

- Promote a whole-school relational approach to behaviour and wellbeing.
- Support emotional regulation and resilience through consistent, caring interactions.
- Embed restorative and trauma-informed practices in everyday school life.
- Ensure consistency in expectations and responses to behaviour.
- Strengthen partnerships with families, cluster staff, and third -sector agencies.



Our School Values

At Kildrum Primary, our shared values guide every interaction and decision:



Respect: We are kind and listen to everyone. We care for ourselves, our school and the world.



Learning: We are curious and try our best, so we can discover new things.



Responsibility: We are accountable for our actions and our choices. We look after ourselves, others, and our planet.



Nurture: We are caring and supportive of each other, creating a safe and happy place where everyone feels valued.



Creativity: We are imaginative and explore new ideas, allowing our unique talents to shine.



Inclusion: We are a team where everyone belongs.

These values were agreed in consultation with pupils, parents/carers, staff and partner agencies and are embedded in our curriculum, relationships, and everyday routines.

*Created: January 2016
Last Review: September 2025
Next Review: June 2027*

School Rules

Children are expected to follow our school rules of **Safe, Ready and Respectful** at all times. A variety of initiatives and practices are used to support them to do so.

Standardised Phrases

In the morning, all children are welcomed into the school by staff who specifically use the child's name. This helps build connection, boost self-esteem, and foster a sense of belonging.

Phrases are designed to be calm, consistent, and emotionally safe:

Affirming Expectations

- "We show respect by listening."
- "We keep hands and feet to ourselves."
- "That's not how we behave here."

Encouraging Reflection

- "Let's make a better choice."
- "Can we fix this together?"
- "What should we do differently next time?"

De-escalating and Redirecting

- "I need you to show me fantastic walking."
- "I know you can do this."
- "I'm here to help you get back on track."

Reinforcing the School Values

- "Thank you for showing responsibility."
- "I noticed how you helped your friend—great inclusion."
- "That was a creative solution!"
- "You're showing real learning today."

Fantastic Walking

At Kildrum Primary, all staff uphold high expectations for how pupils move safely around the school building and grounds. Our whole-school approach encourages children to walk in a calm, respectful manner—single file, hands by their sides, and without talking. Pupils are explicitly taught these routines and consistently praised for demonstrating safe and considerate movement in shared spaces.

Incentives

Fruit Friday

Every week, one pupil from each class is recognised for demonstrating one of school's core values—excluding 'Learning'. Class teachers nominate the pupil and prepare a personalised certificate, which is presented by the Head Teacher during a shared fruit celebration. This reinforces our values and builds a sense of community across the school.

Star Workers

At each week's assembly children from every class are recognised for demonstrating the school value of 'Learning'.

House System

All pupils belong to one of four houses, named after Scottish mythical animals. This teamwork, responsibility, and pride. House points, called 'Kildrum Coins' are awarded for displaying the school values and following the school rules. At the end of the session, the children in the winning house receive a prize.

Kildrum Shop

At the end of each term, pupils are recognised for their positive contributions by receiving a Bronze, Silver or Gold award, based on the number of Kildrum Coins they've earned throughout the term. These coins reflect consistent demonstration of our school values. Depending on their award level, pupils can choose one, two, or three items from the Kildrum Shop as a reward. When listed in order of the number of coins earned, the children in the top quarter receive gold, the middle two quarters receive silver and the lowest quarter receive bronze.

Supports and Targeted Interventions

Calm Corners

Every classroom contains a dedicated space where pupils can access sensory tools, calming strategies, and visual prompts to support emotional regulation. Staff guide pupils in using this space proactively or responsively.

SLT Check-ins

Senior Leadership Team members conduct daily wellbeing check-ins with pupils, particularly those requiring additional support. These build trust and ensure early intervention.

Third Sector Partnerships

We work closely with external agencies such as The Spark, Action for Children and Outlet Play to support pupils and families with emotional, behavioural, and social needs.

Cluster Staff

We collaborate with cluster colleagues including Educational Psychologists, Cluster Teachers and Family Engagement Support Assistants to provide targeted interventions and shared expertise.

Regulation Station

Each playground has a dedicated space where pupils can access sensory tools, calming strategies, and visual prompts to support emotional regulation. Staff guide pupils in using this space proactively or responsively.

Reflection Zone

During playtime and lunchtime pupils can be directed to reflect on their choices, supported by structured prompts and adult-led restorative conversations used to rebuild relationships.

Sensory Circuits

Short, structured movement activities that help children prepare their bodies and minds for learning.

We have staff training in the following interventions which can be used to support children:

Roots of Empathy

A classroom programme that teaches emotional literacy and empathy through guided observation of a baby and parent over time. Pupils learn to identify emotions, build compassion, and strengthen peer relationships.

Drawing and Talking Therapy/ Sand Play

A gentle, non-intrusive therapeutic intervention that allows pupils to process emotional experiences through drawing and storytelling or sensory, symbolic play. It supports emotional healing and builds trust with a trained adult.

LEGO® Therapy

Children use collaborative LEGO® play to develop communication, teamwork, and social skills. Pupils take on roles and work together to build shared models.

LIAM

(Let's Introduce Anxiety Management)

A targeted, evidence-based intervention designed to help children understand and manage anxiety. Delivered by trained staff, LIAM uses cognitive behavioural strategies in a child-friendly format to build resilience, coping skills, and emotional awareness.

Seasons for Growth

A small-group programme that supports children and young people who have experienced significant change, loss, or grief. Through age-appropriate activities and discussions, pupils explore feelings, build resilience, and develop strategies for coping with life's transitions in a safe and supportive environment.

Steps	Actions
Step 1: Reminder	• Notice and articulate the positive behaviours. • A reminder of the expectations Safe, Ready, Respectful delivered privately wherever possible to the learner. • The staff member makes them aware of their behaviour. • Repeat reminders if necessary. • The learner has a choice to do the right thing.
Step 2: Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. • The learner has a choice to do the right thing. • Learners will be reminded of their previous good conduct to prove that they can make good choices.
Step 3: Last Chance	Speak to the learner privately and give them a final opportunity to engage. 30 second scripted intervention: 1. Gentle approach, personal, non-threatening, side on, eye level or lower. 2. State the behaviour that was observed and which rule/value/expectation/routine it contravenes. 3. Tell the learner what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour. 4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away write them down and follow up later.
Step 4: The Time-Out	At this point, the learner will be directed, with work, to another class for a period of time judged to be appropriate by the class teacher (no longer than the next natural break e.g. interval or lunch). A short restorative conversation should take place as soon as possible afterwards. • The SLT should be notified and will intervene if there are two or more time-outs in a week. Within the playground, children are directed to use one of the 'Regulation Stations' for a time-out.
Step 5: Class Exclusion	This only applies if either: a. The learner refuses to engage with a time out or b. A serious breach is committed by a learner that may result in an exclusion. • A member of the SLT should be called to collect the learner. They should not be sent to a member of SLT. The teacher should provide work. • A restorative meeting should take place before the learner returns to class. If the learner does not engage with the restorative meeting, a SLT sanction will be issued, assuming the procedure had been followed. Within the playground, children are directed to use 'The Reflection Zone'.

At Kildrum Primary, we use a range of assessment tools to understand and support the social, emotional, and relational development of our pupils. These tools help us identify strengths, needs, and progress, ensuring that every child receives the right support at the right time.

Our Assessment Toolkit includes:

- **SCERTS Framework**

Used to assess and support pupils with social communication differences, particularly those with autism. SCERTS focuses on Social Communication, Emotional Regulation, and Transactional Support, helping staff plan targeted interventions and monitor progress.

- **CIRCLE Framework**

A whole-school inclusive approach that supports participation and engagement. It helps staff identify environmental, task-related, and personal factors that affect learning and relationships, and guides adaptations to promote inclusion.

- **Leuven Scale of Wellbeing and Involvement**

Used regularly to observe and assess pupils' emotional wellbeing and engagement in learning. This scale helps staff identify pupils who may require additional relational or emotional support

- **Boxall Profile**

A diagnostic tool used to assess social, emotional, and behavioural development. It helps identify underlying needs and guides the planning of nurture-based interventions, including use of the Regulation Station and Reflection Zone.

- **Talking Mats**

A visual communication tool that supports pupil voice, especially for children with communication barriers. It allows pupils to express feelings, preferences, and experiences in a structured and accessible way, informing relational planning and support.

- **Glasgow Mental Health and Wellbeing Profile**

A comprehensive screening tool used to assess pupils' mental health and wellbeing across multiple domains. It supports early identification of emotional and behavioural concerns and helps guide targeted support and referrals. The profile is used in collaboration with cluster staff and external agencies to ensure a holistic and responsive approach to pupil wellbeing.

How We Use Assessment

- Assessments are used to inform individual support plans, targeted interventions, and whole-school planning.
- Staff use these tools collaboratively, often alongside cluster colleagues and third-sector partners, to ensure a holistic understanding of each child.
- Assessment outcomes are shared with families, where appropriate, and used to celebrate progress as well as identify next steps.

Anti-bullying Approach

- Bullying is not tolerated in any form. We follow the *Respect for All* framework.
- All incidents are recorded, investigated, and addressed using restorative principles.
- Pupils are taught to recognise bullying, report concerns, and support peers.
- Staff receive training in identifying and responding to bullying behaviours.
- Parents are informed and involved in resolution processes.

These indicators support relational practice, wellbeing, inclusion, and pupil voice:

QI	Title	Why It Matters
1.1	Self-evaluation for self-improvement	Staff reflect on practice and improve relational approaches.
1.3	Leadership of change	SLT leads consistent, values-based behaviour and wellbeing strategies.
2.1	Safeguarding and child protection	Ensures emotional and physical safety across all initiatives.
2.2	Curriculum	Embeds wellbeing, empathy, and inclusion into learning experiences.
2.3	Learning, teaching and assessment	Supports personalised, relational learning and assessment tools.
2.4	Personalised support	Tailors interventions like LIAM, Boxall, and Talking Mats to individual needs.
2.5	Family learning	Engages families in celebrating achievements and supporting wellbeing.
2.6	Transitions	Uses tools like CIRCLE and Seasons for Growth to support emotional transitions.
3.1	Ensuring wellbeing, equality and inclusion	Central to all relational and restorative practices.
3.2	Raising attainment and achievement	Recognises effort and values through systems like Kildrum Coins and House Points.
3.3	Increasing creativity and employability	Encourages problem-solving, empathy, and teamwork through LEGO® Therapy and more.

UNCRC - Key Articles

These articles support pupil rights, voice, emotional safety, and inclusive practice:

Article	Theme
3	Best interests of the child
12	Respect for the views of the child
13	Freedom of expression
15	Freedom of association
19	Protection from violence, abuse and neglect
23	Rights of children with disabilities
24	Right to health and health services
28	Right to education
29	Goals of education (including emotional and social development)
31	Right to rest, play, and cultural activities
39	Recovery and reintegration from neglect, abuse, or trauma

Monitoring and Evaluation

- Annual review of the policy with input from staff, pupils, and families.
- Monitoring through:
 - Wellbeing surveys
 - ABC Charts
 - Pupil voice activities
 - Staff and parent feedback

Review Cycle

This policy will be reviewed every two years or sooner if required due to changes in legislation or guidance. The next scheduled review is **June 2027**.

