



Welcome to Letham and Riverside Primary Schools' Positive Relationships Policy. Staff, parents and pupils were involved in the development of this policy, with the aim of putting **relationships at the centre** of all experiences in our school. Our staff have engaged in continual reading and learning which informs the journey that we take together as a community:

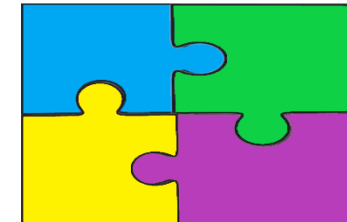
**Local policy:** [https://www.westlothian.gov.uk/media/2096/Promoting-Positive-Relationships-Policy/pdf/Promoting\\_Positive\\_Relationships\\_in\\_West\\_Lothian\\_Educational\\_Establishments.pdf](https://www.westlothian.gov.uk/media/2096/Promoting-Positive-Relationships-Policy/pdf/Promoting_Positive_Relationships_in_West_Lothian_Educational_Establishments.pdf)

**National guidance:** <https://education.gov.scot/resources/promoting-positive-relationships-and-behaviour-in-educational-settings/>

**Key writings:** Louise Bomber, *Know Me To Teach Me* and the works of Bruce Perry

There are four key words which underpin our policy:

## REGULATE RELATE REASON REPAIR



We have taken these key words and developed them into approaches, strategies and processes, across all areas of school life which are highlighted throughout the policy. Our practice is centred around a strong understanding of pupils as individuals on their path to becoming Confident Individuals, Effective Contributors, Responsible Citizens and Successful Learners.

**REGULATE RELATE REASON REPAIR** will be applied as ongoing, intervention approaches for pupils.

**REGULATE RELATE REASON REPAIR** is also a cycle used in times of dysregulation and challenge, where we apply relational approaches and restorative mindset to support learners, staff and families in a dignified and safe environment.

Based on our community voice we recognise two further Rs are central to creating an inclusive environment based on positive relationships – **RIGHTS** and **RESPONSIBILITIES**.

## REGULATE – STAGE 1 OF THE 4 Rs CYCLE

All children and adults have the **RIGHT** to calm and productive learning spaces and all should exercise the **RESPONSIBILITY** of ensuring this for one another.

We teach all of our children regulation skills as this enables them to experience greatest success in school, their local community and beyond. Our learning environment should be a regulated one. We recognise, that for various reasons, children may require further support in learning and applying regulation strategies. As with all areas of development, we will provide the teaching and support required for each individual to maximise their potential.

Regulating in times of challenge and dysregulation will require space and time. Our *SCENARIOS* section demonstrates the importance of this. If a child becomes dysregulated, their Key Adult in that moment will give them space and time, to allow their brain and body to calm then move onto **RELATE** when all are ready. If a child is being unsafe, adults will support children through calm scripted responses, as demonstrated in our *SCRIPTED RESPONSES* section.

At times, it may become appropriate for adults to switch role or to include a peer mediator through this process.

## RELATE – STAGE 2 OF THE 4 Rs CYCLE

All children and adults have the **RIGHT** to be respected in our school and local community and all should exercise the **RESPONSIBILITY** of ensuring they demonstrate respect to all.

All individuals – pupils, staff and parents are expected to strive for positive relationships. Some individuals find it more challenging to relate and build relationships, therefore we facilitate opportunities for teachers and Key Adults to support this. Positive relationships are at the heart of all that we do. They ensure that our children feel safe, secure and are able to fulfil their potential. All children have identified key adults who will engage in planned and responsive check-ins throughout the school year. Some children will have identified key pupils to help with the 4 Rs cycle.

In times of dysregulation, it can be most challenging to access those positive relationships. Key Adults, Key Pupils and Peer Mediators will work as a team around the child to make sure that where possible, the right person is there at the right time, to support the child to regulate then engage in the rest of the 4Rs Cycle.

## REASON

All children and adults have the **RIGHT** to be an individual who is supported to learn and grow and all should exercise the **RESPONSIBILITY** to support and value others' individual learning journey.

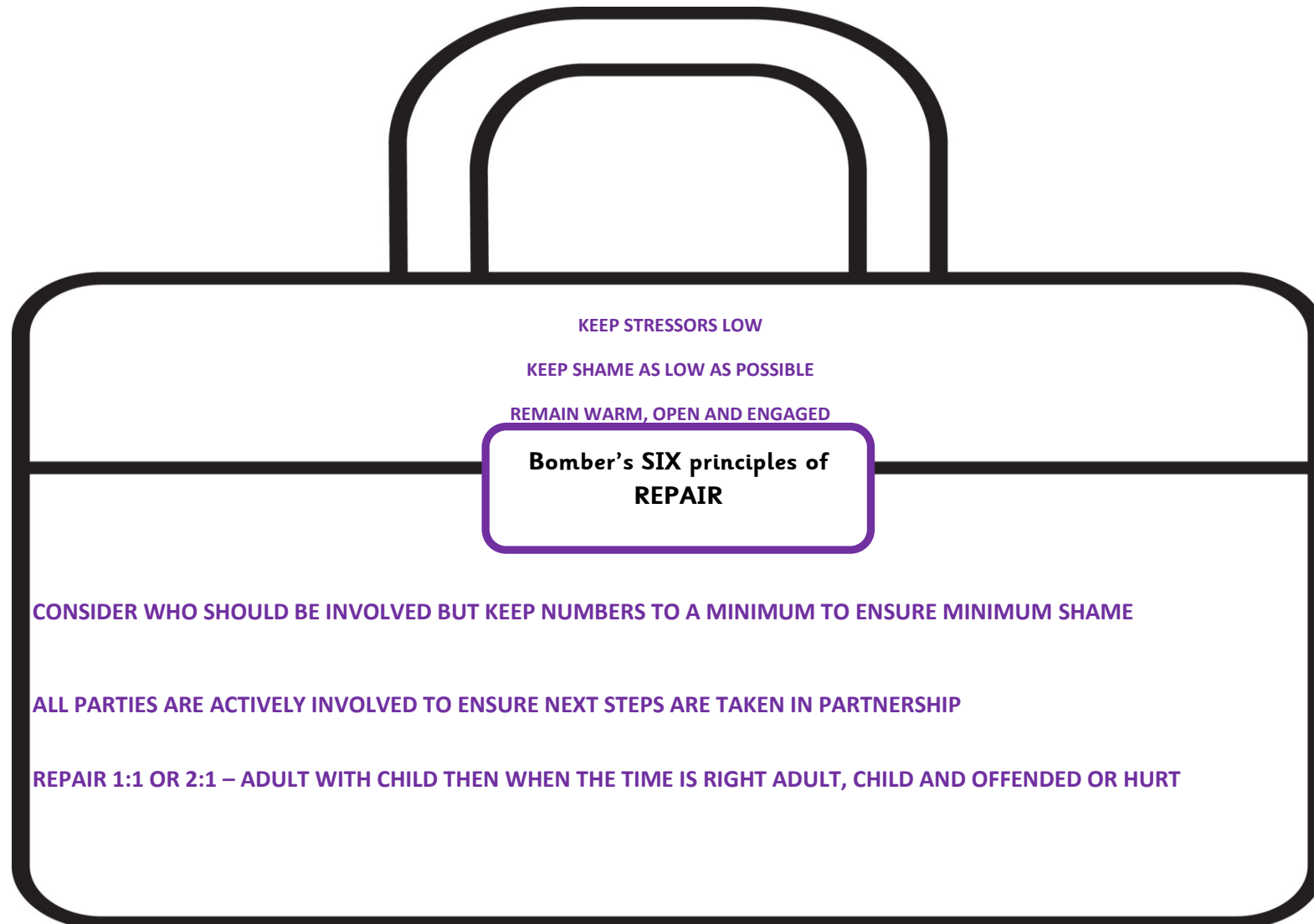
Our community is diverse with many different families, staff and individuals, who all belong. An important part of our children's learning journey is learning about their own individual strengths and next steps, including that of their emotional and social wellbeing. Adults throughout our learning community will support this in planned and progressive ways. Due to many different reasons, explored and known by the school team, teaching and learning will look different for year groups, groups and individuals. It is central to our school values that as a school community, this is respected and all children are given the dignity that they deserve to achieve their personal potential which reflects this.

Following a period of dysregulation, identified Key Adults, Key Pupils or Peer Mediators will work with the child and adult to identify the **REASON** for this. This process will be led by a restorative approach and will include the Restorative Scripted Conversation. This helps unpick the situation, explores the impact on the individual and those affected, identifies next steps and what adaptations are required going forward.

## REPAIR

All children and adults have the **RIGHT** to be listened to and all should exercise the **RESPONSIBILITY** to listen to the opinions, thoughts and feelings of others.

Theory, local and national policy recognised the importance of moving away from punitive mindset and approaches. When a punitive approach is implemented or thought through, connection and relationships are removed from an individual as a way to learn not to act in this way again. However, as explored in the readings highlighted above, and learned in practice, genuine connection and relational mind sets and approaches are imperative to ensuring that incidents are prevented from happening again. There are six key principles for repair (Bomber) which will further enhance impact of the process:



## REGULATE

All adults try to ensure a calm and regulated environment for all

All children are supported to identify and implement regulation strategies

GIRFEC processes support understanding of self and co-regulation

## RELATE

All children have identified key adults

Some children have key pupils

All adults strive for positive relationships with all children

GIRFEC processes support understanding of pupil need

Belonging

Creativity



We all have Rights and Responsibilities

Kindness

## REPAIR

All adults and pupils are supported to access restorative repair processes

We regularly remind our children of the real-life restorative repair context

We collaborate as a community to ensure genuine and meaningful repair

Respect

## REASON

All adults and children respect the individual regulation needs of others

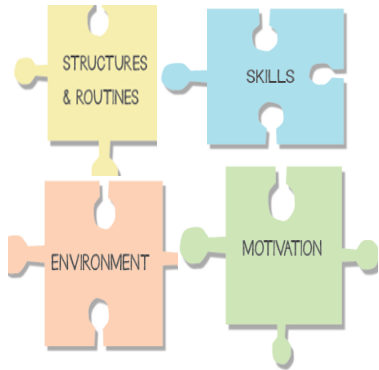
Positive supports and reinforcement are in place to support all to achieve

All adults are calm and consistent with all children. Language and approach ensures dignity of all.

# REGULATE



All adults ensure a calm, structured and regulated environment for all



**C** CHILD  
**I** INCLUSION  
**R** RESEARCH INTO  
**C** CURRICULUM  
**L** LEARNING  
**E** EDUCATION

Our values, practice and environment reflect inclusion of all

Quality assurance focused on inclusive environments

Pupils and staff take space and time to regulate, safely

Regulation spaces

All Zones are OK

Pupils and staff use vocabulary of Zones of Regulation consistently

## The ZONES of Regulation®



Emotional regulation is taught explicitly in our curriculum

GIRFEC processes support understanding of self and co-regulation

These are my strengths and interests. Please detail strengths and interests including academic and out of school.

These are my concerns. What worries the young person, causes them stress or difficult behaviours.

These are strategies to support me. What does the young person feel they need? Also consult support list.

These are my health notes. Detail any medical issues.

**These are my targets:**

- Health and Wellbeing
  - 
  -
- Literacy
  - 
  -
- Numeracy
  - 
  -

Set on: To be reviewed 6 weeks later on

**Review**

Self-Assessment

Teacher Comment:

Parental Comment:

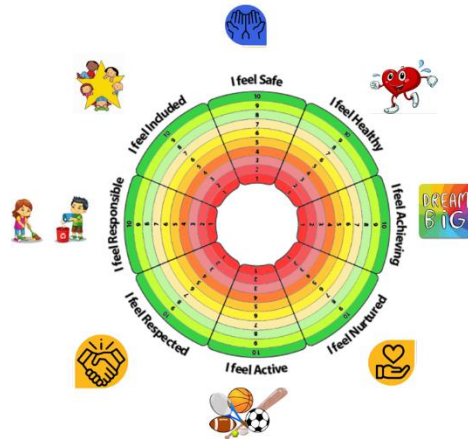
Letham and Riverside Continuum of Support:

Individual Pupil Passport targets, strategies and review

# RELATE



We all strive for positive relationships with each other



Parent – school check-ins

Parents evenings

Assessment of Wellbeing

Wellbeing Meetings

Child Planning Meetings

Planned check-ins

Responsive check-ins

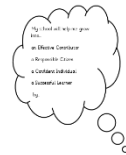
Therapeutic supports

Universal nurture

Some children have identified key pupils

All children have identified key adults

## Having Our Say...



Now



Name

Date

Craigshill Community  
Have Your Say

Have your say:  
Responsive support  
Planned with all

Wellbeing Meeting	
1	
Pupil	
Class	
Meeting	
Strengths	
Concerns/needs	
Actions	
Next Review	

GIRFEC processes support understanding of pupil need

# REASON



All adults and children respect the individual regulation needs of others

We all continue to learn and grow in our understanding of our Rights and Responsibilities

Our schools are inclusive to all of our community.

Some people require different help and support, we respect that and support them too.

We develop our environment to be safe, inclusive and differentiated to meet all needs.



All adults are calm and consistent with all children. Adults and peer mediators use scenarios and scripted responses to follow the 4 Rs cycle.

All staff and peer mediators follow 4 Rs cycle.

Consistent high expectations of Rights and Responsibilities for all.

Liaison between families and school

## **A restorative conversation to be led by SLT or key adult**

What happened?

Who's been affected and how?

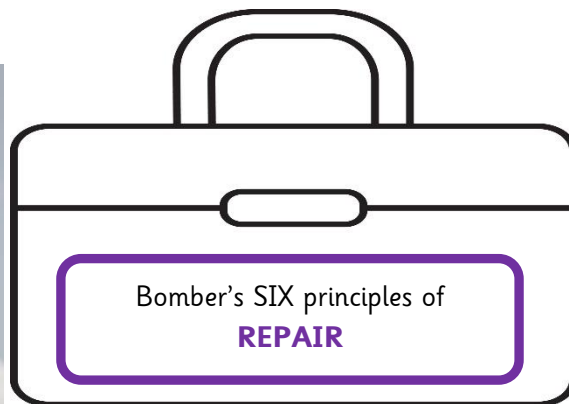
How are you feeling?

How is (hurt individual) feeling?

What needs to happen to put things right?

How can we prevent this from happening again?

# REPAIR



Bomber's SIX principles of  
**REPAIR**

Relational and restorative  
mindset and approaches to be  
applied by all.

Meaningful repair which focuses on  
relationships and connection.

Repair is individualised to individual and  
situation.

Repair based on school values

Repair based on RIGHTS and  
RESPONSIBILITIES

Repair agreed by all involved

All adults and pupils are supported to access restorative repair processes when and where appropriate.

Adult de-brief, when and where appropriate, to ensure all are ready and in agreement with repair processes.

We regularly remind our children of the real-life restorative repair context.



We consider and try to understand reasons behind actions and responses.




We collaborate as a community to ensure genuine and meaningful repair.



# My Regulation Passport

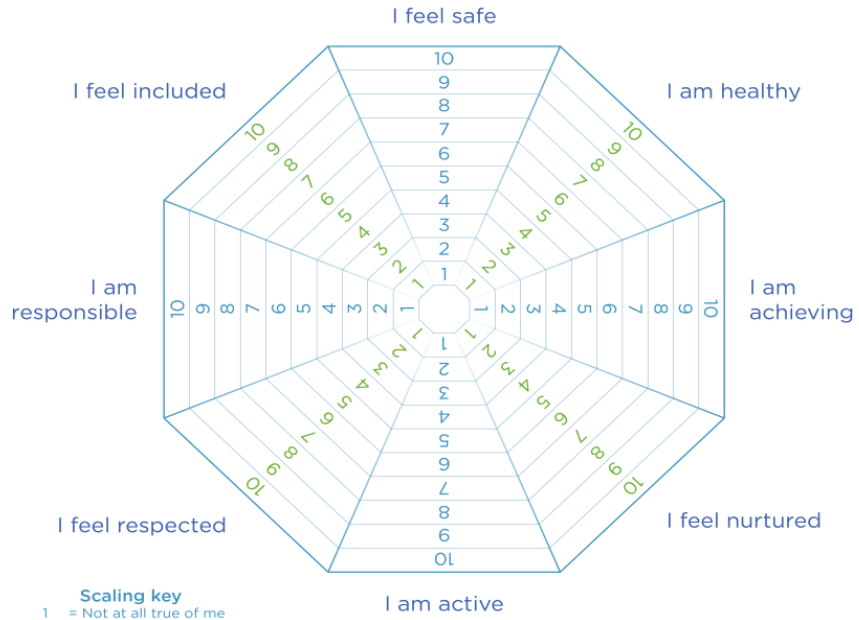
<b>Name</b>	<b>Class</b>	<b>Date</b>
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<b>Trusted Adults</b>	<div style="background-color: #4CAF50; color: white; padding: 10px; font-weight: bold; font-size: 24px;">3</div>		<p style="color: #4CAF50; font-size: 12px;">Adults must do what's best for me</p>	<div style="background-color: #2196F3; color: white; padding: 10px; font-weight: bold; font-size: 24px;">12</div>		<p style="color: #2196F3; font-size: 12px;">I have the right to be listened to, and taken seriously</p>
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<b>My strengths and interests</b> My strengths and interests including in and out of school		<b>My concerns</b> What worries me, causes me stress or difficult behaviours.		<b>Strategies to support me to regulate</b>	



## The wellbeing web












## My plan to help me to regulate



## My Health Notes



# My Targets

Area of Learning	Review Date	
	Self-assessment with comment	Teacher / Parent / Carer Comments
	  	
	  	
	  	

# REGULATE



"I am giving you space to REGULATE here. I will speak to you when I can see that you have calmed."

"I will know that you are calm when you are [sitting on the bench]"

# RELATE



"You have a RIGHT to be respected. You have not shown your RESPONSIBILITY to respect others. Before we join class/playtime, we must REPAIR what has happened."

Verbal  
incident

# REPAIR



Outcome of restorative conversation that all have agreed on:

- Create respect poster
- Create card/letter for person impacted
- Other

# REASON



Restorative conversation with trusted adult or affected adult using restorative script. Parent and or SLT to be involved based on level.

# REGULATE



"I am here to keep you and others safe. I can see that you might be feeling (label emotion).

Let's go to...identified space."  
(Taking hand if appropriate)

# RELATE



"You have a RIGHT to be safe/respected. You have not shown your RESPONSIBILITY of being safe/respectful.

Before we join class/playtime, we have to tidy/fix this."

Destructive  
incident

# REPAIR



Outcome of restorative conversation that all have agreed on:

- Repair/fix/tidy items during agreed time
- Period of time not accessing using specified resource until demonstrated safe/respect
- Other

# REASON



Restorative conversation with trusted adult or affected adult using restorative script. Parent and or SLT to be involved based on level.

# REGULATE



"I am here to keep you and others safe. I can see that you are (label emotion).

Let's [sit down here] to REGULATE."

Likely high level of dysregulation, will take a longer period of time to REGULATE. Game such as UNO will help relax brain and body.

# RELATE



"You have a RIGHT to be safe. You have not shown your RESPONSIBILITY of being safe.

Some people will feel hurt and upset because of what has happened. We will need to fix that."

Physical  
incident

# REPAIR



- Alternative learning space to ensure REGULATION for agreed period of time
- Alternative playtime/lunchtime plan to ensure REGULATION for agreed period of time
- Wellbeing Meeting or CPM to be held

# REASON



Restorative conversation with trusted adult or affected adult using restorative script. Parent and or SLT to be involved based on level.

# REGULATE

Key adult to have 'eyes on' pupil but not engage in conversation

Other adults/children passing by should do so calmly and not engage, to minimise shame, or alternatively use other route.

Discussion between staff (about pupil or incident) should not happen in earshot or view of the child.

Unless unsafe to do so, Key Adult/Key Pupil or Peer Mediator could engage in quiet and calm distraction to help calm brain and body/move on e.g. talking about weather, talking about something interesting in the room or asking a non-threatening question about the child's personal interest.

*"I am here to keep you and others safe. I can see that you are (label emotion)...Let's [go/sit down here] to REGULATE."*

*"When I see that you are [sitting on the bench], I will know that you are calm. Then we can talk through..."*

*"I didn't realise that you were very good at playing UNO, would you like to show me how to play?"*

**This is not the time to highlight wrongdoings of the individual as this increases shame and is likely to cause further dysregulation.**

# RELATE

Relate can often require a different Key Adult, Key Pupil or Peer Mediator to remove the child from the situation.

Card games, drawing, colouring or sensory spaces can be used at this time to continue the regulation process and begin to open up relational discussions. These should be calming and measured activities. These can be identified as key strategies which help pupils out of dysregulation and to move forward in the 4 Rs process.

It can take 90 minutes for a child to fully de-escalate. It is therefore imperative that restorative conversations are not started too quickly and that the learning environment is regulated for all.

*"You have a RIGHT to be safe. You have not shown your RESPONSIBILITY of being safe. Some people will feel hurt and upset because of what has happened. We will need to fix that."*

*"You have a RIGHT to be respected. You have not shown your RESPONSIBILITY to respect others. Before we join class/playtime, we must REPAIR what has happened."*

*"Can you talk me through what happened?"* helps the child to process. This would be before the restorative conversation therefore a safe, unchallenged space to explore thoughts, feelings and emotions but also be reminded of RIGHTS and RESPONSIBILITY of others.

# REASON

Depending on situation, de-brief to have taken place between staff involved beforehand and agreed expectation, timing and individuals involved in restorative conversation to ensure all are ready.

Depending on situation, SLT and family to be involved.

Bomber's Six Principles of Repair to be embedded throughout.

**Restorative conversation to be led by SLT, Key Adult or Peer Mediator, using FIX IT FOLDER, if applicable:**

What happened?

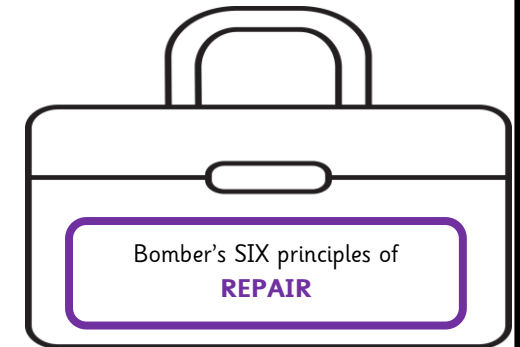
Who's been affected and how?

How are you feeling?

How is (hurt individual) feeling?

What needs to happen to put things right?

How can we prevent this from happening again?



# REPAIR

Relational and restorative to be applied

Outcome of repair to be agreed by all

Staff and family de-brief to be held before or after, if applicable.

Natural repair based on situation, some may be:

Create respect poster

Create card/letter for person impacted

Repair/fix/tidy items during agreed time

Period of time not accessing using specified resource until demonstrated safe/respect

Alternative learning space to ensure REGULATION for agreed period of time

Alternative playtime/lunchtime plan to ensure REGULATION for agreed period of time

Wellbeing Meeting or CPM to be held

