



Armadale Primary School Positive Relationships Policy June 2026



West Lothian Positive Relationships Policy

Our School Policy aligns with the principles and practices in the West Lothian Positive Relationships Policy which provides vision and guidance for all educational establishments in promoting positive relationships for all children and young people. Everyone involved in the education of West Lothian's children and young people are working towards excellence and equity for every learner.

We continue to make sure that all of our children and young people are included and can participate and achieve their full potential.

Positive Relationships (extract from WL Policy)

At times, some children and young people will be faced with difficult life circumstances and adverse childhood experiences which can result in presenting challenges to their families, schools and communities. At these times, behaviour can be used as a way of communicating distress. Research shows that by focusing on building positive relationships and by setting a positive and inclusive ethos at all times, many issues can be avoided and any negative effects greatly diminished.

Strong and positive relationships are fundamental to all of the outlined procedures and supports contained within this guidance.

These relationships are most effective when they are developed within a positive ethos and a climate of mutual respect and trust based on shared values across communities. Inclusion, engagement and involvement are the key principles underpinning our work in ensuring this. The following summarises the values underpinning our approach:

- mutual respect between children, young people and adults using trauma informed approaches.
- high expectations for pupils' learning and achievement
- inclusion, engagement and involvement of all learners
- trust and tolerance between young people and between young people and adults
- all children and young people are valued irrespective of their needs, behaviour or background; and
- ensure every child / young person has the same opportunity to succeed

At Armadale Primary School, we firmly believe that children thrive when learning in environments that are safe, nurturing and respectful, and free from fear, abuse and discrimination. This policy outlines how we promote relationships to support wellbeing, learning and achievement in our school.

Our Vision and Values

At Armadale Primary our vision and values help us to learn, play and grow together.

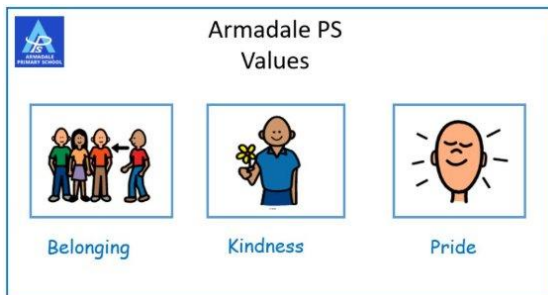
Vision:

A: Aspire,

P: Persevere and

S: Succeed in reaching our full potential in all we do in our school, community and beyond

Values:



Aims: Together, for all of our school community to:

- Be Well
- Learn Well
- Live Well

At Armadale Primary we have a clear and consistent approach to positive relationships and foster a calm and settled learning environment, where the children know the expectations and are trying to be the best that they can be, no matter their background.



Celebrating and Recognising Success

We love to celebrate our pupils when they show our school vision and values. Positive behaviour and hard work is recognised through different rewards.




Rewards and Recognition			
 <p>Fun 15</p> <p>Children earn 15 minutes of their Fun 15 time at each section of the day.</p>	 <p>Recognition Board</p> <p>Children are recognised for great behaviour on our recognition boards & Respectful Rainbow.</p>	 <p>House Points</p> <p>School wide reward where the children choose the prize of the winning house.</p>	 <p>Certificate</p> <p>Weekly certificates are given out at assembly to recognise children's hard work & positive behaviour.</p>

Other ways in which we celebrate and recognise success:

- Positive phone calls home
- Positive postcards
- Actively noticing and verbal praise
- HT WOW wall
- Assembly raffle tickets

Respectful Rainbow

Each classroom has a Respectful Rainbow displayed. This visual will help show children when they are ready to learn and working hard, but also shows them when they need to think about making better choices. The school day is split into 3 sections; Morning before break, between break and lunch and the afternoon. Children can earn 5 minutes during each section of the day to earn their Fun 15 time at the end of the day. Children who consistently show they are ready to learn, are kindness kids or role models will also receive rewards at the end of each term for their hard work.

SLT or phone call home	Loss of time	Warning	Ready to Learn	Kindness kid	Role model
					

Restore and Repair (extract taken from WL Guidance document)

We recognise that at times we are not able to meet the expectations we have of each other. This should never be ignored to ensure safe and calm learning environments for all. We recognise that all learners should have the opportunity to regulate, relate, restore and repair.

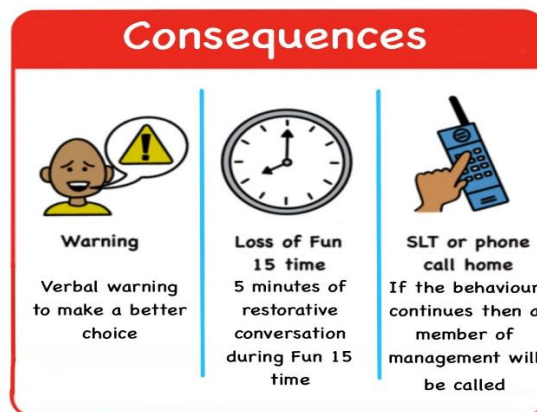
One size fits all responses do not allow for the individual needs of learners and differing circumstances. Knowing that there are consequences related to our actions is a skill for life so they

need to be applied in a way that is logical, related to the situation, have a focus on learning, and should take into consideration the needs and capacity of those involved. This will mean responses may vary for different individuals because their needs are different and the knowledge staff have of the learner, family and circumstance are vital in the application of the Policy.

Our approach however remains consistent - focussing on repairing the harm caused, preventing it happening again, and returning to a focus on learning as quickly as possible. Consequences should always be discussed with and understood by learners, staff and families.

Consequences

When a child is not showing ready, respectful or safe behaviour they will first be given a verbal reminder of our school rules and offered time to think about their choices. If a child continues to show behaviour that does not follow our school vision and values then they will move through the Respectful Rainbow.



Loss of Fun Time

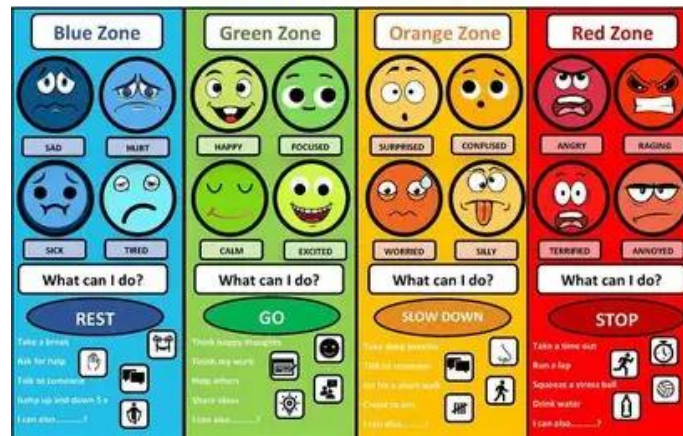
This is an opportunity for the learners to reflect on behaviour and the impact of this on others and with the relationships of those impacted. This time must be used productively by the teacher with the learners and gives time to ensure a restorative conversation has taken place. All learners who have lost time must be treated with respect and dignity and given table space and seats to sit in together and not in isolation.

Regulate and Relate:

The following supports are in place for all learners to ensure time can be facilitated to support learners to regulate:

- Calm corner
- Visuals linked to the Zones of Regulation
- Strategies to support regulation linked to the Zones of Regulation
- Visuals if required to support access to the Zones of Regulation

What Zone Are You In?



- Access to Nurture spaces to support regulation outside of the classroom
- Use language to support - I can see how you are feeling, I understand you are feeling..., I can see you are angry/upset/...
- Access to trusted adults for support

Armadale Primary School

A Trusted Adult Approach is...

The Trusted Adult Approach is all about making sure that you have a grown-up at school who you can talk to and trust when you need help. This could be a teacher, pupil support worker, or any staff member who you feel comfortable with.

Here's how it works for you:

Someone You Can Talk To: There's an adult at school who you know will listen to you, whether you need help with something big or small. It could be about schoolwork, friendships, or even something that's bothering you personally.

You Can Trust Them: This adult will always try to understand you and make you feel safe to share whatever is on your mind without worrying.

They Care About You: This adult is someone who cares about how you feel and will do their best to support you, whether it's giving advice, helping you solve problems, or just listening when you need someone to talk to.

A Safe Place: Having a trusted adult means there is always a safe place where you can go if you're feeling sad, confused, or worried about anything.

In simple terms, the Trusted Adult Approach makes sure you don't have to handle tough situations alone. You have someone who is there to support you and help you work through any challenges you might face at school.

Article 39
You have the right to help if you've been hurt, neglected or badly treated. You have the right to have someone to talk to!

Restore and Repair

Time should always be made with a learner to restore and repair the relationship with the person/people involved. This should happen as soon as possible after an incident when everyone has had time to regulate and relate and must be done before the end of the school day unless there are mitigating circumstances i.e. time of the incident near the end of the day.

Restorative Conversation Guidance:

- What happened?
- What were you thinking/how did you feel at the time?
- What are you thinking/how are you feeling now?
- Who was involved/who suffered?
- What do you need to make you feel better?
- What do we need to do to put things right?

What skills are involved:

- Remaining impartial and non-judgemental
- Respecting the perspectives of all involved
- Actively and empathetically listening
- Developing a rapport with all involved
- Empowering participants to come up with solutions rather than suggesting or imposing ideas
- Creative questioning
- Warmth
- Compassion
- Patience

Getting It Right for Every Child (extract from WL Guidance Document)

Through combined multi-agency approaches, the aim is that all West Lothian children and young people become successful learners, confident individuals, responsible citizens and effective contributors.

In West Lothian, we use the Continuum of Support to plan and support all of our learners. This framework facilitates the use of the national GIRFEC assessment process and provides guidance on how to meet the changing needs of our learners.

We recognise that some of our learners require different supports, approaches and guidance to supporting positive relationships.

Continuum of Support

We follow the West Lothian Continuum of Support as follows:

- Stage 1 (Universal)- Universal as detailed in this Policy
- Stage 2 (Targeted)- Assessment of Need and consideration of IEP
- Stage 3 (Enhanced) - Assessment of Need, IEP or CPM, consideration of CSP
- Stage 4 (Intense)- At this stage, the child or young person's needs are met through intensive support, accessing an alternative appropriate educational setting or base (which may be part- or full-time) - CPM

Planning for learners through the continuum of support is done in collaboration with staff and partners with approaches and supports bespoke and tailored to the individual child.

Violent Incidents

At Armadale Primary School, we strive to instil a positive ethos throughout the school. However, during an incident of violence and aggression staff will undertake a dynamic risk assessment of the situation and follow the council's guidance on de-escalation.

SLT will be immediately informed and on arrival will immediately take the lead on behalf of the class teacher or member of staff

In order to keep our pupils safe this may involve classroom or school evacuation. SLT will follow council guidance on the exclusion of pupils who are violent against other pupils and staff.

SLT can in consultation with class teacher do the following -

- Co-ordinate a parent/carer/multi agency meeting in line with the Continuum of Support
- Write and implement a positive response plan
- Refer to partner agencies including the Early Intervention Service, Mental Health and Well Being Screening Group, Community and Child Health, and the family support worker
- Complete a risk assessment and identify safe working practices

Parent and Pupil Consultation

Parent/Carer Information with pupil and parent consultation evidence:

[Sway](#)

2025/26

Appendix 1: Reporting and Recording Flow Chart

Appendix 2: Anti Bullying Statement - see separate document

Appendix 3: Equalities and Diversity Statement - see separate document

2026/27

Appendix 4: Supporting Staff to Support Children with Behaviours that Challenge

Appendix 5: Use of Technologies

Appendix 6: Supporting Our Care Experienced Young People

Appendix 1: Reporting and Recording

Incident occurs - consider level of response needed and report and record as follows:



Level 1

Can be managed at classroom/playground level with discussion/warning

No recording needed

If these incidents occur frequently with frequent loss of fun time, this may move over to the next level



Level 2

Incident occurs that is managed at classroom/playground level, but conversation is required with a parent:

If incident is of a bullying or racial nature, discuss with SLT who can record and follow up under these procedures as outlined in SEEMIS

Record on Pastoral Notes - record for all parents spoken to with agreed actions. Actions may include monitoring of any further incidents, meeting to discuss more fully.



Level 3

Incident occurs in the classroom/playground that requires SLT assistance. Class teacher to relay information/assistance required as discreetly as possible including anyone else involved. SLT to investigate and contact parents if needed. SLT to record on pastoral notes for all parents contacted including agreed actions.

If incident is of a bullying or racial nature, discuss with SLT who can record and follow up under these procedures as outlined in SEEMIS.

SLT to relay to class teacher. Class teacher to check in with SLT for any follow up actions required

Incident Occurs involving a young person and a member of staff:

- Member of staff to use walkie talkie for assistance if required
- Member of staff to speak to link SLT
- Member of staff to record on Sphera considering the use of the Young Person's Form
- SLT to follow up with member of staff
- Member of staff to also check in with HT regarding outcome