Positive Relationships and Celebrating Success: Cedarbank School

Sept 2025
With addition of Mobile phone policy Sept 2026

(Initially compiled as a "Celebration Success policy" by a staff focus group in April 2018 and revised in May 2020, this updated policy is as result of collation of stakeholder views April to June 2025 through parent/carer focus group, staff focus group, individual viewpoints and Pupil Council consultation).

General Statement

As a community we are committed to promoting a positive ethos of acceptance and trust involving all stakeholders and to actively use our school aims and values. In line with section 6 of the United Nations Convention on the Rights of the Child (UNCRC), which became law in Scotland in July 2024, and in line with The Children and Young People (Scotland) Act 2014, we seek as a community to support and implement this guidance.
As UNCRC forms the basis of Scotland's approach for supporting children, "Getting It Right for Every Child" (GIRFEC) and "The Promise" in Cedarbank we aim to incorporate this into our working practice. Respecting Children's views (Article 12) has become increasingly embedded in Cedarbank and will continue to develop further in the coming years.

"Promoting Positive Relationships in West Lothian Establishments" policy 2025 and "Building Positive Relationships in Schools" June 2025 underpin our thinking and strategy.

We continue to engage parents/carers in the development and wellbeing needs of their child through parental engagement events, meetings and child planning reviews.
Our community continues to evolve to provide opportunities for everyone to be accepted and thrive in a safe and nurturing environment.
All stakeholders are committed to enhancing positive relationships, inclusive practice and celebrating success.
All stakeholders support the ethos of forgiveness and fresh starts.

Rationale

The four capacities of "A Curriculum for Excellence" describe the development of young people as successful learners, confident individuals, responsible citizens and effective contributors.
Considering the Additional Support Needs (ASN) of the learner, emphasis should be on immediate effects and learning.
Developing positive relationships, promoting our understanding that we are all human and can make mistakes/have a difficult day and addressing unacceptable behaviours is integral to the work of Cedarbank. The outcome of these actions is to learn about ourselves and increase use of strategies and self-regulation actions on an individual and collective basis. As a result, pupils in Cedarbank learn to build resilience, increase self-esteem, develop friendships and maintain a positive self-image.
At times, learners who have faced, or who will face, difficult life circumstances and adverse childhood experiences can present challenges to their families and school staff. At these times, behaviour can be used as a way of communicating distress. In Cedarbank this is understood and factored into the support offered, with a view to ensuring learners feel safe, valued and can excel in their education.

In Cedarbank School, the power of positive role models is not underestimated.

In Cedarbank School, we promote understanding of kindness, in practical contexts.

We recognise that all behaviours area form of communication. In our community of learners with Additional Support Needs (ASN) we aim to reach positive conclusion. We use the phrase "it is finished" so that all can move on positively.

We recognise that we all make mistakes and seek forgiveness and an attitude of acceptance as we move forward.

Care and support for learners in Cedarbank is embedded in the 6 principles of nurture:

1. Learning is understood developmentally.
2. Environment offers a safe base.
3. Nurture is important for wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. Transitions are important in children's lives.

Cedarbank staff are trained in the key principles of trauma-informed practice:

1. Safety: Efforts are made by Cedarbank to ensure the physical and emotional safety of learners and staff. This includes reasonable freedom from threat or harm and attempts to prevent further retraumatisation.

2. Trustworthiness: Transparency exists in Cedarbank's policies and procedures, with the objective of building trust among staff, learners and the wider community.

3. Choice: Learners and staff have meaningful choice and a voice in decision-making in Cedarbank

4. Collaboration: Cedarbank recognises the value of staff and learners' experience in overcoming challenges and improving the system as a whole.

5. Empowerment: Efforts are made by Cedarbank to share ownership and give learners and staff a strong voice in decision-making.

We use restorative and reflective practice to restore relationships and are solution focussed working to support pupils.

We use "Zones of Regulation" and the insight of introception to promote re-regulation along with a range of individual strategies to suit the uniqueness of our learners.

Engagement of parent/carers in the learning experience both in the classroom and as a life lesson is important. Staff involved will work with parents/carers in a positive manner to reach this end.

Cedarbank aims to showcase this through commitment to the Vision and Values of relationships, teaching and learning and positive attitudes.

Celebrating successes will be shared with those in the wider community, including parents and carers, by sharing photographs and comments on the social media platform X. This may also include, at the request of the learner, successes in out of school activities and events.

Examples are:

- Specific praise with option of explanation as to why this is praiseworthy
- Individual teacher awards
- Catch learners showing positive behaviours and comment on
- Use of home school communication diaries, in Broad General Education (BGE). S1-3, to capture successes and share celebrations and awards with home
- Pass on positive comments to other staff to feedback to other pupils
- Develop learner roles and responsibilities within school to develop individual confidence.

- Reinforce positive behaviours
- Create a positive classroom atmosphere (ethos)
- Ensuring appropriate pace and challenge and support is in place for learning
- Model appropriate behaviour amongst staff
- Recognise current issues that are influencing a young person's choice
- Enact forgiveness and help learners to do this also
- Reflect on young person's wellbeing and current situation and use this as a scaffolding to any actions and supports to help them move forward
- Whole school assemblies to promote Values and/or Wellbeing Indicators
- Certificate and sticker awards given to learners
- De-escalation strategies which are ASN appropriate to improve confidence
- Celebrate with some learners with individual celebrations to maximise impact if required
- Create opportunities of community atmosphere and feeling of wellbeing eg. Cafes, Camp, Whole school assemblies, parent/carer events etc.
- Celebrate outside and take learning outside in order to enjoy the benefits of nature on wellbeing.
- Promote citizenship to encourage understanding of social conscience

While some of these examples are scheduled events, many result from daily events and occurrences which do not go unnoticed.

<u>At times learners require supports that are planned and known to the staff team</u>
A learner can become angry, dysregulated or aggressive. When this happens the staff team work to support the learner and to ensure the safety of all involved so that a positive conclusion is reached.

The following protocol will take place when a learner is displaying behaviours that challenge. This is the MAYBO SAFER Model:

1 S – Step back. This is so that assessment can take place and take in what is happening.

2 A – Assess and threat or risks. eg. people, objects, place and the situation occurring, providing a directive to the learner so they know what the next step is would help all involved, eg."When you feel ready sit on the purple chair"

3 F – Find Help – seeking help from other staff. 2 members of staff are involved directly and others will support learners who may have to vacate an area.
Radios can be used in line with Appendix 1 Use of Two-Way Radio Policy

4 E – Evaluation opinion. At times this may observation only to allow the situation to run its course. When a learner is attempting to self-regulation and there is no risk of harm to themselves of others, or intervene with a considered range of strategies bespoke to the and the situation.
In keeping with Principles of Trauma Informed Practice.

5 R – Respond. When responding with he chosen interventions a SEAL test is considered.
S – is it safe for emotional and physical safety to all involved,
E – is it effective? Asking is this within my competencies and do I need anything.?
A - is it appropriate and is it protecting the dignity of the learner?
L - is it lawful? As we as community have a Duty of Care for each individual.

A visual of the SAFER model are given to staff to remind should they be faced with behaviours that challenge.

We are mindful of Article 3 UNCRC – "Adults must do what is best for me". Some Cedarbank learners lack capacity to make decisions for themselves, and they require the adults to make

decisions for them and act in their best interests.
Parents/carers will be involved/informed as is appropriate.

Celebrating Success

We agree that the following are important to success in Cedarbank School:

- Recognition that we are all different and have unique qualities
- "Little and often" works well in our community
- Cedarbank school values should be evident in our conversations
- Child centred, rather than age-appropriate approaches should be used
- Specific ASN approaches, rather than age-appropriate approaches may be used
- Values and skills acquisition should be evident in awards
- BGE and Senior Phase celebration of success should be separate to respond to age-appropriate approaches and interests
- Support strategies such as the "Pupil Target sheet" and "Two Stars and A Wish" are effective and appropriate and will continue to be led by Tutor teacher and class Pupil Support Worker, in collaboration with the management team if required
- The Values postcards will be used whenever appropriate
- The Values postcards will be on display to visitors and discussed in meetings where appropriate.
- Elevate the use of skills in classes and celebration of achieving these
- Assemblies raise self-esteem and will continue to focus on Values and Wellbeing Indicators. Learner participation will be encouraged, and classes will lead if appropriate.
- Recording of pupil's views and discussing these with staff will be encouraged



Celebrating success will continue with:

1. Use of Values conversations between learners and staff.
2. Use of Values postcards and new stickers. Other types of reward stickers and certificates can also be issued to support the promotion of individual success. Awarding of these is not recorded but used by all and discussed positively with those learners who have achieved this success.
3. Overall awards in Cedarbank should ensure equity and not promote competition. (Competition may continue to be part of Sports day, if agreed by Pupil Council)
4. Whole school successes may be recognised and celebrated as a class team, group etc.
5. S1 and 2 new weekly assembly format, celebrating successes in a fun and song-based approach. Stars of the week and singalong will feature.
6. The S4 – 6 assembly programme will be based on school values, UNCRC and links to the world of work. Each Tutor class will be asked to lead with a theme. The assembly programme timings will be approximately once every 6 weeks.

Specific Subject awards are not currently part of the whole school policy but can be used at the discretion of teaching staff, to support success in the classroom.

Beginning session 2025 – 26, a whole school reward system will begin. This will be launched at

separate BGE and Senior Phase learner assemblies and involved learners contributing to the design of the receptical into which tokens will be added.
This whole school reward system will be based on increasing wellbeing of all learners, and this will be visible to all. This will build community and be a visual representation of all learners' contribution in a holistic approach.
Tokens will be issued by staff to learners. Learners will actively add their token to the collective receptical. They will watch the rise in tokens and know they were a contributor.
Once noted levels of token collection have been reached, a whole school shared prize will be enjoyed by all. (eg. games afternoon, hot chocolate and extended break, dance mats etc)
A photograph of the event will be added to allow learners and staff to relive the celebratory day and continue to inspire learners to work towards the next noted level.

(Following stakeholder consultation and discussion about the possible introduction of a House system as in many High schools, all felt that the introduction of a House system would promote competition rather than cohesion and that uniting the community would be more appropriate in celebrating success)

Quote from parent-on-parent focus group
"I've looked over the policy and agree with the efforts that Cedarbank makes to ensure every child has access to learning and that it is tailored to a child's ability rather than age. My child is more confident and has been provided with so much support by the staff.....I am constantly updated on progress through her home diary, certificates etc. and we as parents are given so many opportunities to visit the school and see how our children are developing.
Cedarbank should be commended for all their hard work and dedication"

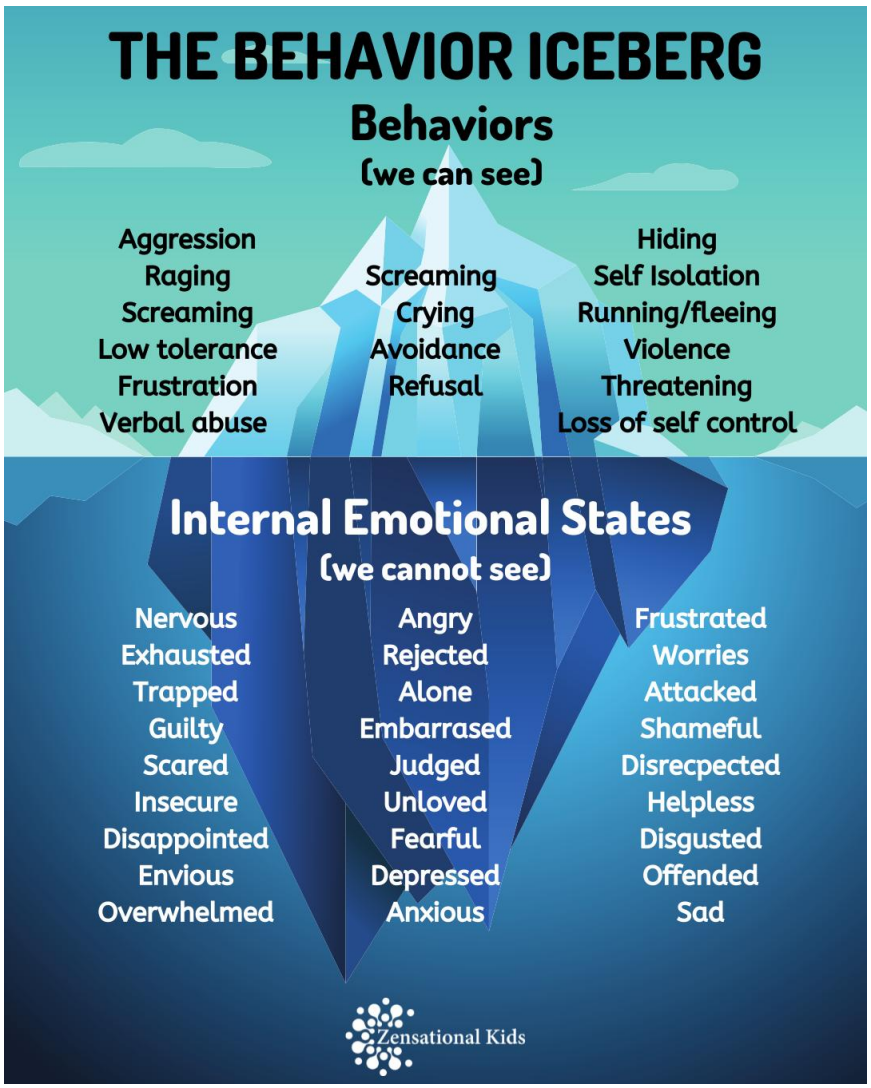
Quote from member of staff
"No Houses please as many of the pupils do not do well with competition – a whole school token reward system with a reward bar that rises like a charity fundraiser that's on show....This brings the school together for a shared success"

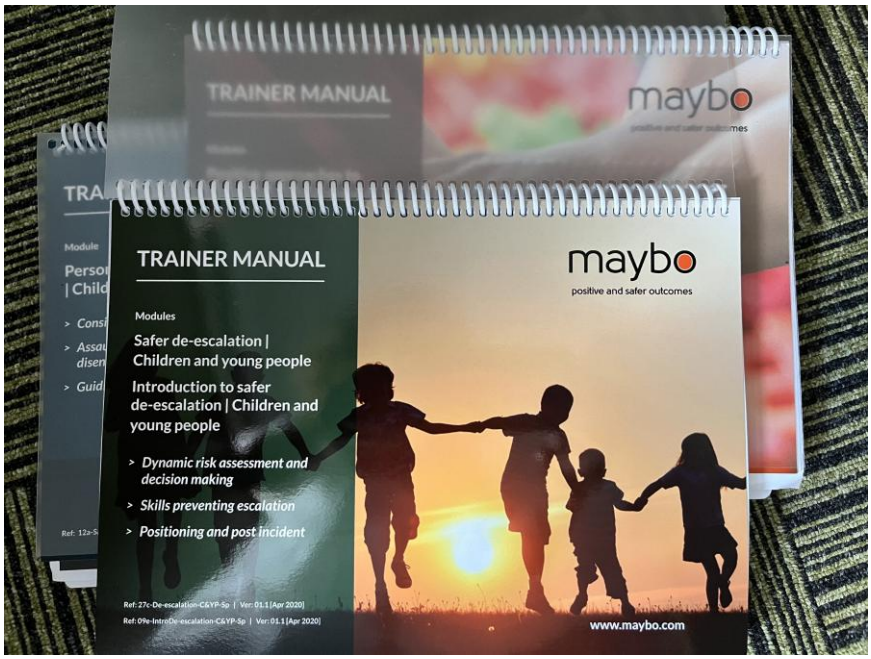
Quote from learner
"The postcards, made by someone in Cedarbank, make me happy when I get one. It says on it why I have got one and that is so good. I have them on the fridge at home and mum likes seeing them there. She says – wow and that is brilliant"

Quote from a visitor
"You can feel it the minute you walk in here...it is so nurturing and the conversations between staff and children (the ones I heard) are uplifting and beautiful. The values postcards, and the big ones in the meeting room, are such a good idea and drawn by a pupil too! I love coming to Cedarbank as it celebrates the uniqueness of who each child is....very special"

Quote from a visitor
"Only here could this pupil do so well. Encouraged and supported, often in situations where others might give up. This school oozes nurture and does not walk away when it gets tough"

Quote from a partner agency
"From the minute you come in here (Cedarbank) you feel the positive and uplifting vibe. The chat between pupils and staff is so nice to listen to. If only there were more Cedarbanks!"


THE BEHAVIOR ICEBERG
Behaviors
(we can see)
Aggression
Raging
Screaming
Low tolerance
Frustration
Verbal abuse
Screaming
Crying
Avoidance
Refusal
Hiding
Self Isolation
Running/fleeing
Violence
Threatening
Loss of self control
Internal Emotional States
(we cannot see)
Nervous
Exhausted
Trapped
Guilty
Scared
Insecure
Disappointed
Envious
Overwhelmed
Angry
Rejected
Alone
Embarrased
Judged
Unloved
Fearful
Depressed
Anxious
Frustrated
Worries
Attacked
Shameful
Disrecpected
Helpless
Disgusted
Offended
Sad
Zensational Kids


TRAINER MANUAL
maybo
positive and safer outcomes
Modules
Safer de-escalation | Children and young people
Introduction to safer de-escalation | Children and young people
> Dynamic risk assessment and decision making
> Skills preventing escalation
> Positioning and post incident
www.maybo.com

Appendix 1
Cedarbank School: Use of Two-Way Radio Policy

Introduction
Walkie-talkie units are part of our school safeguarding procedures and linked to our Celebrating Success/Positive Relationship Policy.
Units are used by the school office, ELT members and support staff and stored in the staff room and office spaces for charging each day.
How walkie-talkies are used to communicate and the nature of the information being communicated is an important part of keeping young people safe.
This guidance sets out what is expected regarding the use of Walkie Talkies supplied by the school.

Use
Walkie-talkies are primarily used by staff within school to request assistance. This could be a situation where the Facilities Management or school cleaner is required. However, there are occasions when assistance may be required for a pupil / member of staff in relation to an incident, accident or medical condition, within the school, and it is important that the appropriate assistance is received as soon as possible.
The channel will be changed periodically and will be advised via email from ELT or the school office.

GDPR
It is important to understand that when communicating information via a walkie-talkie, we are communicating over a radio network. Therefore, others in the vicinity using the same network may also be able to hear your conversations. Therefore, it is important that appropriate controls are in place.

Risks/Consequences
To minimise the risk of unauthorised access to any information that is communicated via walkie-talkies, we recommend following the best practice recommendations below to prevent individuals without the correct authorisation intentionally or accidentally gaining access to personal information.
Any unauthorised access to information may result in a safeguarding issue or Data Protection breach.

Best Practice
All messages should be brief and to the point.
Staff issued with walkie-talkies are required to carry them at all times during the school day.
All staff are reminded that:
- NO CONVERSATION IS PRIVATE
- Staff should be referred to as Mr, Ms, Miss, Mrs etc and first names are not to be used.
- When making a call the person should state where they are and in a medical emergency state that a First Aider is required and who they are.
- The units are for brief communication only which may be backed up by telephone calls and face to face communication.
- The units are only to be used for professional use within the school and not for use by pupils.
- In the event of loss or theft the member of staff must inform a member of ELT without delay.

September 2025

Added 16/9/26 Mobile phone policy

Our policy on mobile phone use in Cedarbank School is informed by national policy as set out in the Scottish Government paper '*Guidance on Mobile Phones in Scotland's Schools* – 2026' Guidance on Mobile Phones in Scotland's Schools.



Mobile Phones in School and Children's Rights

The **UN Convention on the Rights of the Child (UNCRC)** is an important, legally binding agreement signed by 196 countries which outlines the fundamental rights of every child, regardless of their race, religion or abilities. Cedarbank School has achieved the Gold Rights Respecting School Award and placing children's rights at the heart of everything we do.

In the creation of this policy, we have taken the views of our children into consideration, and our approach has been made in the best interests of the child.

There is also legislation which protects the rights of school staff in relation to their employment and health and safety. The Curriculum for Excellence and Getting it Right for Every Child (GIRFEC) recognises that protecting the wellbeing of staff and pupils is essential for creating the right environment for effective learning and teaching through the Curriculum. Accordingly, it is necessary to recognise and respect all such rights, equally.

Article 3: Best Interests of the Child



- Ensuring that our children are protected from harm.

Article 12: Respect for Children's Views



- Actively seeking out our children's views in relation to mobile phones In Cedarbank.

Learners, parents, staff and partners worked together to create this policy

A consultation was carried out in August 2026 with pupils, parents and staff considering what the Cedarbank School approach should be for managing mobile phones in school should be. All groups were asked to consider one main question:

How do you want to see mobile phones managed in classes in Cedarbank?

All groups were given 4 options to consider:

- (Phones are) Not allowed to be brought into school
- Brought into school and stored safely (can use at break and lunch)
- Brought into school and stored safely (can't use at break and lunch)
- Brought into school and kept out of sight unless part of a lesson

A summary of the results was as follows:

There were 76 responses from pupils, parents and staff**. Parents generally favoured tighter restrictions on mobile phones** in school, with 40% supporting a complete ban. **Pupils showed strong support for the current approach** of keeping phones out of sight unless required, while **staff preferred phones to be stored securely and made available during breaks and lunch**.

The key themes across the surveys included pupil safety, communication with families, concerns about distraction and addiction, safeguarding risks associated with recording and filming others, and the potential educational benefits of mobile devices.

Overall, the findings suggest support for a balanced approach that limits phone use during learning while recognising the safety and wellbeing needs of individual pupils.

Cedarbank Mobile Phone Approach

Due to the range of additional support needs in the school, we will take an approach that will be different in the BGE (S1-S3) than in the senior phase (S4-S6).

S1-S3 BGE Approach

- **S1-S3:** Mobile phones are actively discouraged from being brought into school. Where a phone is brought to school this can only be done after a Responsible User Agreement form has been signed. The phone must be handed into the school office at tutor time and the device will be stored securely until the end of the school day.

S4-S6 Senior Phase Approach

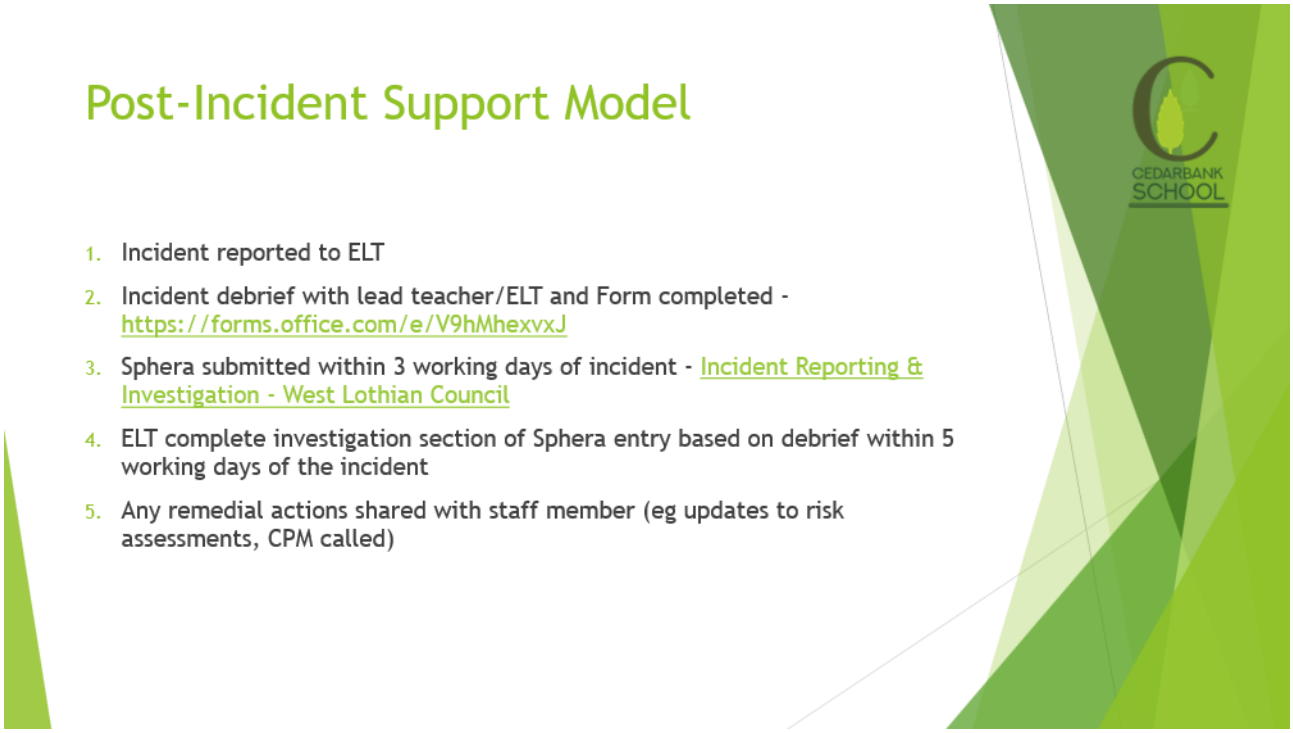
- **S4-S6:** After a Responsible User Agreement has been signed, phones may be brought to school. The phone must be handed to the class teacher at the start of every lesson and collected at the end of the lesson. Phones must not be used during lessons unless specifically authorised by staff.

We want to encourage responsible use of mobile phones. If a pupil has signed a responsible user form but is struggling to manage the use of the phone safely then the option to bring a phone to school would be discussed with parents/carers. This could result in the loss of the opportunity to bring a phone to school.

We will review and update this policy every year in line with technological developments.

This policy supports, and is supported by, our Celebrating Success Policy, Cedar Path Policy, Every Day Counts Policy, our Learning and Teaching Policy and our Getting it Right for Every Child approach.

Appendix 2: Incident Report replacing Sphera Recording: example



DRAFT 1 Shared with Cedarbank staff on 11 Aug 2025 at in service training
DRAFT 2 Discussed at Senior Leadership Team meeting on 14 Aug 2025
DRAFT 3 Additions from MAYBO trainer and visuals added – share with ELT - 27/8/25
DRAFT 4 Additional assembly info – shared with ELT -28/8/25
DRAFT 5 Additional Appendix 1 and 2 – shared with ELT – 3/9/25
DRAFT 6 ELT discussion - 10//9/25
DRAFT 7 Issued to all staff 15/9/25for final comments and proofreading
FINAL Issued 23/9/25