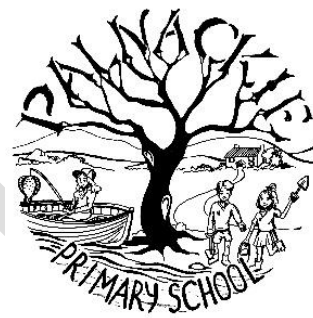


# Auchencairn and Palnackie Primary Schools



## Relationships and Behaviour Policy

Written 2024

Review 2026

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All schools in Scotland must have a policy on relationships and behaviour which includes our approach to relationships and behaviour across our school community, including our approach to incidents of bullying.

This policy was created with our whole learning community including children, families and staff during 2024/25 and will be reviewed every two years. It is linked with our Learning and Teaching Policy.

The purpose of this agreement is to clearly state our expectations of relationships and behaviour across our school community to ensure that it is a safe, supportive place to learn. Our expectations are underpinned by our school values which are firmly embedded across the partnership. This policy will help to ensure that we are all using the same shared language and relational approach so that all children can flourish.

Our Partnership values are:



READY RESPECTFUL KIND



Nurturing and modelling positive relationships is an expectation of all adults working in educational settings:

- GTCS Professional Standards for Teachers: Social Justice - *‘Building and fostering positive relationships in the learning community which are respectful of individuals.’*
- GTCS Code of Professionalism and Practice *‘...help pupils to understand different views, perspectives, and experiences and develop positive relationships both within the educational establishment and in the local community.’*
- How Good is Our School 4 QI 2.3 *Learning, teaching and assessment* and QI 3.1 *Ensuring wellbeing, equality and inclusion...*

## Introduction

*Relationships are the glue that connects people.*

Key principles of positive relationships:

- Everyone has the right to be treated with dignity and respect.
- All behaviour is communication.
- All school staff should model the behaviour we expect.
- Values, relationships and behaviour are linked.
- Positive relationships support wellbeing, helping us feel safe and supported.
- Positive relationships help to build resilience.
- Positive relationships help learners to engage with the curriculum.
- Positive relationships help learners to become **confident individuals, effective contributors, successful learners and responsible citizens** (the four capacities from the Curriculum for Excellence)

Our values are reflected in the relationships we have and are demonstrated in our interactions with others. They influence the way we consider and behave towards each other. **Adults in a learning community play an important role in modelling positive, respectful relationships for learners.** Relationship building is part of the ‘*Responsibility of All*,’ Curriculum for Excellence. [Curriculum for Excellence: Experiences and outcomes \(education.gov.scot\)](https://www.education.gov.scot/curriculum-for-excellence/experiences-and-outcomes)

We are proud to be a **Bronze Accredited Rights Respecting School**. We understand that children’s rights are:

- ✓ Universal (for all children)
- ✓ Inherent (are there from birth)
- ✓ Inalienable (cannot be taken away)
- ✓ Unconditional (do not have to be earned)
- ✓ Indivisible (are all equally important)



In this Policy we particularly take account of:

- **Article 3** Adults must do what's best for me.
- **Article 13** I have the right to share freely with others what I learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.
- **Article 19** I have the right to be protected from being hurt or badly treated.
- **Article 29** I have the right to an education which develops my personality, respect for others' rights and the environment.
- **Article 37** I have the right not to be punished in a cruel or hurtful way.

In order to act in 'the best interests of the child' all that we do should be done with the child in mind, understanding that every child is different and that their needs will change over time. We should always aim to be fair and consistent in our approach, remembering that fair does not always have to mean the same.

Although this Policy sets out both expectations and consequences, it is expected that adult actions take into consideration the needs and circumstances of each child. **At all times, children should be treated with dignity and respect.**



## **A Positive Approach**

At Auchencairn and Palmackie Primary Schools, we use a positive approach to relationships and behaviour, highlighting and praising the behaviour we are looking for, before drawing attention to behaviour that is not acceptable. We also encourage our children to learn the skills they need to deal with relationship issues themselves. Our Policy is built around materials provided by 'respectme', Scotland's charity working to prevent and where necessary, respond to bullying. See <https://respectme.org.uk/> for more details. We also encourage our parents to find out more about relational approaches by sharing this policy training link: <https://respectme.org.uk/training/webinar-lets-talk-about-bullying/>. Adults modelling the behaviour they want to see, both at school and at home, is a powerful teaching tool.

## **Classroom Organisation Expectations (see also our Learning & Teaching Policy) ..\Policys and Risk Assessments\L&T policy 2024.pdf**

- Class Charters, created with children, visible and are regularly referred to.
- Classroom routines are clear and well established.
- Classroom learning spaces and displays are tidy and free from clutter and displays are organised and do not cause overstimulation.
- Learning is well planned as part of a series of connected lessons.
- Learning Intentions/Success Criteria are ready to be displayed, revisited and used to summarise learning.
- Lessons are effectively differentiated.
- A range of activities and resources are used to engage all learners.
- Resources are organised and independently accessible to learners.
- Seating arrangements and plans are organised to ensure the most effective learning environment possible depending on the needs of the learners and the learning activities.
- Warm-up and follow-up tasks should be meaningful, engaging and appropriately challenging.
- Transitions between activities are supported (e.g. change of grouping, seating and/or location). For example, entrance and exit from class are consistent and calm - learners are welcomed at the door and calmly leave class when required.

## Behaviour Strategies

### **Classroom Strategies:**

- Pick up on the good behaviour modelled by other children before correcting poor behaviour and then if the child changes their behaviour before you intervene, praising them; e.g. “I love the way Sally is looking and listening and Tim; oh good choice Matt.”
- Use non-verbal communication effectively (a smile, eye contact, visual prompts towards the clock or towards their work/the board etc.)
- Verbal prompt – ‘what should you be doing?’
- Move towards the child and speak quietly to them rather than shouting over the tops of others.
- Distraction and re-direction (away from ‘behaviour’ and towards the ‘learning task’)
- Time and space – it may be necessary, to give the learner time to regulate their emotions. This may also mean you need to physically move away from them as well or allow them to move to a quieter location in the class for a period of time.
- Remind the learner of the positive consequences of maintaining class/school expectations; “I will be giving house points for...”
- Calmly remind learners that harmful behaviour will not be ignored as this is not kind or respectful to the learner or to others. Use our school values; Ready, Respectful, Kind.
- In disputes between children, have a restorative conversation; ask children to say sorry and to describe the behaviour that was wrong. E.g. “I am sorry for hitting you...”
- Record a concern/behaviour incident on Seemis Pastoral Notes, notifying and ‘tagging’ the Head Teacher.
- Make time to listen to the child/children and take their views and feelings into account. Do not dismiss what they are telling you about their feelings but acknowledge their feelings and show understanding.
- Show that you are interested in the child and their views and interests.
- Always respect a learner’s dignity (this may be difficult if they are being disrespectful however remember we must always model the behaviour we want to see). For example, lateness is addressed privately in a way that minimises disruption (no public questioning which may lead to the learner feeling ashamed)

### **Child Initiated strategies:**

Remind children that they can try some strategies of their own before asking an adult to mediate for them.

- Teach children the three strategies for dealing with behaviour they don't like; ignore, ask the other child **nicely**, to stop, walk/move away. If these fail then they should find a trusted adult.
- Encourage children to talk directly to the child they have an issue with: "Jane you have said that Jim pushed you, can you tell Jim what he did and why you didn't like it?" Adults may need to model this with children to begin with, then be there in a supporting role.

### **Consequences:**

(These are displayed on our Behaviour Poster.)

- We won't get it right all the time.
- If we make a mistake, we will be supported to learn from it.
- Consequences should always be discussed and understood.

They might include:

1. A quiet word or conversation with an adult and time for the child's view to be heard.
2. Restorative talk with Principal Teacher
3. Consequences may include loss of break(s) or house points but should be appropriate to the child and their stage of development.
4. Consequences may include putting right what we got wrong where possible, such as mopping up mess
5. Restorative talk with Head Teacher and parents informed
6. Meeting with parents
7. Internal exclusion where possible
8. Exclusion until a plan can be arranged



### **Bullying (from Repectme):**

Central to our understanding for this policy in reference to bullying are:

- **The United Nations Convention on the Rights of the Child**  
(see introduction)
- **The Equality Act 2010, which places a duty on schools to:**

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

There are seven protected characteristics which apply across education. The ones that particularly apply in primary schools are in red:

- **Disability**
- **Gender**
- Gender reassignment (Transgender)
- Pregnancy and maternity
- **Race**
- **Religion or belief**
- Sexual orientation
- **Getting It Right For Every Child (GIRFEC)**

**Bullying is a breach of children's rights and we will challenge it in our schools, including any prejudice-based behaviour and language.**

### **Definition of Bullying:**

The Nationally agreed definition of bullying as set out in Repect for All:

“Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of ‘agency’.

Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.”

### **Bulling Behaviour:**

Children will tease, fall in and out with each other, have arguments, stop talking to each other and have disagreements. This is a normal part of growing up and should be distinguished from bullying.

However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment. Those feelings should be recognised and acknowledged. It is important to remember that bullying happens in the context of relationships and that children are developmentally at a stage where they are still learning relationship skills and how behaviour affects others. This is why helping them learn which behaviours cause harm is very important to their wellbeing.

## The approach to bullying in Scotland

- Every incident needs to be taken seriously.
- Actions that show disrespectful behaviour have negative impact on the child's agency. Address the language used, naming the behaviour and not labelling the children (as bullies).
- It can also be a one-off thing. Don't wait to see a pattern. You might miss it.
- It's not always done deliberately. Some people may genuinely not understand the impact their actions have had. Address the behaviour.

## At Auchencairn and Palnackie Primary Schools we recognise that:

1. It is everyone's responsibility to be on the lookout for bullying including prejudice-based bullying, and we all have a role to play to keep young people safe.
2. Bullying behaviour should not be tolerated.
3. Addressing bullying is about both prevention and response.
4. Bullying sits within the context of promoting positive relationships.

## Responding to Bullying:

- **We will never call a child a "bully" or "victim".** Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour.
- **We will talk about bullying behaviour to help prevent it occurring.** All children and young people need help to understand why bullying behaviour is wrong.; this could be physical, verbal, emotional or online behaviour.
- **Every bullying incident will be looked at individually.** In some cases, children or young people may not be aware that their behaviour is bullying. They are perhaps modelling behaviours of other adults, children and young people, not understanding that their behaviour is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this. In these cases we will explain to the person bullying that their behaviour is unacceptable and why, and support them to change the behaviour.
- We may undertake restorative conversations to help repair and build relationships between individuals.
- Relevant staff will be informed and the situation will be monitored
- We will speak to the parents of all parties. This will be handled carefully and sensitively whilst considering the opinion of the child in line with

Article 12 of the UN Convention on the Rights of the Child. It is important to ensure the child or young person's privacy is respected unless they disclose potential harm to themselves or someone else.

- We will record all incidents and correspondence with parents on Seemis in Pastoral Records.
- We will seek support from partner services as appropriate.

More support for preventing and spotting bullying behaviour and promoting anti-bullying behaviour can be found at [respectme | Scotland's anti-bullying service](https://respectme.scot.nhs.uk/) [respectme](https://respectme.scot.nhs.uk/)