



Positive Relationships Policy

August 2026

Purpose

At Langholm Primary, we believe that positive relationships are the foundation of successful learning, wellbeing, achievement and inclusion. We are committed to creating a safe, nurturing, respectful and ambitious learning community where every young person feels valued, listened to and supported to reach their full potential.

This Positive Relationships Policy sets out how we promote positive relationships, support wellbeing, encourage responsible behaviour and respond to concerns in a fair, consistent and restorative manner.

The policy is underpinned by:

- The United Nations Convention on the Rights of the Child (UNCRC) and the UNCRC (Incorporation) (Scotland) Act 2024. [\[gov.scot\]](https://www.gov.scot), [\[education.gov.scot\]](https://www.education.gov.scot)
- Getting It Right for Every Child (GIRFEC).
- Rights Respecting Schools principles.
- The Scottish Government's Relationships and Behaviour in Schools Action Plan 2024-2027. [\[education.gov.scot\]](https://www.education.gov.scot)
- Included, Engaged and Involved guidance. [\[gov.scot\]](https://www.gov.scot), [\[education.gov.scot\]](https://www.education.gov.scot)
- Respect for All: The National Approach to Anti-Bullying.
- Equally Safe at School and the Scottish Government's Whole School Framework for Preventing and Responding to Gender-Based Violence. [\[education.gov.scot\]](https://www.education.gov.scot), [\[gov.scot\]](https://www.gov.scot)
- The Equality Act 2010.
- Additional Support for Learning legislation.
- Child Protection and Safeguarding guidance.

Rationale

This policy has been developed in line with our school's vision, values and improvement priorities. It has been informed by ongoing consultation and engagement with pupils, parents/carers, staff and partners, alongside relevant local authority and national guidance.

Our approach is based on our school values; Honesty, Ambition, Respect, Responsibility and Kindness. We recognise that all members of our school community have rights and responsibilities. Positive behaviour is learned, supported and strengthened through relationships, high expectations and partnership working rather than through punishment alone.

Children's Rights

Langholm Primary is committed to a rights-based approach.

We recognise and actively promote:

- The right to education (Article 28).
- The right to be heard and have views taken seriously (Article 12).
- The right to protection from violence, abuse and harm (Article 19).
- The right to non-discrimination (Article 2).
- The right to development and wellbeing (Article 6).
- The right to dignity and respect. [\[gov.scot\]](https://www.gov.scot/), [\[improvement.scot.nhs.uk\]](https://www.improvement.scot.nhs.uk/)

Children and young people will be involved in decisions affecting them wherever possible. Staff will listen to and consider pupil views when planning support, resolving concerns and reviewing practice.

Safeguarding and Inclusion: Equally Safe at School

This policy supports the **Equally Safe at School** framework by:

- Promoting a **safe and respectful learning environment** where all pupils feel valued
- Ensuring **gender equality and equity** in fostering positive relationships
- Embedding **relationship education** and **staff training** to equip all members of the community with the skills to nurture a safe and respectful working environment.
- Providing **targeted support** for pupils affected by gender-based violence or other vulnerabilities that may impact attainment.

Aims:

Through this policy we aim to:

- Foster a culture of mutual respect and positive relationships.
- Create safe, inclusive and nurturing learning environments.
- Promote engagement, participation and attendance.
- Support all young people to develop self-regulation and positive social behaviours.
- Recognise and celebrate success and achievement.
- Reduce barriers to learning.
- Ensure responses to behaviour are proportionate, restorative and rights-respecting.
- Prevent discrimination, bullying, harassment and gender-based violence.
- Support inclusion and minimise the use of exclusion. [\[gov.scot\]](https://www.gov.scot/), [\[gov.scot\]](https://www.gov.scot/), [\[education.gov.scot\]](https://www.education.gov.scot/)

In line with these aims, expectations for Pupils, Staff and Parents/Carers/Community Partners have been developed and can be found in Appendix A.

Promoting Positive Relationships

Positive relationships are developed through:

A Nurturing Approach

We recognise that behaviour communicates need. Staff will seek to understand:

- The context behind behaviour.
- Individual circumstances.
- Additional support needs.
- Trauma and adversity.
- Emotional wellbeing needs.

Responses will prioritise support, restoration and learning whenever possible. Individual circumstances will always be taken into account to explain behaviours, however, they may not excuse poor behaviours. Rather individual circumstances will inform the restorative approach utilised, prioritising the safety of all members of the school community.

Consistent Expectations

Clear and predictable routines help young people feel safe and successful. Staff will utilise the co-developed Behaviour Pathway (see Appendix B) to ensure a transparent process. The Behaviour Pathway promotes staff to:

- Establish positive classroom environments.

- Use calm, respectful communication.
- Provide clear expectations
- Reinforce positive behaviour.
- Support self-regulation

Recognition and Celebration

We will actively recognise:

- Effort
- Learning
- Respect
- Responsibility
- Kindness
- Ambition

Recognition may include house points, messages home, class and weekly certificates, stickers and golden letters.

Equality, Inclusion and Safety

Langholm Primary is committed to ensuring that every young person feels safe, included and respected.

We will not tolerate:

- Bullying
- Discrimination
- Racism
- Sexism
- Misogyny
- Homophobia, biphobia and transphobia
- Ableism
- Religious prejudice
- Harassment
- Gender-based violence
- Any behaviour that makes someone feel unsafe, excluded or treated unfairly because of who they are.

All incidents will be taken seriously, recorded appropriately and addressed in line with school and local authority procedures.

Responses will focus on:

- Supporting those affected.
- Holding individuals accountable.
- Repairing relationships where appropriate.

Exclusion

The school is committed to inclusion and preventing exclusion wherever possible. [\[gov.scot\]](https://www.gov.scot/publications/education/gov.scot/), [\[education.gov.scot\]](https://www.education.gov.scot/)

Exclusion will only be considered when:

- There is a significant risk to safety.
- Other approaches have been unsuccessful.
- It is judged necessary and proportionate.

Any decision regarding exclusion will:

- Follow local authority and national guidance.
- Consider the rights and wellbeing of the child or young person.
- Include planning for reintegration and support. [\[gov.scot\]](https://www.gov.scot/publications/education/gov.scot/)

Attendance

Attendance and engagement are strongly linked to wellbeing, achievement and positive relationships.

Langholm Primary will:

- Promote high attendance.
- Identify concerns early.
- Work in partnership with families.
- Remove barriers to participation.
- Provide appropriate support where attendance is affected by additional needs or wellbeing concerns.

Langholm Primary will utilise Dumfries and Galloway Council procedures to promote high attendance. We will work with Attendance Officers and the Scottish Children's Reporter Association to maximise attendance in all pupils.

Monitoring and Review

The impact of this policy will be monitored through:

- Pupil, parent and staff feedback.
- Attendance data.
- Behaviour and incident data.
- Exclusion data.
- Wellbeing measures.

- Rights Respecting Schools evaluation.
- School improvement planning processes.

The policy will be reviewed in 2030, or earlier if local/national guidance dictates that a change is required.

Appendix A

We Expect Pupils To:

- Treat everyone with dignity and respect.
- Be ready to learn and engage positively in school life.
- Respect the rights, property and learning of others.
- Follow staff instructions and school procedures.
- Act safely online and offline.
- Take responsibility for their actions and seek to repair harm when difficulties arise.
- Challenge prejudice and discrimination.

We Expect Staff To:

- Build positive, nurturing and professional relationships.
- Model respectful communication and behaviour.
- Maintain high expectations for learning and conduct.
- Promote inclusion and equity.
- Apply this policy fairly and consistently.
- Recognise and respond appropriately to wellbeing needs.
- Use restorative and relational approaches.

We Expect Parents and Carers To:

- Work in partnership with the school.
- Support attendance, engagement and learning.
- Encourage respectful communication.
- Inform the school of circumstances affecting wellbeing.
- Engage positively with support plans and interventions.

A parent/carer/community partner guide is on the next page and will be distributed to all parents.



PARTNERS IN LEARNING

At Langholm Primary, we work together to create a safe, respectful and inspiring environment where every child can thrive.

TOGETHER, WE SUPPORT EVERY CHILD TO SUCCEED.

WE EXPECT PUPILS TO:

-  Treat everyone with dignity and respect.
-  Be ready to learn and engage positively in school life.
-  Respect the rights, property and learning of others.
-  Follow staff instructions and school procedures.
-  Act safely online and offline.
-  Take responsibility for their actions and seek to repair harm when difficulties arise.
-  Challenge prejudice and discrimination.

You can help by:

- Talk to your child about kindness, respect and fairness.
- Encourage a positive attitude to learning every day.
- Support your child to follow school rules and routines.
- Help your child to take responsibility and make good choices.
- Talk about staying safe online and offline.
- Encourage your child to talk if something is worrying them.
- Help your child build empathy and celebrate diversity.



WE EXPECT STAFF TO:

-  Build positive, nurturing and professional relationships.
-  Model respectful communication and behaviour.
-  Maintain high expectations for learning and conduct.
-  Promote inclusion and equity.
-  Apply this policy fairly and consistently.
-  Recognise and respond appropriately to wellbeing needs.
-  Use restorative and relational approaches.

You can help by:

- Respect and communicate with our staff.
- Share information that helps us support your child.
- Work in partnership with the school to support wellbeing and learning.



WE EXPECT PARENTS AND CARERS TO:

-  Work in partnership with the school.
-  Support attendance, engagement and learning.
-  Encourage respectful communication.
-  Inform the school of circumstances affecting wellbeing.
-  Engage positively with support plans and interventions.

You can help by:

- Make sure your child attends school regularly and on time.
- Support learning at home and celebrate their progress.
- Talk to us respectfully and listen to our feedback.
- Keep us informed so we can support your child.
- Take part in meetings and follow agreed support plans.



TOGETHER WE CAN:

Create a safe, respectful and inclusive school community where every child feels valued and can achieve their best.



THANK YOU

for being an important part of your child's learning journey.



We care for each other.



We aim high.



We are one community.



We succeed together.



LANGHOLM PRIMARY

BEHAVIOUR PATHWAYS P1-P3

— Our school community makes good choices —

STEP 1

Verbal Warning

The teacher will speak to the child quietly, discuss the behaviour, give them a verbal warning about their behaviour and ask them to make good choices.

STEP 2

If unacceptable behaviours continue:

The child will be informed that they have continued to display unacceptable behaviour. The teacher will make a note of this on the school tracker.



Reflection time will be given on that day.

- P1:** 5 minutes will be spent in self-reflection
- P2:** 5 minutes will be spent in self-reflection
- P3:** 10 minutes will be spent in self-reflection

STEP 3

If unacceptable behaviours continue:

The child will be informed that they have again continued to show unacceptable behaviour. Class teacher will contact the parents to inform them of this.



Reflection time will be given on that day.

- P1:** A total of 10 minutes will be spent in self-reflection
- P2:** A total of 10 minutes will be spent in self-reflection
- P3:** A total of 15 minutes will be spent in self-reflection

STEP 4

If a child continually displays poor behaviour, or there is a sudden decline in a child's behaviour or attitude to school, then a meeting will be arranged with the child's parent/carer.



Some behaviours such as: fighting, biting, making threats to someone, swearing, stealing, lying, bullying, vandalising, spitting at someone or the use of homophobic or racist language, MAY lead to step 3 straight away.

Our School Values



HONESTY

We are truthful and open in all that we do.



AMBITION

We strive to be the best we can be.



RESPECT

We value ourselves, others and our environment.



RESPONSIBILITY

We take ownership of our actions and our learning.



KINDNESS

We care for others and show compassion.



TOGETHER WE LEARN • TOGETHER WE GROW • TOGETHER WE SUCCEED





LANGHOLM PRIMARY

BEHAVIOUR PATHWAYS P4-P7

— Our school community makes good choices —

STEP 1

Verbal Warning

The teacher will speak to the child quietly, discuss the behaviour, give them a verbal warning about their behaviour and ask them to make good choices.

STEP 2

If unacceptable behaviours continue:

The child will be informed that they have continued to display unacceptable behaviour. The teacher will make a note of this on the school tracker.



Reflection time will take place.

- P4:** 5 minutes will be spent in self-reflection
- P5:** 5 minutes will be spent in self-reflection
- P6:** 10 minutes will be spent in self-reflection
- P7:** 10 minutes will be spent in self-reflection

STEP 3

If unacceptable behaviours continue:

The child will be informed that they have again continued to show unacceptable behaviour. Class teacher will contact the parents to inform them of this.



Reflection time will take place.

- P4:** A total of 10 minutes will be spent in self-reflection
- P5:** A total of 10 minutes will be spent in self-reflection
- P6:** A total of 15 minutes will be spent in self-reflection
- P7:** A total of 20 minutes will be spent in self-reflection

STEP 4

If a child continually displays poor behaviour, or there is a sudden decline in a child's behaviour or attitude to school, then a meeting will be arranged with the child's parent/carer.



Some behaviours such as: fighting, biting, making threats to someone, swearing, stealing, lying, bullying, vandalising, spitting at someone or the use of homophobic or racist language, MAY lead to step 3 straight away.

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