



Blackburn Primary School

Promoting Positive Relationship
Policy and Anti-Bullying
Strategy

Last Updated- June 2026

Policy developed in line with national and local guidance.

West Lothian Council Policy- [Education Support Services - Policies and Procedures - West Lothian Council](#)

Education Scotland's [Promoting positive relationships and behaviour in educational settings | Improving relationships and behaviour | Resources | Education Scotland](#)

We embed children's rights in all areas of our practice. (See appendix 5)

To develop this policy our school engaged with pupils, staff and parents.

HGIOS 3.1 – Ensuring Wellbeing, Equality and Inclusion

We understand that we can improve the outcomes for our children by ensuring we have a shared strategy and approach to the wellbeing of each young person and their families. Relationships are fundamental to a supportive community in Murrayfield/Blackburn Primary, where our school values and respect are core to building a positive learning environment. Our Staff are responsive and sensitive to the wellbeing needs of each child, including those individuals with additional support needs.

Equality and Diversity

We understand and celebrate diversity, children are provided with opportunities to explore equality and inclusion. GIRFEC and Children's Rights We recognise the importance of promoting and protecting children's rights. As a 'Rights Respecting School' we create a community where children are valued and included, their achievements are celebrated and their voice is heard. Children's rights helps to shape our ethos and culture in school. Children's rights are linked to their wellbeing and class teachers plan and promote a rights-based curriculum each term, linking this to relevant learning and teaching.

We are fully aware of the wider influences within and out with school that impacts the developmental needs of each child. We build strong partnerships with families and multi-agencies to plan for children's wellbeing and intervene to provide targeted support when required.

Getting it right for every child

Every child should feel safe, healthy, achieving, nurtured, active, respected, responsible and included. At Blackburn/Murrayfield Primary we understand that each child is unique and their wellbeing can be influenced by personal circumstances and changing needs. Our teaching staff use the Principles from *Know me to Teach Me*, Louise Michelle Bomber.

- Regulate- a way of soothing
- Relate- a way of connecting
- Reason- a way of reflecting
- Repair- a way of re-connecting

Nurturing Principles at Blackburn/Murrayfield Primary School

We use a whole school nurturing approach. This approach supports relationships, wellbeing, attainment and achievement. As a nurturing school, we strive to promote positive wellbeing and build positive relationships through the six nurturing principles

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives.

All classrooms display the Zones of Regulation and this approach is actively taught in all classes. Some children have an individual targeted intervention using the Zones of Regulation.

Education Scotland – [‘Applying Nurture as a Whole School Approach’ A Framework to support the Self Evaluation of Nurturing Approaches in Schools and Early Learning and Childcare](#)

We use the Circle Document to organise our learning environments- [CIRCLE resource to support Inclusive Learning and Collaborative Working \(Primary\) | Resources | Education Scotland](#)

Recognising Positive Behaviours

The promotion of positive behaviour is enhanced through the positive ethos of the classroom and playground. Positive relationships, effective classroom management and organisation and high-quality learning and teaching are key to pupils feeling safe and ready to learn.

To do this we

- Protect emotional wellbeing through class check-ins at least once per day. This will be age and stage appropriate and can be a physical check in or digital tool
- Ensure all children will have identified trusted adults and these are reviewed at least termly
- Recognise and celebrate personal achievements
- Praise children for their efforts and success in class, at whole school assemblies and with their family
- Have class charters, developed with pupil voice and protecting the rights of every child, in every class to set high expectations for all learners
- Through class charters, pupil voice will be used to create positive classroom rewards and systems

Restorative Approaches

We adopt a restorative approach when dealing with incidents in school using a relational approach.

[Restorative approaches to support positive relationships and behaviour | Resources | Education Scotland](#)

Restorative approaches articulate with and compliment all other relational approaches and strongly influence the emotional atmosphere in a learning community. A restorative approach provides a framework of values, thinking and language that is helpful when 'something' needs to be restored. In different contexts this could be:

- effective communication
- relationships or friendships
- empathy and understanding for another person's perspective
- respect (this could mean a sense of security, self-confidence, self-respect, or dignity)
- understanding the impact of our own behaviour on others

- repairing or fixing damages material or resources

Positive Behaviour Management Process

Universal approaches

- Classroom charters
- Positive reinforcement and check-ins
- Trauma Informed Practice
- High Expectations with nurturing classroom principles embedded
- Circle document used to support classroom set-up, quiet spaces and routines
- Zones of Regulation displayed and used in every classroom
- Visual timetable and appropriate visuals- consistent in all classrooms and lanyards
- Well organised classroom with resources accessible to all pupils
- Curriculum planned to meet the needs of all pupils in class

Targeted Approaches- in line with West Lothian Continuum of Support Guidance- [Education Services Continuum of Support Oct 2018 A9149300.pdf](#)

Step 1

- Class Teacher to discuss concerns with SLT- Chronology to be kept on pastoral notes
- Class teacher to communicate with parent/carer- agree actions of support and communication
- Class teacher and SLT to meet with pupil- consider curriculum offer, experiences

Step 2

Class teacher/ASN lead/SLT carry out observation

Assessment of Need Meeting held

Actions discussed and agreed- pupil passport including review timescales, check-in, chronology

Communication strategy agreed- who, what, when

Enhanced- individualised support

- Assessment of Need review meeting held by SLT (including HT/DHT) with class teacher and parent/carer- following West Lothian Council's Continuum of Support (see appendix 2)
- Referrals- WRG, Educational Psychology, medical referrals (SLT)
- Discussion about support and curriculum in school- what can we offer- nurture, adapting the curriculum- Pupil passport with strategies included led by CT
- Review dates and communication agreed

Breakdown of Steps to Support and Manage Distressed Behaviour
For Child Friendly Version and Classroom display, please see appendix 3

Step	Action	Further Information
1	Reminder	If the child is engaging in behaviour that is not in line with the school rules of 'ready respectful or safe' then the adult will quietly remind the learner of this and encourage them to change this.
2	Redirection	If the behaviours continue, the adult will try to redirect the child. This gives the child the opportunity to choose to move on to a different task, a different area of the classroom or away from other learners and to make positive choices.
3	Restorative Conversation	If the behaviours continue, the adult will have a private restorative conversation with the learner. They will go through the previous steps and support the learner to understand the school rules and encourage them to change their behaviour. The learner will be made aware that if this behaviour continued, they will be having a 'Reflection Break' at the next break time.
4	Reflection Break	If all 3 steps have been exhausted and the learner continues to act in a way that is not 'ready, respectful or safe', another adult may need to intervene and support the learner to remove themselves from the environment and to ensure the learning can continue for the rest of the class. They can rejoin the class when they are ready and regulated. The learner will attend a 'Reflection Break' at the next break time where they will

		have protected time with an adult to work through the 'Fix It Folder' to identify what had happened and how we can support the learner to move forwards. The activity from the 'Fix It Folder' will be sent home so this can be followed up at with parents/carers. There will be a tear off slip to be returned to school to acknowledge this information has been shared. (See appendix 4) Adults will record the date and reason for the break on the central tracker and add serious incidents to SEEMIS and Sphera if appropriate.
5	Review and Resolution	A trusted adult will check in with the learner after a few days to see how things have been and offer any further support or strategies. At this point a meeting with parents and carers may arranged to create a further support plan.
6	Serious Incidents	SLT will conduct a full fact-find of the incident and next steps decided. Communication with parent/carers West Lothian Council's policy on temporary exclusion from school will be accessed and procedures will be followed if necessary/appropriate (HT/DHT decision) Attendance-and-Engagement-in-School-section-2-appendices 2025.pdf Individual Plan to support pupil to be in school and promote a change in behaviours

Child Friendly Complaints Procedure

Where a child raises a complaint, an adult raises a complaint on their behalf or raises a complaint about something that affects a child we follow the Child Friendly Complaints Procedure. [CFCParentGuide.pdf](#)



Blackburn Primary School Anti-Bullying Strategy



"Bullying is face to face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying Behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."

– *Respect for All: The National Approach to Anti Bullying for Scotland's Children and Young People*

In Blackburn Primary School, we talk about bullying behaviours and the impact of bullying behaviours can have on everyone. This includes our pupils, staff and wider community. We use the word respect to guide all of our actions in school.

1 Reassure Your views are going to be listened to, thank you for calling it out

2 Reveal What happened? Everyone's views are taken into account

3 Reflect All children spoken to about behaviours, consequences set

4 Restore Restorative conversation held with everyone involved

5 Reset Time to put actions into practice

6 Revisit Check in with all pupils, have things changed? What do we do next?

All parents will be contacted as part of the process, record kept on pastoral notes.

Bullying incidents will be recorded on SEEMIS bullying and equalities

The child impacted by bullying behaviours should not see a change to day or playgrounds, unless this is discussed and agreed

Repeated Actions

Meeting held with school, pupil and parent to consider next steps and plan of support, record on pastoral notes and SEEMIS



I need to know you are listening and taking me seriously so I can trust you.

Please allow me time to calm and regulate before we speak.



Please deal with the incident calmly, ask me who my trusted adult is.



Appendix 2- West Lothian Council's Continuum of Support

Link to full policy- [Education Support Services - Policies and Procedures - West Lothian Council](#)

SECTION 2: THE CONTINUUM OF SUPPORT OVERVIEW

	Who are these children & young people?	How can we identify their needs?	How do we meet their needs?	How do we plan, implement and evaluate progress?	What documentation should be used?
STAGE 1 – UNIVERSAL	Pupils whose needs are met by the class staff team.	All learners' needs are regularly reviewed through the school's monitoring and tracking processes. For example: attainment and ASN data/information, attainment meetings, wellbeing concern discussions, planning meetings, concerns raised by the child and/or parent/carer.	Through classroom based differentiation if required. This may include strategies and approaches such as ASD/dyslexia friendly strategies, effective learning & teaching strategies, Restorative and Solution Oriented approaches, whole-school Nurture, Rights Respecting Schools.	School processes for planning, monitoring & tracking, profiling and reporting.	School-based planning documents
STAGE 2 – ADDITIONAL	Pupils whose needs are met by the class staff team and also through targeted additional school-based intervention and support.	<i>Consideration should be given to the need for an Assessment of Wellbeing in order to identify needs and next steps.</i>	Through classroom based differentiation as above and also strategies such as SFL intervention, in-class support, specific literacy or numeracy interventions, Nurture group, counselling, targeted group intervention e.g. Give Us A Break, Fizzy Fingers. Advice and consultation may be sought from support services (see Section 3 below)	School processes as above and consideration also being given to plans such as IEPs, Passports and Assessment of Wellbeing / Child's Planning Meetings	Assessment of Wellbeing / Child's Planning Meeting outcome document (if appropriate) Passports (if used in school) IEP (if appropriate)
STAGE 3 – ENHANCED	Pupils whose needs are met by the class staff team, targeted additional interventions and also through support from two or more agencies, or different parts of the same agency.	As above and also through Assessment of Wellbeing and Child's Planning processes.	Children and young people at stage 3 will have in place some stage 2 strategies or interventions. Additionally they will be supported (Assessment, 1:1 input or groupwork) through partnership between the core/multi agencies: ● Education Services ● Social Policy, ● Health and ● Voluntary Sector (see Section 3 below)	Stage 2 processes as above and an IEP and the Assessment of Wellbeing process will indicate that a Child's Plan is required in order to co-ordinate support. Co-ordinated Support Plans should be considered at this stage.	Assessment of Wellbeing Child's Planning Meeting outcome document Passports (if used) IEP CSP Assessment Tool CSP (if required) Partner agency referrals LAC review planning documents (as appropriate)
STAGE 4 – INTENSIVE	Pupil needs are met through accessing an additional support needs school / base either full or part time. This could be within or outwith West Lothian.	Pupils attending Beattie, Cedarbank, Connelly, Ogilvie, Pinewood, The Skills Centre, ASD units within mainstream schools (primary and secondary), Murrayfield Language Centre (in-reach) Other outwith Authority Special Schools as determined by SORG.	Needs are met within the curriculum delivery within the Additional Support Needs (ASN) school setting.	School processes for planning, monitoring & tracking, profiling and reporting within the ASN school context.	Assessment of Wellbeing Child's Planning Meeting outcome document IEP CSP Assessment Tool CSP (if required) LAC review planning documents (as appropriate)

Promoting Positive Relationships & Managing Distressed Behaviour



CLASSROOM STEPS

1

REMINDE

Your teacher will remind you of the class expectations using the class charter and school rules 'ready, respectful, safe'

2

REDIRECT

Your teacher will try to redirect your behaviour and help you make positive choices. You may be asked to move to a different task, area or to work with different people.

3

RESTORATIVE CONVERSATION

Your teacher will speak to you privately about your behaviour, and help you to make better choices and how to resolve this.

FURTHER STEPS

4

REFLECTION BREAK

You will have protected time with staff who will help you to reflect and work on strategies to support you in meeting our agreed rules and expectations.

This will go home for parents and carers to review and send back.

5

REVIEW & RESOLUTION

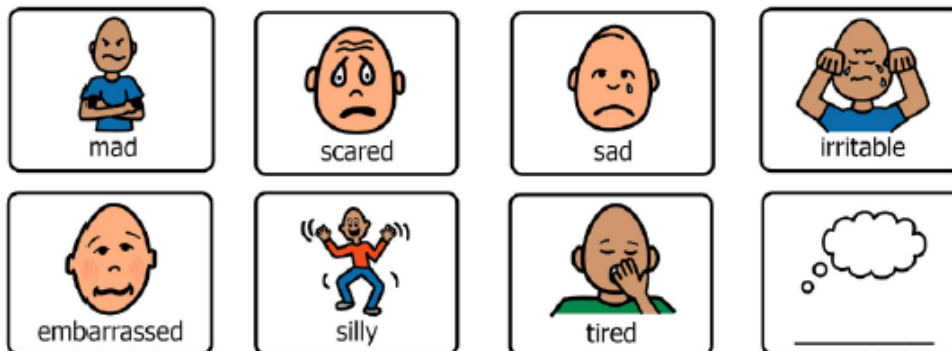
Your class teacher or your Trusted Adult will check in with you and try to give you more support and strategies if you need it.

At this point a meeting might be arranged with your parents/carers.

My Reflection

What happened?

How did I feel?



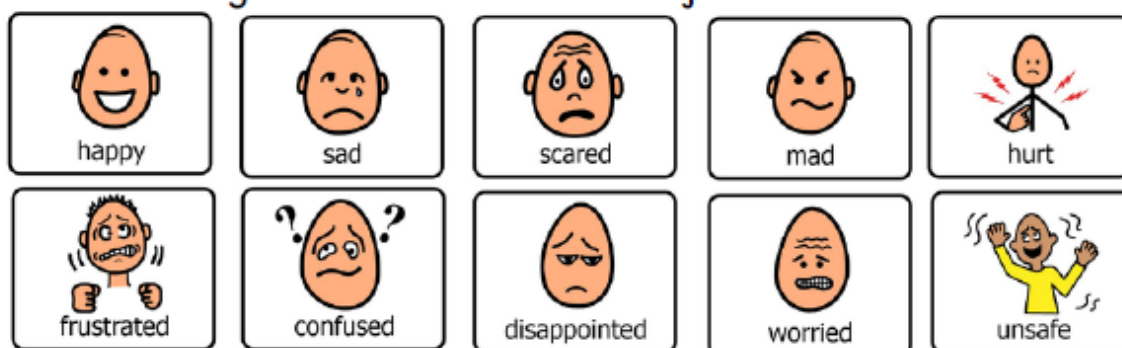
What did I do that was not ready, respectful or safe?



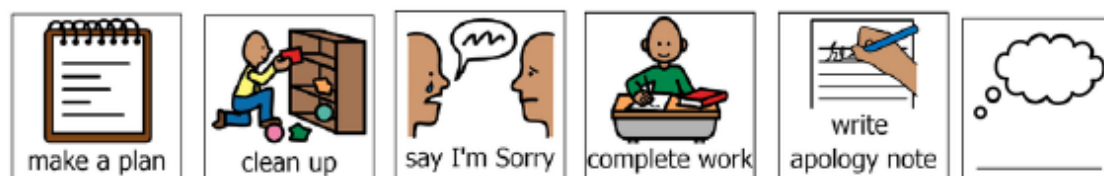
What did I want?



How did my actions make others feel?



How can we try to fix it?



What could we do differently next time I feel like this?



Name: _____ Adult: _____

Telephone: 01506 283780

Website: blackburnprimary.westlothian.org.ukEmail: wblackburn-ps@westlothian.org.uk

Head Teacher: Joanne Kerr

Reflection Break

Your Child _____ had a reflection break today where they were supported by _____.

Date: _____

Please find attached the key points of their conversation. It may be useful to discuss this further with your child at home.

Please complete the slip below and return to school to acknowledge that you have received this.

Reflection Break Return Slip

Name: _____

Date: _____

Parent Signature: _____

Appendix 5- Children's Rights

