



Boghall Primary School and Nursery



Positive Relationships Framework

Introduction

Our Positive Relationships Framework sets out the standards and practices within Boghall Primary School and Nursery to establish, develop and embed positive relationships across our school community. Building positive relationships is key to all the work that we do and should be present in all aspects of our curriculum and practice within the school.

Our Health and Wellbeing curriculum is core to teaching children about the importance of relationships and sets the standards of what is expected across the school, and we work to develop and embed positive relationships across the 4 aspects of the curriculum:

- Ethos and life of the school
- Curriculum subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Our Health and Wellbeing curriculum is delivered through key frameworks and programmes that promote children's rights, safety, and emotional development. We embed the UNCRC, SHANARRI Wellbeing Indicators, Nurture Principles and the concept of a Trusted Adult across daily practice. Regulation Strategies and the Emotion Works programme help learners understand and manage their emotions, while Relations, Sexual Health and Parenthood (RSHP) is taught in a sensitive, age-appropriate way. Together, these approaches support this policy and reinforce positive, respectful behaviour.

Within this framework you will see how we aim to embed positive relationships through our daily interactions and our curriculum.

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Vision, Values, and Aims

At Boghall Primary School and Nursery, we develop positive relationships to help our children reach their potential.

Our Vision:

Dream, Believe, Achieve!

Our Values:

- Trust (Trustworthy Tiger)
- Respect (Respectful Rabbit)
- Ambition (Ambitious Alpaca)
- Inclusion (Inclusive Iguana)
- Nurture (Nurturing Narwhal)

Our Aim:

To create a respectful, welcoming, and high-quality learning environment that encourages confidence and excellence. We aim to nurture happy, independent, and kind individuals, fostering motivation and resilience for lifelong learning and future careers, in partnership with parents and the community.

Nursery Motto:

"Hand in hand, together we can."

Our nursery emphasizes fun and purposeful activities, promoting safe play and confident exploration of appropriate risks.

Our School Rules

- Be **Ready** to learn
- Be **Respectful**
- Be **Safe**

At Boghall Primary School we are

Ready



Ready to learn, try new things and take part in school life with a positive mindset.

Respectful



Respectful of what makes each person unique, valuing their opinions and feelings. We respect people, places and things.

Safe



Safe in our choices, words and behaviour, helping ourselves and others to feel happy and valued.

Our Context - The Boghall Way

Our aim in developing our nurturing school is firmly embedded within our approach to Getting it right for every child (GIRFEC) and the UNCRC rights of the child.

At Boghall Primary and Nursery, our nurturing approach highlights the importance of positive relationships for learning and wellbeing. Grounded in attachment theory, we understand that early experiences shape development. Everyone in our school community contributes to fostering reliable and consistent relationships that support healthy social and emotional growth. We focus on creating a balanced environment that combines care and challenge, ensuring warmth, positive connection, and high expectations alongside structure and a commitment to achievement.

All staff have completed Trauma-Informed Practice training, and our school has achieved The Promise Award which aims to improve the experiences and outcomes for care experienced children.

The Nurturing Principles we follow:

1. We are all individuals – that means not everyone learns at the same pace or at the same time
2. Our classrooms, school and playground should be a calm, safe environment for everyone
3. Looking after ourselves, and other people, makes us feel good in mind and body
4. What we say to people tells them a lot about us and how we are feeling
5. It is not always easy to express how we feel in words – how we behave towards other people says a lot about how we are feeling
6. Change happens all the time. It can be exciting, but it can also be scary, and that is ok

Our Trusted Adult initiative guarantees that every student has access to caring adults in school with whom they can share their concerns and feelings. Pupils choose their own Trusted Adults based on positive relationships, interests and personalities, just as they would with their friends.

A Shared Responsibility

The aim of our policy is to put our vision, values and aims into action. We are committed to building a caring and nurturing ethos where everyone is valued and has a positive approach to behaviour. We believe it is vital for our school community to work together to achieve this.

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 and calm and consistent environments
- Provide stimulating learning which meets learners needs
- 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.

Children will:

- Follow our 3 school rules: Ready, Respectful and safe
- Learn and follow classroom routines
- Work hard to achieve
- Engage in 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 voice heard, help them reflect on their behaviour and take responsibility for their actions.
- Have their success celebrated.

Parents will:

- Read, discuss and reinforce the 3 school rules: Ready, Respectful and Safe.
- 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.
- Support the school's approach to building positive relationships.

Celebrating Success

Value Awards

A pupil who demonstrates exceptional effort in their work or embodies the values of Boghall may be put forward for a Values Award, which will be presented during Whole School Time.

Positive visits

Pupils can be sent with a purple 'positive visit' card to an adult or class of their choice. Teachers may give these for a particularly good piece of work/homework or for effort/improvement in certain areas. Outstanding pieces of work may warrant a visit to a member of the SLT to receive a special certificate or to make a phone call home.

Magic Munchie Monday

Children who have been showing the school values are selected to enjoy a cup of hot chocolate and a biscuit with the SLT each Monday.

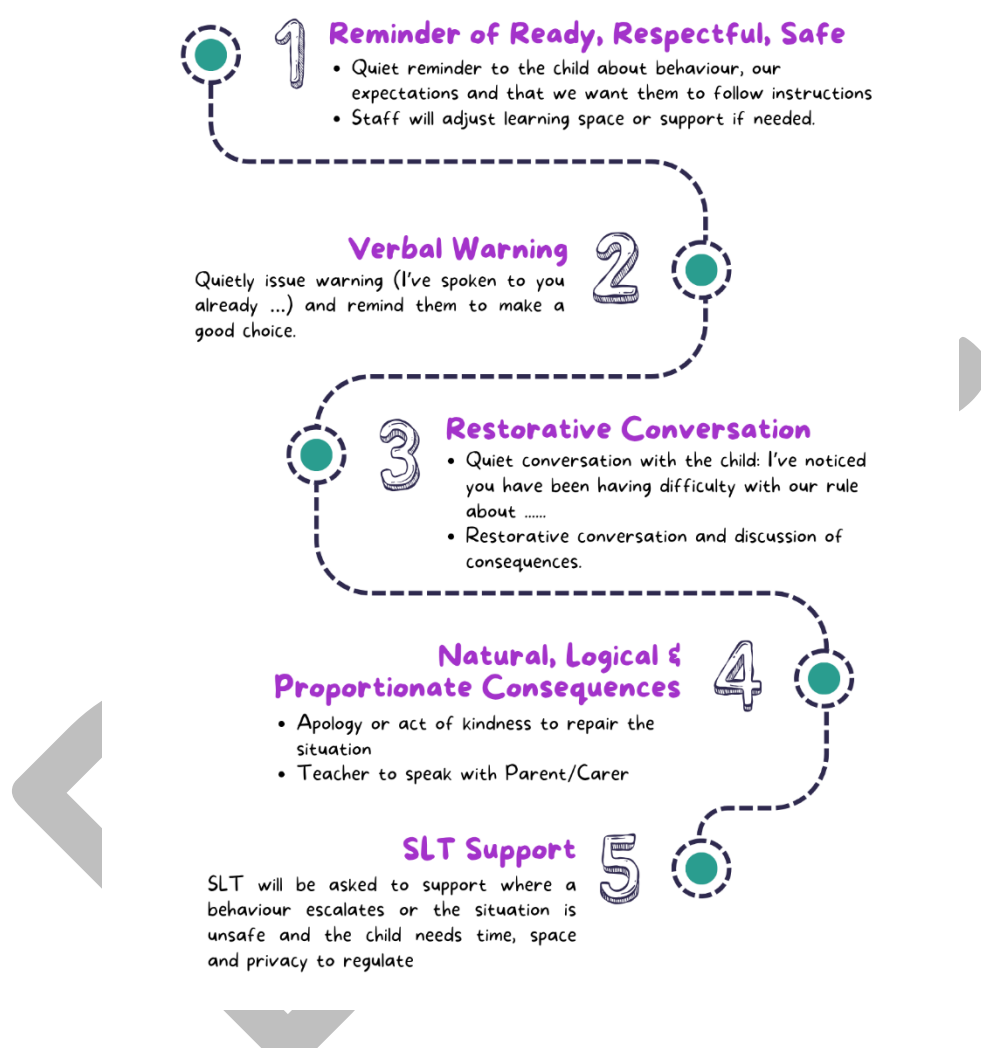
Rewards

We have a whole school House Points system which encourages children to earn house points through demonstrating positive behaviours linked to our rules and values. Within the classroom other rewards such as stickers, table points, Star Pupil, proud patches, VIP pupil etc. may be used. We also have individual systems in place to support specific pupils.

Celebrations	Consequences
Praise House tokens Positive visit to another class Positive visit to SLT Phone call home Magic Munchie Monday Values certificate In class – table points, recognition boards, stickers, VIPs	Seat move/completion of work Restorative Conversation Apology or Act of Kindness Teacher talk to or meet with Parent/Carer Leadership Team involvement

Regulate, Relate, Reason and Restore

At times there will be a need to address behaviour which is not in line with our school rules of being ready to learn, being respectful and safe. Regulate, relate, reason, and restore is a sequential approach to managing emotional dysregulation, building trust, supporting reflection, and repairing relationships. When dealing with behaviour which does not follow our rules, there is a consistent process followed by every staff member.



When considering consequences adults will take into account:

- Are consequences natural, logical and proportionate?
- Can the consequence be applied immediate and the situation repaired?
- Are the consequences linked to learning?
- Are they meaningful and trauma informed?

Firstly, we will consider if something has happened in a child's wider environment to affect their social, emotional or mental wellbeing before issuing consequences, through our Emotions Works curriculum we call this 'influences'. Depending on the needs of our pupils, some may be supported through Individual Behaviour Plans and Positive Response Plans.

Anti – Bullying Statement

At Boghall Primary School and Nursery, bullying is unacceptable. Every child deserves a safe and happy learning environment.

In consultation with children, staff and families our definition of bullying is:

Repeated, unwanted and intentional verbal, social or/and physical behaviours that cause others to feel hurt, threatened, frightened or left-out. It can happen face-to-face or online.

Bullying is a breach of children's rights. In Boghall Primary School we are committed to challenging all types of prejudice-based bullying and language.

Fall outs and disagreements are a normal part of forming and building relationships as our children grow up. It is important however that children know the difference between disagreements and bullying.

Strategies used in Boghall Primary School and Nursery prevent and reduce bullying may include:

- Delivery of teaching about bullying which includes and involves pupils in their learning through the Wellbeing Indicators and Emotion Works.
- Teaching about and through Children's Rights (UNCRC), through Rights Respecting Schools.
- Promote positive relationships, behaviour and role models.
- Professional Learning for staff about bullying using resources from Respect Me.
- Reading stories that introduce pupils to people from multi-national backgrounds through pictures and positive role models.
- Reading stories that positively promote different families, including same sex parents.
- Ensuring through discussion that pupils can raise and discuss any matters that are troubling them such as name-calling, bullying, unequal access to certain activities etc.
- Encouraging pupils to resolve personal animosities and tensions which have found expression in an incident, through, for example, conflict resolution, Circle Time, group work etc.
- Recognise anti-bullying awareness weeks
- Involve and consult with all members of the school community regarding behaviour and anti-bullying procedures.

It is important that we, as a school community, respond to any bullying incidents in a calm, reassuring way and focus on helping children regain the feeling of control so they feel like themselves again and can feel safe and happy in school.

How we will respond to reports of bullying in Boghall Primary School and Nursery:

- Allegations of bullying will be taken seriously and responded to promptly.
- Initial response will be one of support rather than immediate consequences.
- Restorative processes will be considered to support the person experiencing bullying behaviour and the person displaying it.
- Where appropriate, involve children in the conversations throughout the process
- Confidentiality in any investigation and outcome
- Outcomes may involve further supports and appropriate interventions being put in place.

Recording and Monitoring

Incidents of bullying are recorded and monitored. In accordance with West Lothian guidance incidents are recorded using the SEEMIS Bullying and Equality Module.

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.
- School Leadership Team are also in the playground and can support when needed.

Equality & Diversity

At Boghall Primary School and Nursery, we are committed to upholding the rights and well-being of every child in our care. We believe everyone has the right to learn, be treated kindly, and be treated fairly as outlined in the United Nations Convention on the Rights of the Child (UNCRC). Our school values — Trust, Respect, Ambition, Inclusion and Nurture — help us celebrate our uniqueness and make sure everyone feels safe. Together we Dream, Believe and Achieve.

UNCRC Principles:

Article 2 – Non-Discrimination: We are committed to creating an inclusive environment where every child feels welcome, respected, and valued.

Article 3 - Best Interests of the Child: Our school actively addresses and challenges any form of discrimination, prejudice, or bullying

Article 12 - Respect for Views: Children's voices are heard and valued in our community. We provide opportunities for them to express their opinions and be part of the decision-making process.

Equalities Principles:

Promoting Inclusion: We are committed to creating an inclusive environment where every child feels welcome, respected, and valued.

Tackling Discrimination: Our school promotes respect and equality by addressing and challenging all forms of discrimination, prejudice, and bullying.

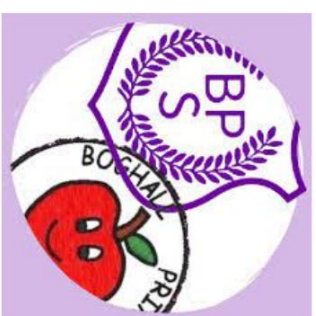
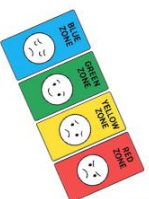
Equity in Education: We strive to provide all children with equal access to opportunities, resources, and support, ensuring that every child can reach their full potential.

Inclusion:

Our school value of Inclusion promotes diversity, fairness, and belonging across all aspects of school life, ensuring that every member of our school community has a voice and feels heard, valued, and respected. Working together with pupils, staff, parents, and carers, we strive to make Boghall Primary School and Nursery a welcoming, supportive, and safe environment where everyone feels they belong.

The Boghall Way

Ready - Respectful - Safe



1 Reminder of Ready, Respectful, Safe

- Quick reminder to the child about the expectations and that we want them to follow instructions
- Staff will adjust learning space or support if needed

2 Verbal Warning

Quickly issue warning (be specific as to why) and remind them to make a good choice

3 Restorative Conversation

- Quiet conversation with the child (be invited about...)
- Restorative conversation and discussion of consequences

4 Natural, logical & Proportionate Consequences

- Apology or act of kindness to repair the situation
- Teacher to speak with Parent/Carer

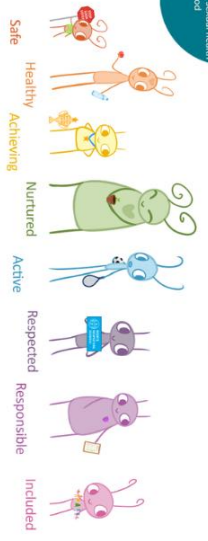
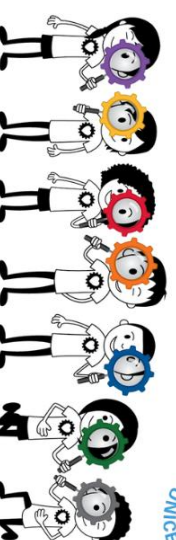
5 SLT Support

SLT will be asked to support where a behaviour escalates or the situation is unsafe and the child needs time, space and privacy to regulate



Sharing Success

Positive Visits
& Phonecalls
MMM & Value
Certificates
Class Rewards
& House Treat



Regulate - Relate - Reason - Restore

The Boghall Way

Regulate - Relate - Reason - Restore



1

Reminder of Ready, Respectful, Safe

- Quiet reminder to the child about behaviour, our expectations and that we want them to follow instructions
- Staff will adjust learning space or support if needed.

Verbal Warning

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

2



3

Restorative Conversation

- Quiet conversation with the child: I've noticed you have been having difficulty with our rule about
- Restorative conversation and discussion of consequences.

Natural, Logical & Proportionate Consequences

- Apology or act of kindness to repair the situation
- Teacher to speak with Parent/Carer

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The Boghall Way

Regulate - Relate - Reason - Restore

1

Regulate

Regulate - Why?

- Children can't learn or reflect when they are in fight/flight/freeze/fawn mode, so their psychological stress responses need to be calmed first
- Stress brings on a pattern of psychological responses: hyper-arousal (jumpy, agitated, explosive) or hypo-arousal (depressed, withdrawn, frozen)

2

Relate

Relate - Why?

- Connection will help to calm their nervous system
- When we are around people we care about & trust, our bodies produce oxytocin, the hormone responsible for calming our nervous system after stress
- Validate their feelings but not the behaviour

3

Reason

Reason - Why?

- Once calm learners can 'learn' new ways to manage their behaviour when they have strong feelings
- Support them to explore strategies that may help them to find calm (even practice some of the strategies)
- Hopefully next time they feel these emotions they will have helpful strategies to rely on

4

Restore

Restore - Why?

- To repair relationships, rebuild trust, and/or open lines of communication again
- Encourages them to be responsible for their own behaviour and be a part of resolving the situation, a restorative approach allows all parties to take responsibility for their own behaviour and to be part of resolving the situation
- Allows them, and others affected, to get back into their routine and to be ready to learn again



Boghall Primary School and Nursery

Equalities Policy



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Inclusion

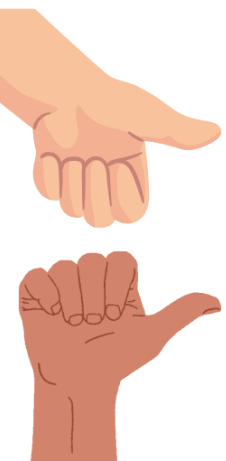
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