

Kirktonholme Primary School



Relationship Policy

Kirktonholme Primary School's Relationships Policy

Created: June 2025

🤝 Our Relationships Policy – A Guide for Parents and Carers 🤝

At Kirktonholme Primary School, we know that positive relationships are the heart of a happy and successful school. Our relationships policy supports every child to feel safe, respected and included — helping them to grow in confidence, wellbeing and learning.

💛 Why Relationships Matter 💛

Children thrive when they:

- Feel understood and valued
- Trust the adults around them
- Know they are safe, even when things go wrong

We focus on connection before correction - understanding behaviour as communication and helping children learn how to manage their feelings and actions with support from trusted adults.

"Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves." (Education Scotland)

💛 Our Vision 💛

At Kirktonholme Primary School, relationships are at the **HEART** of everything we do. We strive to create a safe, respectful, and inclusive environments where all learners are supported to thrive socially, emotionally, and academically.

The atmosphere in our school is happy, relaxed and supportive. We are an inclusive and attachment informed school where we have very high expectations of pupils' learning and behaviour. Our dedicated team work tirelessly to nurture every child to help them realise their strengths and talents and to reach their full potential.

As a school community we have agreed our vision: ***Learning is the HEART of Kirktonholme***



♥ Our Values ♥

We are committed to fostering a culture based on:

- **Happiness**
- **Excellence**
- **Achievement**
- **Respect**
- **Teamwork**

These values form the foundation of our **HEART** framework, guiding all aspects of behaviour, wellbeing, and learning.

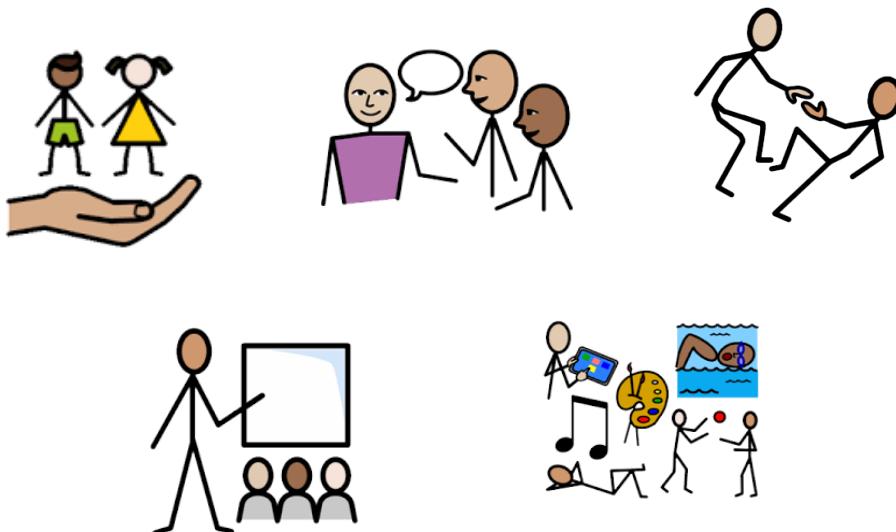


🌍 Children's Rights at the Centre 🌍

Our school is proud to be a Rights-Respecting School, guided by the United Nations Convention on the Rights of the Child (UNCRC).

As a **UNCRC Rights-Respecting School**, we promote:

- **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children
- **Article 12:** Respect for the child's views
- **Article 13:** Every child must be free to express their thoughts and opinions.
- **Article 28:** Right to education. Discipline in schools must respect children's dignity and their rights.
- **Article 31:** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.
- **Article 39:** Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.



GIRFEC - Getting It Right for Every Child

We follow Scotland's national approach to wellbeing, GIRFEC. Every child is suppose to be:

- **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included** (SHANARRI indicators)

These indicators guide how we plan, support and work together with our families. They are used in every intervention, support plan, and relational decision in our school.

What Is Attachment-Informed Practice?

Some children find it harder to feel safe or settle in school. That's why we use an attachment-informed approach:

- Adults respond with warmth, calmness and consistency
- We support children to feel secure and build trust
- We help them regulate their emotions, not just manage their behaviour

Kirktonholme is committed to using **attachment-informed, nurture-based, and trauma-sensitive** practices based on South Lanarkshire's Six Attachment Strategy Pledges:

Act to make a difference

See the whole person

Hear their Voice

Recognise behaviour as communication

Respond with compassion



Believe in Change

♥ What does this practice look like at Kirktonholme? ♥

"Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up." (Paul Dix, *When the Adults Change, Everything Changes*)

At Kirktonholme Primary, fostering positive relationships is a shared responsibility involving the entire school community:

- **Staff**
- **Learners**
- **Parents/Carers**

Attachment Pledge	Practice in Our School
Act to make a difference	Staff intervene early with warmth and care
See the whole person	Each child is supported holistically
Hear their voice	Children are active participants in planning and repair
Recognise behaviour as communication	Every behaviour is a message to be understood
Respond with compassion	Staff prioritise empathy and co-regulation
Believe in change	We focus on potential, not punishment

6 Nurture Principles

All staff at Kirktonholme Primary School are expected to use **nurturing approaches** consistently in their daily practice.

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transitions in children's lives

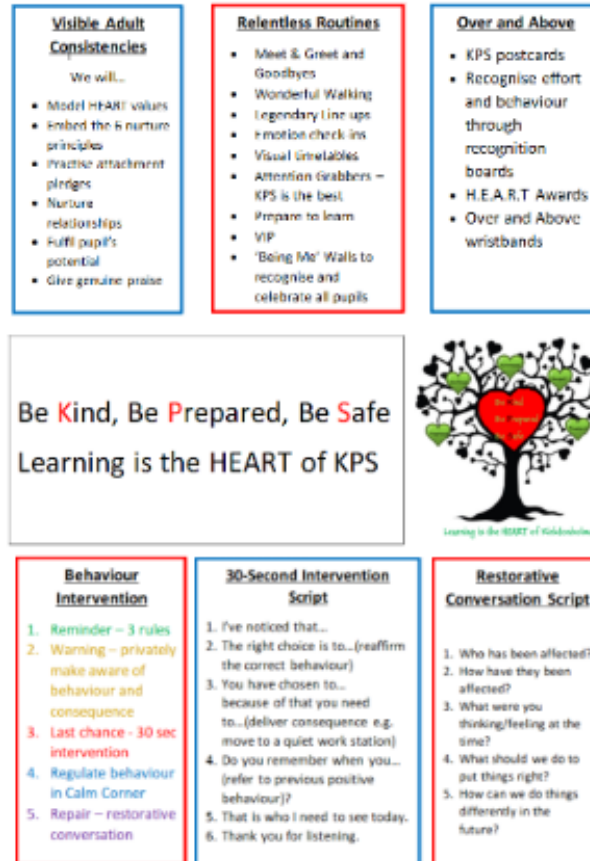
Staff create a **secure and supportive environment** by:

- Being **approachable and available**
- Showing **empathy and sensitivity**
- Working **cooperatively** with learners and colleagues
- Promoting **positive self-esteem**
- Creating and maintaining a **safe, well-managed environment**

Do	Don't
Recognise behaviour as communication	Use the term "challenging behaviour"
Use trauma-informed responses (PACE)	Focus only on consequences
Make curious, empathetic responses	Enforce public punishments
Offer natural consequences	Create shame or isolation
Personalise your support - one size does not fit all	Abandon structure or expectations

🔄 Our Relational Practice Cycle 🔄

Our A4 Blueprint Relationship Policy summarises our good practice. This was created and evaluated by staff, pupils and parents/carers.



"Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important." Paul Dix

Staff follow the intervention stages below and use a consistent script when dealing with behavioural incidents.

Key points before delivering the message:

- Engage with a gentle approach
- Use child's name
- Communicate at the child's level
- Ensure eye contact

⚠ Behaviour Intervention Stages ⚠:

Stage	Action
Reminder	Quiet reminder of the 3 school rules: <i>Be Kind, Be Prepared, Be Safe</i>
Warning	Private prompt about behaviour and consequence
Last Chance	30-Second Intervention Script (see below)
Regulate	Support using Calm Corner or emotion check-in
Repair	Restorative conversation and agreement to move forward

🕒 30-Second Intervention Script 🕒

"I've noticed that...

The right choice is to...

You have chosen to... because of that you need to...

Do you remember when you...?

That is who I need to see today.

Thank you for listening."

🤝 Restorative Practice 🤝

All staff at Kirktonholme Primary School are encouraged to embrace **restorative practices** as part of their professional approach. This reflects a shift away from traditional, rules-based discipline towards a **relationship-centred** model that:

- Focuses on **repairing harm** and restoring trust
- Strengthens relationships within the school community
- Encourages **accountability, understanding, and empathy**

Restorative practice supports a respectful, inclusive school ethos where every individual feels valued, heard, and supported.

💡 Restorative Questions 💡

- What happened?
- Who has been affected?
- How have they been affected?
- What can we do to make things right?
- How can we do things differently next time?

🎯 Emotion Coaching Steps 🎯

Staff have taken part in the Emotion Coaching training offered by SLC Psychological Services.

Emotion Coaching is a strategy used to help individuals, especially children and young people, understand and manage their emotions, and to build positive relationships. It involves adults recognising the child's emotions, validating them, helping the child label the emotion, and setting limits while exploring problem-solving strategies.

1. **Recognise** the emotion
2. **Validate** and label it
3. **Set limits** if necessary
4. **Problem solve** together



This encourages **co-regulation**, not control — a core principle in our nurturing school.

🔍 Supporting Distressed Behaviour 🔍

- Responses are differentiated based on developmental need and lived experience
- Behaviour is tracked to identify patterns
- De-escalation strategies are used first
- Support may include a **Behaviour Assessment & Support Plan** with family involvement

Relentless Routines

Consistent, predictable routines help children feel secure and ready to learn. To reinforce KPS's Relationship policy, relentless routines must be instilled in every child and every member of staff.

- **Meet & Greet, Goodbyes**
- **Wonderful Walking**
- **Legendary Line-Ups**
- **Emotion Check-ins**
- **Visual Timetables**
- **"KPS is the Best!" Attention Grabber**
- **Prepare to Learn Rituals**

An explanation of each can be found in the Appendices.

Visible Adult Consistencies

Every adult will:

- **Model the HEART values** and respectful behaviour
- Practise attachment pledges
- Praise in public, support in private
- Be consistent, calm and clear
- Uphold routines and rituals across all settings

Positive Recognition – “Over and Above”

'Over and above' behaviours are those that exceed the school rules and values.

School rules: **K**ind **P**repared **S**afe

School values: **H**appiness **E**xcellence **A**chievement **R**espect **T**eamwork

They go beyond the relentless routines and these behaviours should be recognised and praised.

Positive Recognition – “Over and Above”

Tool	Purpose
KPS Postcards	Celebrate effort and improvement
Recognition Boards	Daily visible praise in classrooms
H.E.A.R.T. Awards	Monthly celebration of HEART values
VIP Recognition	Daily acknowledgement of individual growth
'Being Me' Walls	Celebrate pupil identity, diversity and self-worth
Wristbands	"Over and Above" visible recognition of effort and empathy

Partnership with Parents and Carers

We are committed to working *with* families — not just for them.
Together, we help our children:

- Understand their emotions
- Solve conflicts constructively
- Grow in confidence, kindness, and responsibility

Contact Us

If you ever have questions or concerns, please reach out to the school leadership or your child's teacher.

Kirktonholme Primary School Office

Phone: [01355 222050]

Email: [gw14ktonholmeoffice@glow.sch.uk]

Appendices:

Relentless Routines -

In order to reinforce KPS's Relationship policy, relentless routines must be instilled in every child and every member of staff. A short explanation of KPS's relentless routines are listed below:

Meet / Greet and Goodbyes!

At Kirktonholme we value the importance of making children and young people feel welcome and have a sense of importance within our school. Staff should be at the lines promptly to welcome the children in the morning, break and lunchtime. Likewise, at the end of the day, children will line up accordingly and staff will escort children to their point of exit and say goodbye.

Wonderful Walking

Wonderful Walking is a Relentless Routine we have at Kirktonholme Primary School and should be reinforced throughout the school at all times. Children should display Wonderful Walking when transitioning around the school and playground. Staff can access the example videos on KPS Google drive as a reminder.

What does Wonderful Walking look like?

- Single file
- Keep to the left-hand side
- Quietly as possible
- Facing the front
- Avoid drinking from water bottles or reading
- NO running

Legendary Lines

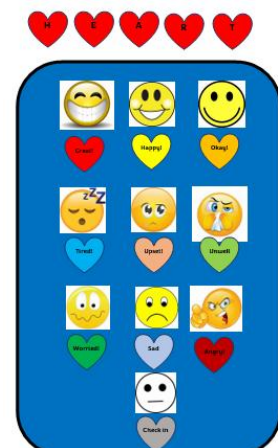
Legendary Lines is another Relentless Routine we have at Kirktonholme Primary School. Children should line up in a Legendary Line in their designated spot in the playground before school starts, after playtime and after lunch. Legendary Lines should also be visible before transitioning anywhere around the school. (Videos are available as examples)

What does a Legendary Line look like?

- One behind the other
- Single file
- Line leader (optional)
- Line order (optional)
- Door holder
- Quietly as possible
- Facing the front
- Keep to the left-hand side

Emotion Check-ins

An emotion check-in is used to promote the Nurture Principles and is a vital tool to quickly identify the children's feelings. All classes should utilise the emotion check-in pictured below.



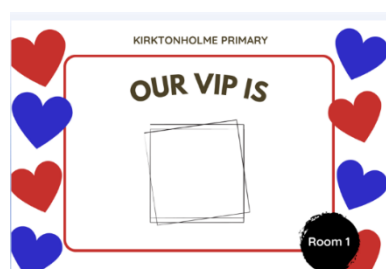
There is an option for the child to select 'check in'. This indicates the child would like to speak to you in private. Time should be made to chat with this child in a place and time that suits the class teacher.

Emotion Check-ins should be completed **first thing in the morning** and **after lunchtime**.

Each class should have an A4 Emotion Check-in that is clearly visible and accessible for children to use. All staff should have an A6 Emotion Check-in card on their lanyard for the children to use if and when needed.

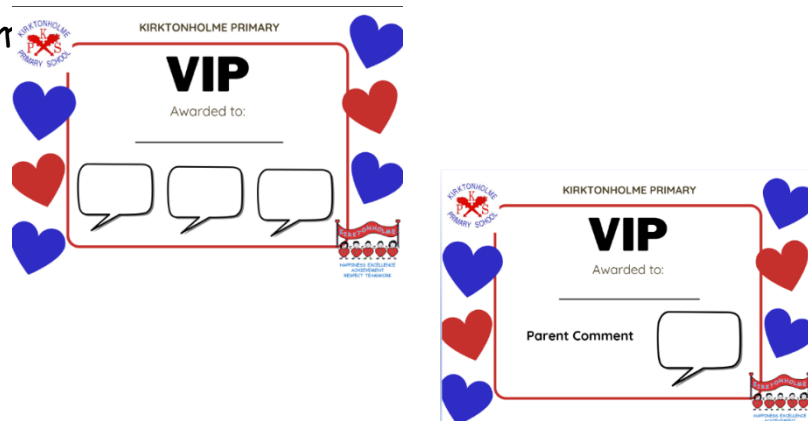
VIP

- All children should have a turn of being the Very Important Person (VIP) - this is not a reward
- A child should be selected from your class for VIP every day - they will get several turns throughout the year
- You must keep a record of who has had the VIP in your forward plan to ensure every child has a turn (record sheet will be provided)
- Every class door should display their 'OUR VIP IS.....' poster with a picture of the child clearly displayed



It may be an idea to take pictures of your children at the start of the year!

- The selected child should be given a certificate (see below) in the morning



- 3 boxes - a compliment should be given from the class teacher, a child in the class and the child themselves
- The child should take home their certificate for their parent to give them a compliment - they may share this with the class later that week or on Google Classroom
- How you choose to celebrate the VIP is at your discretion but please remember **this is not a reward**. Ideas may include: A special sign, seat, lanyard, crown or hat
- It may be helpful to have a bank of compliments displayed in your classroom or complete some Health and Wellbeing activities to help with ideas of kind words at the beginning of the session
- Please ensure compliments are appropriate and are of a consistent standard for all
- The next VIP can be announced at the end of the day to allow children thinking time for compliments **or** this can be displayed as a surprise for the children coming in first thing

Attention Grabbers

Our aim is to have a consistent attention grabber across the school.

When you want to get the children's attention inside of the school building you should use the school attention grabber.

Teacher says: KPS

Children reply: IS THE BEST

When you are in the playground and want to get the children's attention you should use your whistle.

Teacher blows the whistle 3x.

Children reply: IS THE BEST

This should be used by the teacher who is bringing in the lines. The children should all be silent and facing the front before entering the school (a legendary line). They should then display wonderful walking when entering the school building.

Prepare to Learn

Prepare to learn time should feature on your class visual timetable (card is included in your visual timetable pack). 'Prepare to learn' is an allocated period of time that should be used to organise and prepare the pupils for their learning.

Prepare to learn time may be given before teaching takes place. This will allow the pupils to get started on their task straight away after the teaching input.

Prepare to learn resources:

- **pencil**

- rubber
- ruler
- appropriate jotters
- textbooks
- whiteboard/ whiteboard pen (if needed)

You may want to display a check list for the pupils to refer to that is age and stage appropriate. This may be visible on the child's desk or on a classroom wall display. Please save any hand-made checklists in the Prepare to Learn folder in All Staff to help with consistency.

Being Me Wall and Learning Journey Wall displays

All classes should use their outside noticeboards to record their class learning journey. The learning journey can also be shared between two year groups. A 'Being Me' wall should also be featured in each classroom to recognise and celebrate all pupils.

What is a Being Me Wall?

- Your classroom noticeboard should be divided into different sections to give each pupil a space to celebrate their work and achievements
- All pupils in your classroom should have their own section on the wall
- It might be an idea to have each pupil's name or picture in their section
- These spaces should be regularly updated with the pupil's work and progression

- This may include artwork, pictures of achievements within and out-with school, maths or literacy work or any other relevant work or achievements.



Visual Timetable

All classes must display a visual timetable clearly in their classroom. This must be displayed going **down the way** and NOT ACROSS. All classes **should use the same visual timetable** The visual timetable should be displayed at the front of your classroom next to the

sliding cupboards. This creates consistency across all classrooms. You will be provided with visual timetable cards. These cards should be looked after and stored in the folder provided. Most of the cards are made from Boardmaker with additional cards made by SMT. You may not need all of the cards at the stage you teach but do not bin them. These cards should stay in your classroom as a class copy. Please share any additional cards teachers have made in All Staff-Visual timetable folder. Cards should be made using the same template and font. These cards should also be used for individual visual timetables if required.



Over and above –

'Over and above' behaviours are those that exceed the school rules and values.

School rules: **K**ind **P**repared **S**afe

School values: **H**appiness **E**xcellence **A**chievement **R**espect **T**eamwork

They go beyond the relentless routines and these behaviours should be recognised and praised.

KPS Postcards

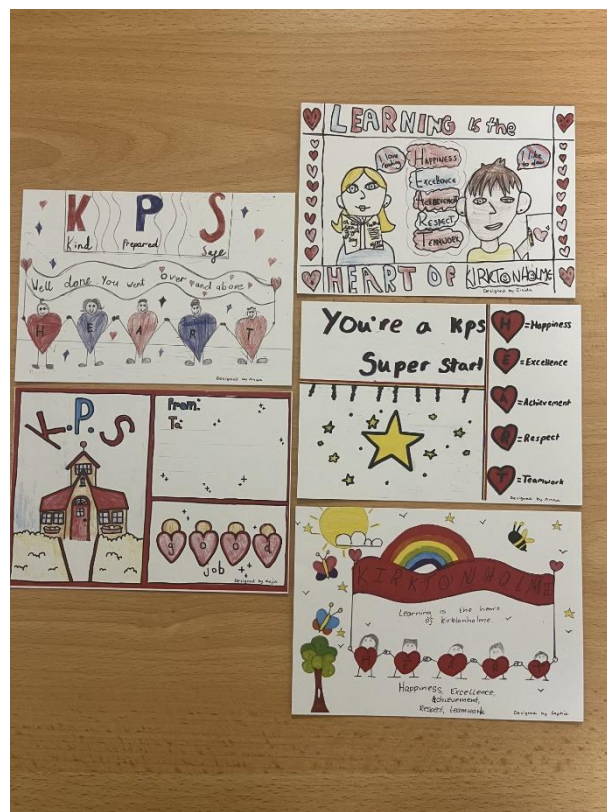
KPS Postcards have been designed by pupils of Kirktonholme Primary School. The KPS Postcards should be given out by classroom teachers when 'over and above' behaviour has been displayed.

Teachers will have a bundle of postcards that should be given to pupils that have demonstrated 'over and above' behaviour.

Example: A child waits to hold the door for an adult coming down the stairs

A child swaps lunch orders due to a mix up of bands.

Staff members should record the 'over and above' behaviour on the back of the card for the child to take home and share with their parents/ carers.



Over and Above wristbands

Over and Above wristbands are a quick and effective way **for all** staff in the school to recognise and award **over and above** behaviour.

All staff should have a collection of these bands to give out to any pupil for showing 'over and above' behaviour.

Please remember that these bands are for 'over and above' behaviour only and should be only handed out for behaviour that goes over and above the values and rules.

Example: Ensuring somebody is not left alone in the playground

Creating a fantastic piece of art work

Offering to help an adult during the pupil's playtime

Recognition Board

Every class should now have a recognition board **clearly displayed** and **accessible** to the pupils in the class. The targets on the recognition board should be changed regularly (**each lesson or day**) as this will keep the learners motivated and engaged. You can either use the pupil's **picture** or **name** to display on the board when they have met the agreed target. Targets can either be social or learning behaviours.

Some examples of targets:

- Kind words
- One voice speaking at a time
- Joined up handwriting

Targets can also be linked to the school values. Example: Happiness – make somebody smile today. Pupils can help to come up with the target for the day or lesson.

There should be an emphasis on the children working together as a team to ensure everyone's name or picture is on the board. This is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.

Support staff can also nominate pupils for the Recognition Board/ Wall.

Example:



H.E.A.R.T Awards and badges

Classroom teachers will select one pupil from their class each month to receive a H.E.A.R.T Award. These behaviours should link to one of the five school values:

Happiness

Excellence

Achievement

Respect

Teamwork

Staff members will be given a H.E.A.R.T Award certificate that states the 5 school values on the front. The appropriate value should be highlighted and a reason for the award should be recorded on the certificate. Classroom teachers should consult with relevant support staff that work with their year group.

Pupils should be selected for showing behaviour that is 'over and above' the school values. These certificates will be given out to the pupils at our Values Assembly once a month along with a HEART badge that the pupils can keep and wear on their school uniform.

Teachers should track the children who have been awarded these certificates in their forward plan.

Example of the Teamwork H.E.A.R.T Award certificate:



Visible Adult **Consistencies**

We will...

- Model HEART values
- Embed the 6 nurture principles
- Practise attachment pledges
- Nurture relationships
- Fulfil pupil's potential
- Give genuine praise

Relentless Routines

- Meet & Greet and Goodbyes
- Wonderful Walking
- Legendary Line ups
- Emotion check-ins
- Visual timetables
- Attention Grabbers – KPS is the best
- Prepare to learn
- VIP
- 'Being Me' Walls to recognise and celebrate all pupils

Over and Above

- KPS postcards
- Recognise effort and behaviour through recognition boards
- H.E.A.R.T Awards
- Over and Above wristbands

Be **K**ind, Be **P**repared, Be **S**afe
Learning is the HEART of KPS



Behaviour **Intervention**

1. **Reminder – 3 rules**
2. **Warning – privately make aware of behaviour and consequence**
3. **Last chance - 30 sec intervention**
4. **Regulate behaviour in Calm Corner**
5. **Repair – restorative conversation**

30-Second Intervention **Script**

1. I've noticed that...
2. The right choice is to...(reaffirm the correct behaviour)
3. You have chosen to... because of that you need to...(deliver consequence e.g. move to a quiet work station)
4. Do you remember when you... (refer to previous positive behaviour)?
5. That is who I need to see today.
6. Thank you for listening.

Restorative **Conversation** **Script**

1. Who has been affected?
2. How have they been affected?
3. What were you thinking/feeling at the time?
4. What should we do to put things right?
5. How can we do things differently in the future?