

# Healthy Relationships

## John Logie Baird Primary School, Learning Centre & ELCC





## Healthy Relationships Policy

### 1. Purpose, Vision & Values and Aims

The purpose of this policy is to provide guidance for parents, pupils and teachers about our relationships-focused approach to behaviour management. Relationships and behaviour will be a specific focus of school inspections by HMIE and we recognise that the two are inextricably linked. Positive relationships are also central to GIRFEC (Getting It Right for Every Child) and the UNCRC (United Nations Convention on The Rights of The Child).

Positive relationships are central to a positive school ethos which supports the inclusion, equality and wellbeing of everyone in the school community. Positive relationships play a key role in underpinning our vision of 'Nurturing and Inspiring Everyone to Reach Their Full Potential' and values 'Healthy Relationships, Equity, Ambition, Respect and Responsibility.'

Our relationships-focused approach emphasises the importance of wellbeing as the first vital step in ensuring meaningful learning and teaching can take place. We understand the importance of fostering meaningful relationships and restoring these when things go wrong, and understand the importance of co-regulation and de-escalation as vital tools to ensure a calm and caring environment.

We recognise that there may be some people in our learning community who might require further help and support with self-regulation and we are committed to ensuring we work alongside those that experience these challenges to allow us to respond appropriately. We understand the importance of using language that is non-dispositional, so we use the term "distressed" or "dysregulated" when describing "challenging behaviour". Our approach to relationships-focused practice will prioritise, as far as possible, a solution orientated approach.

The main purpose of this policy is to promote positive relationships within our learning community, with the common purpose of ensuring that everyone experiences a nurturing, empathetic and respectful environment.

### 2. Expectations and Boundaries

It is important to emphasise that a relationships-focused approach does not mean there is a lack of expectations or boundaries.

At John Logie Baird, we have expectations in place that apply to everyone and are inclusive and achievable by all.



Expectations at John Logie Baird:

<b>Expectations</b>	<b>Exemplification</b>	<b>Why?</b>
Equity	Nurture groups	Addressing adverse childhood experiences which may impact experiences at school
Ambition	Setting and achieving targets	Targeted approach to improving behaviour and relationships
Respect	Rights Respecting School	Placing children's rights and needs at the centre of their education
Curiosity	Conflict and resolution	Promote respectful dialogue, deeper understanding and stronger, more positive relationships across the school.
Healthy Relationships	Relational practice	Improvement in children's health and wellbeing

We recognise the importance of the adults modelling these expectations to ensure that learners know what is expected of them.

At John Logie Baird, we understand the importance of the physical school environment in supporting our expectations and fostering a sense of belonging.

Linked to our physical environment everyone can expect:

<b>Expectation</b>	<b>Exemplification Within the Physical Environment</b>
Equity	School visuals are communication friendly with Boardmaker pictures
Ambition	Quality Improvement (QI) – visible, targeted approach to improving Healthy Relationships
Respect	UNCRC Rights Holders and Duty Bearers
Curiosity	Problem Solving Wheel – conflict resolution strategies
Healthy Relationships	Restorative practice and conversations

These expectations exist to help us to promote a calm, secure and supportive school ethos.

Our school expectations exist in order to establish the appropriate boundaries that will support effective learning and teaching. We understand that it is natural for individuals to push boundaries, but when this happens, we are committed to reinforcing boundaries in an attuned manner. It is important to acknowledge that we will not prioritise a punitive approach when members of our school community fall short of achieving our expectations, instead, we will explore consequences that are proportionate, natural and collaborative in nature.

Our approach will always be solution-oriented and restorative in the first instance to ensure that those involved are able to learn and implement change for themselves. Where an

individual is struggling to meet our expectations we will work collaboratively with everyone involved to ensure the appropriate support is in place.

### 3. Key Relational Practice

At John Logie Baird, all of our staff understand the vital role that positive relationships play in fostering our school ethos. Our staff have an understanding of the impact of trauma on brain development and self-regulation skills and are attachment and trauma-informed.

Understanding these key concepts equips us with the ability to ensure that we see distressed behaviour in the wider context of the individual's circumstances. Positive relationships are inextricably linked to positive educational outcomes, so the ways in which we actively promote positive relationships are outlined below.

At whole school level we use:

<p style="text-align: center;"><b>Rights &amp; Equalities</b></p> <p style="text-align: center;"><i>Children's rights &amp; entitlements are fundamental to Scotland's approach to social justice and social inclusion.</i></p> <ul style="list-style-type: none"> <li>✓ Curricular themes of social justice, inclusion &amp; diversity</li> <li>✓ Rights Respecting School</li> <li>✓ Respectful language</li> <li>✓ Diversity visibly celebrated</li> <li>✓ Duty Bearers Awards</li> </ul>	<p style="text-align: center;"><b>Relationships</b></p> <p style="text-align: center;"><i>Positive relationships are underpinned by a culture and ethos, where everyone feels safe, respected and valued.</i></p> <ul style="list-style-type: none"> <li>✓ School values</li> <li>✓ Calm adult behaviour</li> <li>✓ RIP &amp; PIP</li> <li>✓ Model positive behaviours</li> <li>✓ Marvellous Manners</li> <li>✓ Hold doors open for others</li> <li>✓ Get to know who our children are individually</li> <li>✓ Values Awards</li> </ul>
<p style="text-align: center;"><b>Inclusion</b></p> <p style="text-align: center;"><i>Inclusion happens when the learning environment supports everyone. Individual needs are met through appropriate pedagogy, curriculum and personalised support.</i></p> <ul style="list-style-type: none"> <li>✓ Equality &amp; Diversity HWB planning</li> <li>✓ School rules – Be ready, Be safe, Be respectful</li> <li>✓ Quiet transitions</li> <li>✓ Give children time and space when needed</li> <li>✓ Celebrate wider achievement</li> <li>✓ Extra-curricular clubs</li> </ul>	<p style="text-align: center;"><b>Wellbeing &amp; Care</b></p> <p style="text-align: center;"><i>Wellbeing is fostered through caring, supportive and purposeful environments where the understanding and skills for good mental, emotional, social and physical wellbeing are taught.</i></p> <ul style="list-style-type: none"> <li>✓ School ethos</li> <li>✓ Nurture Principals</li> <li>✓ Meet and Greet</li> <li>✓ Restorative practice</li> <li>✓ Wonderful Walking</li> <li>✓ Above &amp; Beyond Bee</li> <li>✓ Engaging with families and the wider community</li> </ul>

At classroom level, we use:

<p style="text-align: center;"><b>Rights &amp; Equalities</b></p> <p><i>Children's rights &amp; entitlements are fundamental to Scotland's approach to social justice and social inclusion.</i></p> <ul style="list-style-type: none"> <li>✓ Classroom Charter</li> <li>✓ UNCRC Rights</li> <li>✓ Diversity visibly celebrated</li> <li>✓ School values</li> </ul>	<p style="text-align: center;"><b>Relationships</b></p> <p><i>Positive relationships are underpinned by a culture and ethos, where everyone feels safe, respected and valued.</i></p> <ul style="list-style-type: none"> <li>✓ Meet and Greet</li> <li>✓ Problem solving wheel</li> <li>✓ Clear expectations and routines taught to children</li> <li>✓ Healthy Relationship surveys</li> </ul>
<p style="text-align: center;"><b>Inclusion</b></p> <p><i>Inclusion happens when the learning environment supports everyone. Individual needs are met through appropriate pedagogy, curriculum and personalised support.</i></p> <ul style="list-style-type: none"> <li>✓ Resources labelled</li> <li>✓ Visual timetable</li> <li>✓ Star of the Week - PATHS</li> <li>✓ Learning journey targets</li> <li>✓ AiFL – celebrate success together</li> <li>✓ A writing area</li> </ul>	<p style="text-align: center;"><b>Wellbeing &amp; Care</b></p> <p><i>Wellbeing is fostered through caring, supportive and purposeful environments where the understanding and skills for good mental, emotional, social and physical wellbeing are taught.</i></p> <ul style="list-style-type: none"> <li>✓ SHANARRI assessment</li> <li>✓ PATHS/Bounceback</li> <li>✓ Thought Box</li> <li>✓ Photos of positive experiences displayed</li> <li>✓ Daily emotional check-in</li> <li>✓ Display work celebrating success for all</li> <li>✓ Birthday display</li> </ul>

At the individual level, we use:

<p style="text-align: center;"><b>Rights &amp; Equalities</b></p> <p><i>Children's rights &amp; entitlements are fundamental to Scotland's approach to social justice and social inclusion.</i></p> <ul style="list-style-type: none"> <li>✓ Child Planning Meetings</li> <li>✓ Agency partnership working</li> <li>✓ Learning Centre &amp; Mainstream provision</li> </ul>	<p style="text-align: center;"><b>Relationships</b></p> <p><i>Positive relationships are underpinned by a culture and ethos, where everyone feels safe, respected and valued.</i></p> <ul style="list-style-type: none"> <li>✓ ASN support</li> <li>✓ Parental partnership</li> <li>✓ External agency partnerships - GIRFEC</li> </ul>
<p style="text-align: center;"><b>Inclusion</b></p> <p><i>Inclusion happens when the learning environment supports everyone. Individual needs are met through appropriate pedagogy, curriculum and personalised support.</i></p> <ul style="list-style-type: none"> <li>✓ Self-regulation kits – sensory/fidget materials</li> <li>✓ Resources to support individual learning styles</li> <li>✓ Differentiated targets and planning</li> <li>✓ Now, Next, Then charts</li> </ul>	<p style="text-align: center;"><b>Wellbeing &amp; Care</b></p> <p><i>Wellbeing is fostered through caring, supportive and purposeful environments where the understanding and skills for good mental, emotional, social and physical wellbeing are taught.</i></p> <ul style="list-style-type: none"> <li>✓ Nurture groups</li> <li>✓ A nurturing/safe space</li> <li>✓ Counselling service</li> </ul>

The aim of these approaches is to promote positive relationships and make them visible within our school community. These approaches help to foster an inclusive environment where



people feel they belong and in which the wellbeing of everyone is prioritised in order to achieve our individual successes.

#### **4. Training to Support Development and Implementation:**

The links below will direct you towards appropriate information, resources and professional learning to support the development and implementation of your setting's relationships policy.

#### **Inspection Advice Guidance Information: Education Scotland**

[Inspection Advice Note – January 2024 | Inspection and review guidance | HM Chief Inspector reports and guidance | Inspection and review | Education Scotland](#)

#### **Wellbeing, Inclusion and Equalities Professional Learning Framework: Education Scotland**

[Informed Level | Inclusion, Wellbeing and Equalities Professional Learning Framework | Resources | Education Scotland](#)

#### **National Trauma Training Programme**

[National trauma training programme | Turas | Learn \(nhs.scot\)](#)

#### **Included, Engage and Involved Part 1 & 2**

[Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](#)

[Included, engaged and involved part 2: preventing and managing school exclusions - gov.scot \(www.gov.scot\)](#)

#### **United Nations Convention on the Rights of the Child**

[United Nations Convention on the Rights of the Child | Resources | Education Scotland](#)

#### **Time for Inclusive Education**

[Teachers - Time for Inclusive Education \(tie.scot\)](#)

#### **Keeping the Promise Award Programme**

[Keeping the Promise Award Programme | Resources | Education Scotland](#)

#### **Children and Young People's Improvement Collaborative**

[Method - CYPIC 2023](#)

**Interim Review Date: Feb 2026**

**Review Date: August 2026**

