

BROXBURN PRIMARY SCHOOL



Positive Relationships Policy



December 2025

POSITIVE RELATIONSHIPS AT BROXBURN PRIMARY



The aim of our policy is to put our vision and value into action, at the very centre of life in our school. We are committed to building a caring ethos where everyone is valued and have a positive approach to managing behaviour. This enables our children to take ownership of their behaviour and be aware of the impact it has on others, in order to develop a sense of individual

A SHARED RESPONSIBILITY

STAFF WILL:

- Have high expectations of all
- Treat children with respect • Model how children should treat each other
- Work with parents and carers
- Have good classroom routines
- Provide stimulating learning
- Encourage children to be independent learners
- Hold restorative conversations with children to help them understand the impact of their actions, have an opportunity to give their views and decide a way forward

and community responsibility.

CHILDREN WILL:

- Follow our 3 school rules: Ready, Respectful & Safe
- Learn and follow classroom routines
- Work hard to achieve
- Engage with their learning
- Understand their rights within the UNCRC and behave in a way that respects the rights of others
- Be involved in restorative conversations allowing them to have their voices heard, help them reflect on their behaviour and take responsibility for their actions
- Have their successes celebrated

PARENTS WILL:

- Read, discuss and reinforce our 3 school rules: Ready, Respectful & Safe with their child
- Support the school to ensure the best outcomes for their child
- Encourage appropriate behaviour both in school and in the community
- Work in partnership with the school and other agencies to address any challenges which may arise
- Praise their child

At all times we are led by our value of Care, Central to this is our rule of Respect, which is underpinned by the

statements below.

Equalities and Diversity Statement

As an inclusive school we value and promote equality and diversity within our learning community. Ensuring everyone is welcome and everyone is cared about.

This is evident throughout our Curriculum which develops the four capacities of all learners and has a focus of the rights of the child.

This is supported by strong partnership with our families and staff professional learning to embed equalities in our daily practice.

Anti-Bullying Statement

"At Broxburn Primary and ELC, we are committed to ensuring that every child feels safe, happy, and free to learn and play without fear of bullying. We believe that bullying is unacceptable and will not be tolerated. We expect everyone to report unkind or hurtful actions to a trusted adult. Together, we will work to prevent bullying and respond to all incidents promptly, effectively, and with care, creating a positive and respectful environment for everyone within our school community."

Recording and Monitoring

In Broxburn Primary School & ELC

incidents of bullying are recorded and monitored. In accordance with West Lothian guidance incidents are recorded using the

SEEMIS Bullying and Equality

Module.

POSITIVE RELATIONSHIPS AT BROXBURN PRIMARY

OUR SCHOOL RULES



Ready

for Learning

Be Ready for Learning



Respectful

Be Respectful



Be
Safe

Be Safe



24



28



12



29



19



27

Agreed Strategies to Celebrate Behaviour:

- Children can collect House Hearts; everyone works to gain these to add to central jars. Houses are linked to our local context, and everyone is in a House (Badger, Brox, Shale or Union). House Hearts are counted weekly; a trophy is presented to the winning House at the end of the school year. • Invitation to the Termly Tea Party with Head Teacher.
- Class Recognition Board to recognise children who consistently follow the rules.
- All classes will celebrate together with a weekly Brilliant Broxburn Time
- Positive Postcard or a Positive Phone call home.
- Achievements are recognised during assemblies and on our Celebrating Achievements Wall

CELEBRATION

- Praise
- House Hearts
- Name added to the Recognition Board
- Positive Postcard sent home
- Positive Phone Call Home
- Invite to the Tea Party
- Recognition at Assembly or photo added to Achievement Wall

CONSEQUENCES

- Reminder
- Warning
- Restorative Conversation
- Apology or Act of Kindness
- Teacher chat or meet with Parent/Carer
- Leadership Team involvement

POSITIVE RELATIONSHIPS AT BROXBURN PRIMARY

At times there will be a need to address behaviour which is not in line with our School Rules

FIRST! Consider if something has happened in the child's wider environment to affect their social, emotional or mental wellbeing before issuing consequences. Chat to the child and reassure them, take action if needed.



REMINDER

- Quietly remind the child about the behaviour you would like and that you need them to follow the instruction. Remind them of strategies which they can use to help themselves, including our Zones of Regulation supports.

WARNING

- Quietly issue a warning (I've spoken to you already ...) and remind them to make a good choice.

RESTORATIVE CONVERSATION

- Quietly say to child: I've noticed you are having difficulty with our rule about ...
- I'll see you at the end of the lesson to discuss this.
- Mention previous good behaviour and say "Thanks for listening", then walk away.
- Do not respond to secondary behaviour, write it down discreetly and deal with it later.
- Hold restorative conversation and discuss consequence from options below

CONSEQUENCES

- Apology or an Act of kindness
- Teacher to speak with Parent/Carer
- SLT support

TOP TIPS

- High expectations at all times to follow School Rules
- Be Consistent and Calm
- First Attention to those who behave - Name and Fame
- Acknowledge fogging - I hear you but ... Be that as it may... I'm aware of that ... I understand what you are saying however ...
- PIP - Praise in Public and RIP - Reprimand in Private
- Deal with secondary behaviours later but do deal with them.
- Distressed behaviour must be supported with an individual Pupil Passport

RESTORATIVE CONVERSATIONS

Restorative practice focuses on:

- Repairing relationships rather than focusing purely on consequences
- Children engaging in discussions about incidents and everyone involved being given the chance to explain
- Clear expectations shared and agreed

Restorative Procedures Summary – see Appendix 1 for full conversation

- Discuss the incident with the child (not publicly) and help them to understand

what was inappropriate, what other behaviour choices there were and how the behaviour can be improved next time. The conversation should use the language

of rights and respecting the rights of others.

- Try to enable the child to understand what it feels like to be in the shoes of the other person 'if someone had done that to you' etc.

- Point out it is the behaviour that is being criticised, not the child. Tell them that you know they can behave really well and that you have high expectations for them to manage their behaviour differently next time.
- Ensure that the child is aware of the right they have prevented others from having and once this is understood discuss the possible consequences for repeated action.
- Support child to apologise, where appropriate. Article 31: You have the right to play and rest.

POSITIVE PLAYGROUND BEHAVIOUR

- Our expectations of behaviour and use of approaches to managing behaviour must remain consistent in the playground.
- Support staff will use agreed systems to support appropriate behaviour.
- Support Staff will support children to lead and play games and activities.
- SLT are happy to support at any time and should be called if needed.

APPENDICES

Appendix 1: Restorative Conversation Guide

APPENDIX 1 - RESTORATIVE CONVERSATION GUIDE

Welcome and set the rules:

- Thank you for agreeing to talk about what happened. I understand it can't be easy, but we want to work together to find a way of making things better. We need to use good listening skills. Can you do that?

Enquiry – locate in the event (past):

- Can you tell me what happened?
- What were you thinking?
- How were you feeling at the time?
- Who else do you think has been affected by this?

Enquiry – locate in personal context (present):

- What have your thoughts been since?



- How are you thinking/feeling now?

Reframe/summarise:

- So what I think you are saying is...

Identify needs (future):

- What do you need to do so that...
- Things can be put right? You can move on?



Meeting needs and agreement:

- So what do you think needs to happen now/how will we know things are working?
- Reframe negatively worded goals e.g. "I won't be punching Mark" by asking "What will you be doing then? How will it look? How will you be feeling?"

Closure:

- How are you feeling right now? How will we know things are getting better?
- Thank you for listening so well/working hard to agree a way forward • Will we set a day and time to check back how things are improving?



QUESTION PROMPTS FOR DISCUSSION

FESS UP (past)

- "Can you explain what happened?"
- "What were you thinking at the time?"
- "How were you feeling at the time?"

FACE UP (present)

- "Who has been affected by this?"
- "How do you think they are feeling?"
- "What are you thinking/feeling now?"



FIX UP (future)

- "What do we need to do to put this right?"
- "How can we make sure that this doesn't happen again?"
- "Do you feel you've had an opportunity to be listened to?"
- "Are we all happy that everything has been dealt with?"