

Bullying Behaviours

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. (Respect Me, 2015)

All reports of bullying behaviour will be taken seriously and investigated by the Headteacher. We follow the Dumfries and Galloway Respect for All Anti-Bullying Guidelines (October 2018).

Exclusion

Exclusion is always a last resort and would only be considered in extreme circumstances. It would only be used if we felt that this was eventually going to result in a positive outcome for the child or it was necessary to keep the child safe and other people free from risk or harm.

We would hope that no child would need to be excluded from Crossmichael and Gelston Partnership Primary Schools but if you require additional information about the Dumfries and Galloway Council Policy on Exclusions then please speak to the Headteacher.

Our Vision
'Wee' Schools
Growing Big Thinkers!

Our Values

We are...

Successful
Learners
Achieving
Creative
Persevering
Inquiring
Conscientious
Prepared

Effective
Contributors
Resilient
Enterprising
Collaborative
Critical thinkers
Problem solvers

Confident
Individuals
Positive
Aware
Healthy
Independent

Responsible
Citizens
Respectful
Tolerant
Honest
Nurturing
Eco-friendly



**Crossmichael and Gelston
Primary School
Partnership**

**Promoting Positive
Relationships**

**Information for
Parents and Carers**



**'Be Kind, Show Respect and
Work Hard'**

We believe that it is important for pupils, parents, carers, staff and the local community to work together to foster positive relationships in our school.

We have worked together to develop a shared **Vision, Values and Aims** for the schools so that we have a clear understanding of our expectations of all children and adults involved in the school community. We have joint ownership and responsibility to ensure that these standards are upheld.

How We Use our Vision, Values and Aims to Build Positive Relationships

Positive relationships help to share positive behaviour.

In our schools you will see:

- Our values being reinforced and demonstrated in the actions of pupils, staff members and parents/carers.
- Staff modelling calm and consistent responses to behaviour.
- Consistency in the way that all members of the school community are treated.
- Verbal praise and appreciation of others' achievements.
- Success being celebrated in class, assemblies and school blogs.
- House points for pupils who are kind, show respect and work hard.
- Recognition boards where pupils who go 'over and above' to display behaviour associated with our **values** and **aims**.
- Positive phone call or postcards home.

Consequences of Not Displaying Behaviours Related to our Vision, Values and Aims

Sometimes learners display behaviours that are not in keeping with our Schools Vision, Values and Aims. Some of these behaviours may include:

- Persistent low-level behaviours such as continuously talking when it is time to listen, continually distracting others or repeating any behaviour that shows disrespect.
- High-level behaviours such as physical violence, verbal aggression, rude gestures and damaging property.



All behaviour is communication and just as a child learns to read, they must also learn how to behave appropriately in a variety of situations.

We engage pupils in restorative conversations about their behaviour once they are calm and ready to participate.

Steps used to support pupils in making the correct choices:

Step 1- A reminder (verbal/non verbal)

Step 2- Caution (private reminder of desirable choice)

Step 3- Last Chance (agreed script, referring to our aims)

Step 4- Time for Reflection (the child is directed to a safe, quiet space for time out to reflect on their actions.

Step 5- Restorative Conversation

1. What happened?
2. What were you thinking at the time?
3. What have been your thoughts since?
4. Who has been affected?
5. What do you think you have to do make things right?

If a child is involved in three restorative conversations in one week then the school will contact the child's parents/guardians to discuss next steps and consider what other supportive measures we can put in place for the child.

Learners will not be punished for making the wrong choices but there will always be a consequence for their actions.