



Lochgoilhead Primary School and ELC

Positive Relationship Policy

This policy was adopted at:

Lochgoilhead Primary School and ELC

On Monday 20th October 2025

Signed: Louise Blair Designation: Head Teacher



Article 2 (Non-discrimination) The Convention applies to every child without discrimination., whatever their ethnicity, gender, religion, language, abilities, and or any status, whatever they think or say, whatever their family background.

Article 28 (right to an education) Every child has the right to an education. Primary education must be free and different form of secondary education must be available to every child. Discipline in school must respect children's dignity and their rights.



Statement of purpose

We want Lochgoilhead Primary school to be a place where our vision is 'Our school is at the heart of a nurturing community where all learn to be the best they can be'. Through our vision, our values, and our aims, we encourage all young people and adults to help one another develop positive relationships and behaviours. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility where children can thrive socially, emotionally and academically.

Lochgoilhead Primary School is a Rights Respecting School, and is currently certified with a Silver Award, working towards GOLD. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of the school ethos and curriculum and our positive relationship policy reflects a restorative approach to behaviour management. We are striving to promote nurturing relationships at Lochgoilhead Primary School and ELC that are positive and founded on a mutual respect for rights for all.

Lochgoilhead Primary and ELC follows the principles of the national 'Respect Me' agenda and has developed a Relationship Policy which encompasses positive behaviour strategies and anti-bullying. Our policy and procedure in line with Argyll and Bute's anti bullying policy, Education Endowment Framework (2018) with UNCRC principles at the centre.

At Lochgoilhead, we know that positive learning communities are central to the well-being of learners, staff and families.

Positive relationships help children to:

- feel a greater sense of belonging and connection, which ensures that learned are more likely to engage in positive ways.
- supports everyone in the community,
- create positive connections which support children's behaviour, increases attendance, promotes inclusion, raises achievement and attainment, and promotes equity equality and rights,
- have higher resilience and the ability to deal with difficult situations

When there are effective interpersonal relationships then we are best able to safeguard our children and young people and prevent mental ill health. Relationship based approaches are therefore, an integral part of Child Protection and Suicide Prevention work

Please note that throughout this policy the term 'parents' is used to include all main caregivers.

Policy aims

Lochgoilhead Primary School/ELC staff will:

- value and promote our Vision, Values and Aims, upholding the Rights Respecting Schools's Charter (Appendix 1)
- teach children about their rights and how actions affect the rights of others, based on the United Nations Convention on the Rights of the Child (Appendix 2)
- use and teach SHANARRI wellbeing indicators, as laid out in *Getting it Right for Every Child*
- recognise good behaviour and celebrate children's efforts, achievements and successes
- promote our Rights Respecting School charter centred on the values of 'Happiness, Respect and Ambition'.

- expect that our Vision, Values and Aims are modelled by all children and adults within the school community, that they treat others with respect and that they share our vision for building positive relationships.
- value parental partnerships, support and understanding in finding fair solutions to issues arising at school.
- encourage early involvement of parents in supporting the rights of the child and positive behaviour.
- ensure a consistent, fair and sensitive approach to behaviour management, acknowledging that children are individuals, have varying needs and therefore, may benefit from differentiated interventions/support.
- establish a shared understanding of degrees of inappropriate behaviour/language and clear guidelines for dealing with and managing these, detailed within our staged response model (Appendix 3)
- use and encourage children to lead in restorative practice (Appendix 4)
- demonstrate that consequences are fair, just and respect a child's dignity, taking individual needs into account.
- follow Argyll and Bute's Anti-Bullying policy for defining, preventing, communicating, responding to and reporting bullying behaviours (Appendix 5)
- Adhere to Education Endowment Framework (2018) recommendations (Appendix 6)

Links to Getting it Right for Every Child (GIRFEC)

GIRFEC is the national approach to improving the wellbeing of children and young people. Through policy and delivery of services at both national and local level, the GIRFEC approach:

- Puts the best interests of the child at the heart of decision making.
- Take a holistic approach to the wellbeing of a child.
- Works with children and young people and their families on ways to improve wellbeing.
- Advocative for preventative work and early intervention to support children, young people and families.
- Believe professionals must work together in the best interests of the child.

We achieve this by safeguarding the SHANNARI indicators below for all children.

SHANNARI indicators

- **Safe:** To have a safe and supportive environment which encourages the building of positive relationships, self-esteem, understanding and concern for all.
- **Healthy:** To be as healthy (physically, mentally and socially) as possible and support others to make healthy choices too.
- **Achieving:** To be creative, risk-taking, determined and reflective in all that we do and develop a growth mind set in order to achieve our potential through a wide range of experiences both in and out of school.
- **Nurtured:** For everyone to feel listened to, cared for, supported, protected and valued without judgement
- **Active:** To be actively engaged and motivated in all that we do.

- **Respected:** To have positive relationships and everyone's opinions and unique qualities to be respected and valued.
- **Responsible:** For everyone to be proud of and to take appropriate responsibility within our community and be accountable both independently and as a team.
- **Included:** To overcome inequalities and for everyone to have a voice in finding solutions to foster the development of positive relationships.

Celebrating Achievements

- Children work hardest when they know their work will be appreciated and praised. All staff always encourage pupils and, in all activities, to give their best.
- The whole school celebrates achievement by giving class and head teacher certificates to award pupils for good work, effort or kindness shown to others at whole school assemblies. This is celebrated weekly.
- Wider achievement board in school when these are shared by families and the End of Year achievement and awards ceremony in June annually.

Monitoring of this policy

- It will be the responsibility of Louise Blair (Head Teacher) to ensure that all staff, including new or temporary staff, are familiar with this policy and to monitor that it is being implemented.
- This policy should also be brought to the attention of all parents, visiting professionals and any other individuals accessing the setting.
- The responsibility of all to adhere to the policy should be highlighted.
- Monitoring and evaluation of the policy will be achieved through both formal and informal observation of staff practice and curriculum monitoring.
- We will carry out consultations with service users to ensure this guidance is being adhered to.

Aspirations for stakeholders

Children, Parents and staff all have an important and crucial part to play in producing and sustaining this positive ethos.

Aspirations for Staff:

- To respect the rights of children, staff and families by listening to and valuing their views.
- To promote wellbeing of children, staff and families, showing mutual respect for their rights through their application of the SHANNARI indicators.
- To do what is best and fair for children, supporting their individual needs are recognised and supported.
- To model rights respecting behaviour and language
- To create a welcoming, supportive and safe environment
- To recognise and value the skills and abilities of all children
- To highlight positive outcomes and respond to negative behaviour clearly and consistently.

Aspirations for children:

- To respect the right of children, staff and families by listening to and valuing their views.
- To promote wellbeing of children, staff and families, showing mutual respect for their rights through their application of the SHANNARI indicators.
- To try their best and promote positive behaviour in all settings.
- To follow our Rights Respecting Schools charter “Be respectful. Be Ready. Be Safe”
- To adhere school vision, value and aims through respectful words and actions.
- To understand there are consequences to behaviour, ensuring their individual needs are recognised and supported.
- To play an active role in supporting our school community and wider community

What can parents/carers do to support us?

- Support the positive behaviour policy, mirroring respectful language and actions towards children, staff and families.
- To promote wellbeing of children, staff and families, showing mutual respect for their rights through their application of the SHANNARI indicators.
- Work in partnership with the school if they have any concerns about their child to ensure we recognise and meet their individual needs together.
- Celebrate their child’s efforts, achievements and successes in and out of school.
- Inform the school of achievements outside school so these can be shared more widely in school through our wider achievement board, The Wee Goil, School Newsletter, Facebook and Seesaw.
- Discuss expectations for displaying positive behaviour with their child/children, working together to explore possible solutions.
- Encourage children to discuss any problems/worries with the school allowing children to share their voice with adults both in and out of school, valuing their views.

Appendix 1- Vision and values

Lochgoilhead Primary and ELC Vision: 'Our school is at the heart of a nurturing community where all learn to be the best they can be'

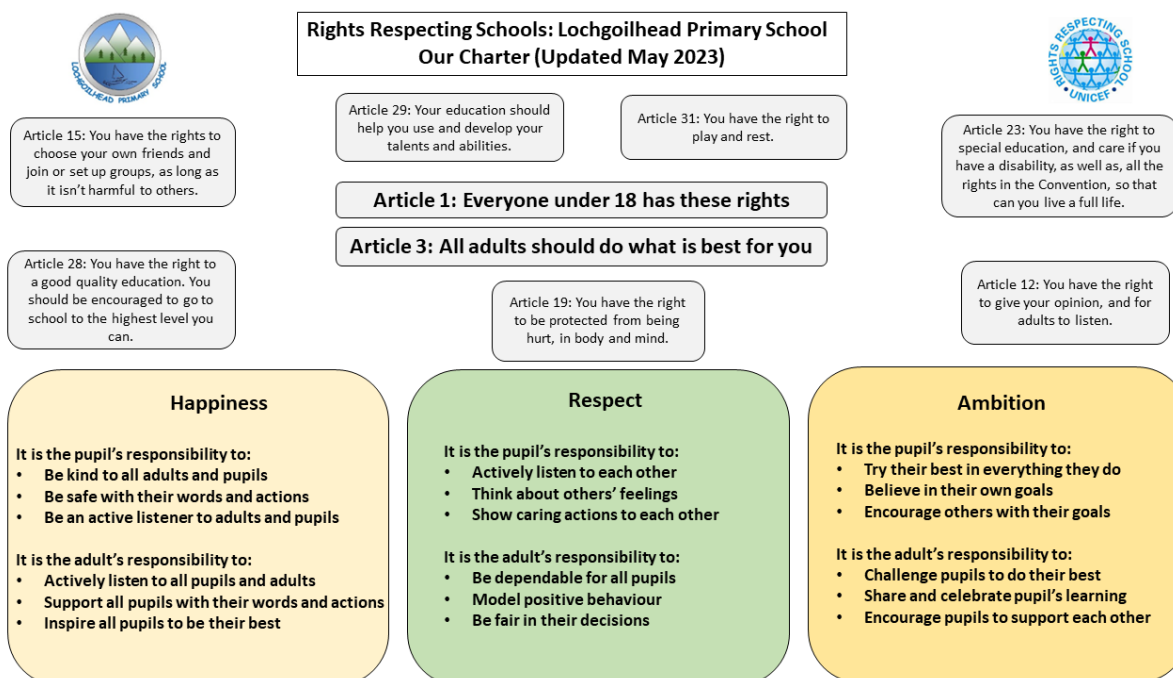
Lochgoilhead Primary and ELC Values:

Happiness

Respect

Ambition

Our Rights Respecting School Charter (Updated May 2023)



Appendix 2

[Summary-of-the-UNCRC.pdf \(unicef.org.uk\)](#)

Appendix 3

Behaviours	Possible Support Measures/Consequences
Stage One Low level, disruptive behaviours, which is <i>beginning to</i> impact on the rights of others	• Restorative Discussion • Reminder of class charters and school values • Class Discussions • Support from adults for child to be their best
Stage Two Repeated or consistent unacceptable behaviours after restorative approaches have been put in place but not had desired effect. Disruptive behaviour which is having a <i>notable</i> impact on the rights of others Disrespecting staff, peers or property Intentional physical contact	• Restorative Discussion • Contacting parents/carers • HT informed • Targeted individual support • School based meeting with parents/carers to discuss support required
Stage Three Ongoing unacceptable behaviours after Stage 2 approaches have been put in place but not had the desired effect. Disruptive/disrespectful behaviour which is having a <i>significant</i> impact on the rights of others Severe intentional physical contact A sudden, unexpended, serious incident	• Restorative Discussion • HT involvement • Parents/carers immediately informed • GIRFEC meeting using SHANARRI indicators • Individual Pupil Support Plan agreed with pupil and their parents/carers • Argyll and Bute Anti-Bullying Policy

Appendix 4

Restorative Practice

Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild/repair relationships. These discussions often involve children affected by negative behaviours also, with staff supportively guiding dialogue and mediating.

Questions that may be asked during a restorative discussion are:

When things go wrong...

- 1) What happened?
- 2) What were you thinking about at the time? What are you thinking now?
- 3) How do you think it made _____ feel?
- 4) How would you feel if it happened to you?
- 5) What do you think you need to do to repair the harm/to put things right?

When someone has been harmed...

- 1) What happened?
- 2) How did it make you feel? How are you feeling now?
- 3) What has been the hardest thing for you?
- 4) What do you think has to happen to make things right?

Appendix 5

Argyll and Bute Anti Bullying Policy

[anti-bullying_policy_july_2019.pdf \(argyll-bute.gov.uk\)](#)

Education Endowment Framework (EEF)

Education Endowment Framework (EEF) 'Improving Behaviour in Schools' was published in 2018.

The report by the EEF has identified the following elements of successful positive behaviour within a school:

1. Know and understand your pupils and their influences • Pupil behaviour has multiple influences, some of which teachers can manage directly. • Understanding a pupil's context will inform effective responses to misbehaviour. • Every pupil should have a supportive relationship with a member of school staff
2. Teach learning behaviours alongside managing misbehaviour • Teaching learning behaviours will reduce the need to manage misbehaviour. • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. • Teachers should encourage pupils to be self-reflective of their own behaviours.
3. Use classroom management strategies to support good classroom behaviour • Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems can be effective when part of a broader classroom management strategy
4. Use simple approaches as part of your regular routine • Some strategies that don't require complex pedagogical changes have been shown to be promising • Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
- 5 • School leaders should ensure the school behaviour policy is clear and consistently applied 5. Use targeted approaches to meet the needs of individuals in your school • Universal behaviour systems are unlikely to meet the needs of all your students • For pupils with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
6. Consistency is key- Consistency and coherence at a whole-school level are paramount