



# **Developing Positive Relationships**

**(including anti-bullying)**

## **at Heathhall Primary School**

## Rationale

At Heathhall we strive to create positive relationships. The building of positive relationships, between pupils and staff and between pupils themselves, plays a key role in creating an environment where pupils can be **Successful Learners**.

Positive relationships are founded on dignity and on mutual respect for rights. We actively promote the Rights of a Child as identified through **The United Nations Convention on the Rights of a Child** and these rights play a key role in our school ethos and practices as highlighted throughout this document. First and foremost, everything we try to do is based around Getting It Right For Every Child. Our School Code of Conduct is captured within our school Vision, Values and Aims which outlines how we all strive to go FAR: **Fairness**

**Achievement Respect**

**Heathhall School is a community where we encourage everyone to do their very best.**

**To succeed in this we all strive to go...**



**Fairness** – We include and nurture others to inspire a healthy and happy community.



**Achievement** – We build on the strengths, interests and aspirations of all, preparing everyone to become local and global citizens.



**Respect** – We provide a safe, supportive and inclusive community where we value everyone.

**DON'T STOP BELIEVING**



BEST INTERESTS  
OF THE CHILD



EVERYONE MUST KNOW  
CHILDREN'S RIGHTS

Governments should actively tell children and adults about this Convention so that everyone knows about children's rights

All adults should do what is best for children



SHARING  
THOUGHTS FREELY

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



RESPECT FOR  
CHILDREN'S VIEWS

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously

**The teaching in the classroom is supported and reinforced by the ethos of the school, in particular through:**

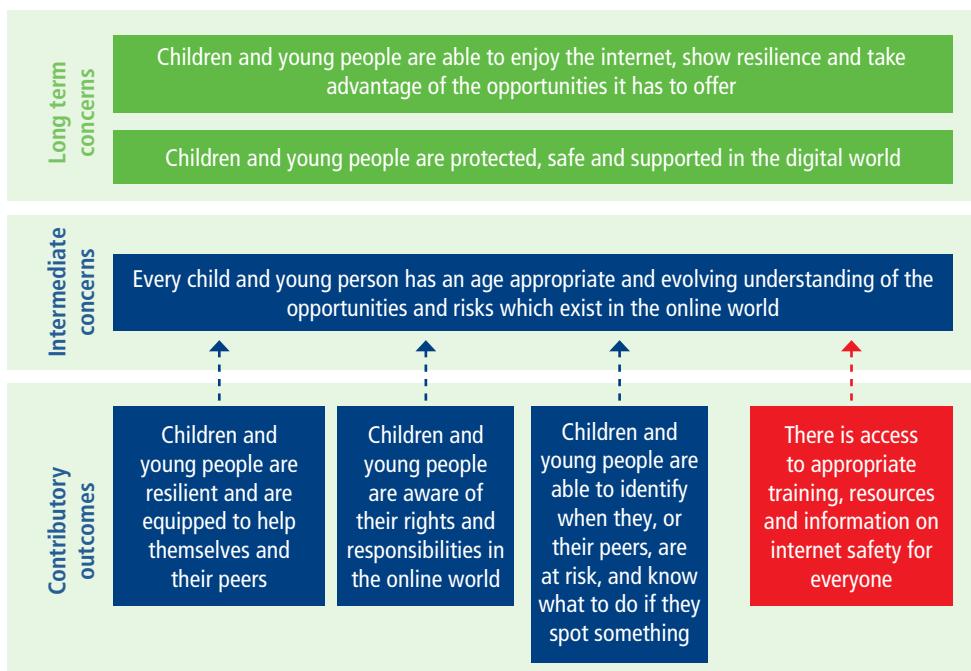
- A happy caring atmosphere.
- An attractive environment, which pupils have a shared responsibility in maintaining.
- A concern for safety and security.
- The fostering of positive attitudes and feelings, such as welfare, self-confidence, independence, responsibility and the care & welfare of others.
- Emphasis on teamwork and collaboration which helps foster a sense of mutual respect and belonging.
- The example set by the school staff and visiting professionals.
- Parents/Carers as partners in their children's learning promote positive relationships and behaviours.

# Developing Cyber Resilience

Staff work alongside children and parents to raise awareness of children and young people's digital rights and responsibilities. The United Nations Convention on the Rights of a Child emphasises the importance of training children, teachers and families on the safe use of information and communication technologies and raising awareness among children on the severe effects that online bullying can have on their peers.

## **It is important that children at Heathhall are:**

- aware of their rights and responsibilities in the online world
- resilient and are equipped to help themselves and their peers
- able to identify when they, or their peers, are at risk, and know what to do if they spot something



# Behaviour

Staff work hard to manage their classrooms to support positive learning and teaching. We are an inclusive school and our belief is that the best place for children to thrive with their learning and relationships is to be with their peers and their own teacher, in their own classroom. Each class should discuss and display our Vision, Values and Aims and these should be regularly engaged with to reinforce their positive message. This is reflected in our playground charter Play the "Heathhall Way" and every class creates their own Rights Respecting classroom charter which supports a positive learning environment.

## Positive Behaviour Strategies

- Having routines in place supports children to know what to expect in their school day/ week.
- Visual timetables help children to see what is planned for their day at school.
- Nomination for Student (pupils nominate another pupil from their class) and Teacher FAR awards which celebrate pupils showing fairness, respect and achieving.
- The use of Circle Time to discuss aspects of personal and social development including positive behaviour.
- Discussing whole school behaviour issues at Pupil Council Meetings.
- School assemblies will include the discussions on social and moral issues.
- Use of "Buddying" System within the school.
- Staff use praise and prompt response to positive behaviour or achievement.
- Setting of personal targets for improving work and/or behaviour.
- Staff consider carefully seating arrangements and work with children to give choice and support in who they work with. These arrangements are changed regularly to support children to feel settled in class with others they can work with.
- Rewards for positive behaviour
  - Use of I-pad and Wii, Stickers, Group Points, House Points.
- Involving the pupils in the process of finding solutions to behavioural issues.

# Play The "HEATHHALL WAY"

AT BREAK/LUNCH WE NEED TO FOLLOW  
OUR CHARTER TO FEEL HAPPY & SAFE

- WE USE KIND HANDS AND FEET.
- WE ARE HELPFUL AND KIND.
- WE MAKE SURE EVERYONE IS INCLUDED AND HAS SOMEONE TO PLAY WITH.

- WE RESPECT OUR PLAYGROUND AND PLAYGROUND TOYS.
- WE ARE CAREFUL AND GENTLE.
- WE REMIND OTHER PEOPLE HOW TO STAY SAFE.

- WE RESPECT CHILDREN AND ADULTS IN THE PLAYGROUND.
- WE ASK AN ADULT FOR HELP IF WE HAVE A PROBLEM OR WE GET HURT.

- WE CREATE GAMES USING OUR CREATIVITY SKILLS.
- WE REMEMBER SHARING IS CARING AND WE ASK FOR A TURN OF TOYS.

- WE GIVE PEOPLE SPACE OR TIME IF THEY NEED IT FOR THEIR FEELINGS.
- WE COLLABORATE WITH OUR FRIENDS TO MAKE SURE EVERYONE IS HAVING FUN!

WE AGREE TO FOLLOW THIS  
CHARTER AND GO  
“F.A.R.”  
IN THE PLAYGROUND!

# Play The HEATHHALL WAY

QUESTIONS TO BE ANSWERED????

WHAT IF SOMEONE IS DOING  
THE FOLLOWING:

1. FIGHTING
2. SLIDING DOWN THE GRASS HILLS
3. ARGUING WITH EACH OTHER
4. NOT RESPECTING OTHER PEOPLES  
WISHES

## Solutions

ANY VIOLENCE / BREAKING OF :  
THE "HEATHHALL WAY" = 2 MINS OUT  
ON A BENCH

IF YOU WISH TO JOIN BACK IN WITH  
SOMEONES GAME THEN ASK NICELY  
AND YOU MAY !!

## other questions

1. CAN WE USE THE MUGA FOR MORE  
THAN JUST FOOTBALL

## Solutions

1. P6 & P7'S RUNNING GAMES AT  
BREAK & LUNCHTIME ON GRASS &  
PLAYGROUND
2. "GO NOODLE" CLUB IN HALL AT  
BREAKTIME ON A TUESDAY AS A  
TRIAL.

HOPEFULLY THIS WILL GIVE YOU EXTRA  
CHOICES

# Celebrating Success

Celebrating a pupil's successes is an important part of school life that is used to help develop them as Confident Individuals.

## We celebrate success in a range of ways at Heathhall:

- All children and staff are invited to celebrate success at assemblies where Student and Teacher FAR awards, Star Writer and Wider Achievements will be awarded. Additional rewards for earning these awards are decided upon by consultation with the pupils through our pupil council.
- House points will be gathered. The winning house will be celebrated at assembly.
- At the end of the year all points are added together for an overall house winner.
- Group points can be awarded in class with the teacher/pupils deciding the reward for the winning group.
- Children are entered into a weekly lottery where they can win time on the Ipad and Wii.
- Successes are captured by the pupils in their World of Work profiles, as well as through wider achievement certificates.



## Strategies to Address Negative Behaviour



### ACCESS TO EDUCATION

**Discipline in schools  
should respect  
children's rights and  
never use violence.**

Behavioural issues can arise for a number of reasons e.g. specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues. Sometimes these barriers disrupt class learning or cause difficulties during break/lunch times.

These situations can affect the child themselves, other pupils in their class and staff they work with. If there has been a tricky issue or challenging time, sometimes we have to use consequences to address the behaviour with a view to improving the behaviour moving forward.



We aim to develop Effective Contributors at Heathhall, therefore as in all aspects of their school life, pupils are active participants in the process of finding solutions for moving forward with behaviour.

Instances of negative behaviour are responded to in a way that respects dignity for all.

These include:

### **Individual Approaches**

- Early Intervention and encouragement to make good decisions is provided by staff within the school.
- Different strategies within the classroom may be applied.
- Restorative approaches such as writing a letter of apology may be used.
- A reflective discussion may take place between the pupil and a member of staff within the school.
- A chronology may be kept to record incidents and identified agreed interventions put in place.

### **Partnership Working**

- Working with parents and carers to discuss approaches that will work with their individual child.
- Engage and collaborate with outside agencies to support the meeting of the child's needs.
- Engage in a restorative conversation with school staff in school.

## Restorative Conversations

As part of our approach to developing Responsible Citizens at Heathhall, one of the strategies to address negative behaviour is to have a restorative conversation with a member of the school staff. This has been approved by the pupils and is based on a restorative approach to behaviour management. Pupils are encouraged to think about how the choices they make affect the Rights of a child and also reflect against our school values of Fairness and Respect and identify a positive way forward through our value of Achievement.

This works as follows:

**Restorative conversation with an adult in school** - Pupils will take part in a restorative conversation, at the first morning interval following the incident, with an adult in the school and set an actionable target to help them make positive decisions moving forward.

**Partnership with Parents** - If a poor choice has been made and a restorative conversation is to take place, communication is sent home from the class teacher outlining what challenge has been faced. Parents or teachers may decide that a further conversation is necessary following this, to find a positive way forward for the child that can be supported both in school and at home.

**We are all individual** - As every child develops and learns differently, some children need different conversations to understand and make better choices. An individual programme is developed to support these pupils to engage in strategies that support their needs.

# Conflict and Bullying

Bullying is a violation of children's rights and is incompatible with the United Nations Convention on the Rights of the Child.

The UN Convention on the Rights of a Child states that 'No child should be treated unfairly for any reason'. At Heathhall, all adults strive to establish open, positive and supportive relationships where our children feel safe, secure, listened to, and secure in their ability to discuss sensitive issues. Our pupils, through our eight indicators of Wellbeing (safe/healthy/achieving/nurtured/active/responsible/respected and included) work have conversations that can take place early on and give pupils an alternative voice to disclose worries and concerns.



## Definition of Conflict

Conflict can occur on a daily basis when children fall out over the toys/game they are playing or an argument with a friend. At Heathhall, we work with the children to develop conflict resolution strategies that they can use to overcome these barriers.

## Definition of Bullying

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.

(Scottish Government, Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People - Update 2024)

At Heathhall we see bullying as both a behaviour and an impact. The impact is on a person's capacity to feel in control of themselves. We call this their sense of agency. Bullying is more likely to take place in the context of an existing imbalanced relationship, but may also occur where no previous or current relationship exists. It may be carried out by an individual or can sometimes involve a group of people.

Bullying can be a complex behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. It should be defined by the person or people affected. It is therefore not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. However, it is important to recognise and acknowledge bullying behaviours so you can identify them when they are happening.

### **Bullying behaviours can include:**

- Being called names, teased, put down or threatened
- Being hit, tripped, poked or kicked

- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread
- Receiving abusive text message, instant messages or e-mails
- Making you feel like you are being bullied or fearful of being bullied
- Being targeted because of who you are or who you are perceived to be
- Being targeted because of others you are associated with

### **Forms of Cyberbullying**

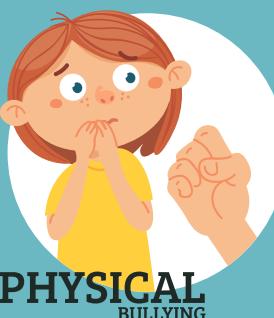
This form of bullying usually takes place in addition to the more familiar forms of face-to-face bullying and can include:

- Threats or harmful remarks (e.g. by texts, emails or on message boards)
- Harassment (e.g. in online chat rooms, via email, phone calls, texts or message boards)
- Exclusion (e.g. on social network sites)
- Manipulation (e.g. using pictures, videos or previously recorded messages)
- Theft or damage to property (e.g. deleting of homework assignments)

# SPEAK OUT!



# STOP BULLYING



## Prejudice Based Bullying

There are 9 Protected Characteristics under the Equality Act 2010. We have highlighted some of these here as well as other areas of bullying which as a school we may require further information/help on:

1. Asylum seekers and refugees
2. Disability
3. Racial Bullying
4. Sectarianism, religion or belief
5. Sexism and Gender
6. Sexual Orientation
7. Body Image
8. Looked After Children
9. Young Carers

Something need only happen once for a child or young person to feel worried or scared to go to school. It is important to take into account the impact on the child or young person. Actions can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on your child and ask them how they feel.



**FREEDOM OF THOUGHT AND RELIGION**

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights.



**AIMS OF EDUCATION**

It should teach them to understand their own rights, and to respect other people's rights, cultures and differences.

## **They may be showing some of the following signs and symptoms:**

- Changes to their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money (to pay bully)
- Has dinner and other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received



## What may they be feeling?

A young person who is being bullied may feel:

- Pain or hurt
- Weak and powerless to make things better
- That it may be their fault
- Fear
- Isolation
- Less confident
- Anxious about making it worse if they tell someone

## What might they be saying?

They may say:

- Friends are not talking to them
- They need driven to or from school
- They need more money
- They have lost their appetite
- They have lost their dinner money
- They hate going to that lesson. Going on that bus journey/lessons with those people



## What we do as a school when we are notified of an incident:

- The child is assured the incident will be dealt with
- We take the disclosure seriously
- We keep the person experiencing the bullying informed of all actions/ discussions
- We complete a referral within school management system
- An appropriate adult listens to details and records the incident in writing
- We may seek to establish witnesses
- If no bullying has taken place (i.e. the incident has been a conflict), we resolve the issue appropriately using the school's restorative approaches
- We talk to the child/ children displaying bullying behaviours. We follow our school's Developing Positive Relationships (including anti-bullying) policy
- We carry out conversations using restorative practice to help all parties resolve the negative behaviour
- We would contact parent/carer of the person experiencing bullying to inform them of the incident and offer possible appropriate support
- We would contact parent/ carer of the person displaying bullying behaviour to inform them of the incident and offer possible appropriate support
- A chronology of events would be noted using the school management system - Bullying and Equalities Module
- We would monitor the situation and take appropriate action
- Where there might be implications with regards to the law, we would contact the Police
- Where appropriate, we would speak to the class or year group or use assembly time
- We would seek help from outside agencies as appropriate

## Websites

A wealth of useful information, advice and practical resources are available online.

**[www.respectme.org.uk](http://www.respectme.org.uk)** – The Scottish Government's dedicated anti-bullying services provide useful information for professionals, parents and children and young people, including a helpful leaflet entitled ' Cyberbullying: Are you switched on?

**[www.ceop.gov.uk](http://www.ceop.gov.uk)** – The Child Exploitation and Online Protection Centre

**[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)** – A section of Child Exploitation and Online Protection Centre dedicated to education, with relevant sections and resources for professionals, parents and children and young people

**[www.childnet.com](http://www.childnet.com)** – Child net international, a non-profit organisation working to help make the internet a great and safe place for children

**[www.kidscape.org.uk](http://www.kidscape.org.uk)** – The kidscape website has a section on cyberbullying specifically, containing helpful links and advice for parents and children and young people



## I'm being bullied? What can I do?

**Dear Linda,**

*I am 10 and I can't face school anymore. I'm always on my own and I've got nobody to go around with. I've fallen out with my friends and they hang around with someone who bullies me.*

**Lucy**

**Dear Lucy,**

I understand what you must be feeling. I myself have been in this situation before so I understand. You might feel lonely and unable to talk to people about it but the best thing you can do is tell people about it.

Whether it is a trusted adult or a close friend they will help you more than I can. I did not deal with my situation the best of ways but I made it out and I will give you advice on what to do and what not to do.

With the type of bullying you are facing it is important to not face it alone. Tell an adult or someone that you haven't fallen out with. Don't retaliate. Retaliating is one of the worst things you can do in this situation especially if your bully has lots of people with them. Another thing you should do is keep evidence of what is happening to you. If this gets worse you have a document of what happened and you can show a teacher your evidence that the person is bulling you or even the police.

If you feel that telling your parents will endanger you or anyone else then contact Childline by phoning 08001111 or speak to an online councillor on the website. Remember Childline won't tell anyone about what you tell them unless they believe you are in danger. One of the things you shouldn't do is confront the bully because it will only make the situation worse. I would try to be friends again with some of the people you fell out with and maybe tell them about the bully.

Overall I wish you lots of luck in telling a trusted adult or close friend. I can't be sure that all of this will work but if all else fails then ChildLine is your best option. I hope you get the help you need and you feel better.

**Regards, Linda**

**Dear Linda,**

*I have seen a group of children in my school picking on another boy. They steal his money and often hit him. Once they smashed his glasses and threw them in the toilet. I feel really sorry for him. I would like to try and help but I don't want to get on the wrong side of the bullies.*

*Is there anything I can do?*

**Josh**

**Dear Josh,**

I got your letter and have some advice for you. Firstly, try keeping the boy away from the bullies this will prevent it happening as much. Next you should tell a trusted adult and they will be able to help with the situation. Also this experience could be affecting this young boy mentally so reassure him it's not his fault and he doesn't deserve what he is getting. It is always nice to have a friendly figure there to make you feel happy so always make sure he has a friend or even just you are that friend that is there for him. Definitely report the bully to the school and take notes on what is happening.

Don't get physically involved just talk to the boy and his parents. Like I said before take notes on how often the bullying is happening, when it's happening and where. This will help to stop the bullying quickly. If the bullying continues or you get bullied alert a trusted adult immediately. Remember to always reassure yourself or the boy that it is not your fault and everything will get better.

If you need any more advice call childline whose number is 0800 1111 or visit their website <https://www.childline.org.uk/>. They give some great advice and your conversation will not be shared unless someone's health could be at risk. If you ever need more advice or need someone to talk to just write back to me. Try keep this young boy in a group so that he feels safe also keep him close to a teacher. As soon as he gets bullied again inform a teacher ASAP. Make sure the young boy knows bullying is not okay and it's not okay this is happening to him. If anything goes too far pull the boy away to a teacher because he could get severely injured and even could have to take a trip to hospital. Ask the young boy if there is anything happening at home that could be triggering the bullying. The bullying might be because of poverty or not being as wealthy as others. It could also be having only a mum, being adopted, being an orphan or even they are just in the care of another family member.

I hope my letter will help you and the young boy to stop this horrific bullying.

**Yours faithfully, Linda**

**Dear Linda**

*I am 9 years old. When I play in the playground in school I get tripped up and bigger boys keep taking my dinner money. I hate school, what can I do?*

**Gavin**

**Dear Gavin,**

Thank you for your letter.

I understand that you are upset with the bigger boys that have been tripping you up and taking your dinner money. Be strong and I know you might be angry at them or sad but they will not just stop like that. Besides them taking your dinner money and tripping you up is anything else that is worrying you?

Sometimes I think to calm me down I take a hot bubble bath and a drink.

Firstly, walk away from the bullies and ignore them, don't get involved or it might just make things worse.

Secondly, tell someone you can trust like a family member or a best friend and tell them all the things that are worrying you!

Thirdly, go outside and play or read a book that might take a few things off your mind.

Due to them taking your dinner money just tell a teacher at the time or else it will keep on happening.

I think if you think about something you love it takes your mind off it.

Please keep on believing in you and write back to me if anything else is worrying you. Hope you are feeling a bit better.

**Take Care**

**Linda**

**Dear Linda,**

*I am a 12 year old girl and I am being bullied through a website. Everyone in school goes on there, but a group of girls have been posting really nasty things about me. I tried talking to the girls, but they will post more messages and beat me up on my way home from school.*

**Joanne**

**Dear Joanne,**

I am sad to hear you have been going through a rough time and I am here to give you some advice about you getting bullied through the Internet. I think this is unacceptable for you to go through and I wish to help you throughout it. Before I start getting into the big advice I just want to say that you are not the only one this is happening to.

Firstly, you will get through this and I wish to help you. It can happen to anyone no matter where you are. Maybe you should talk to someone such as family, friends or you can tell your teacher. If you begin to feel isolated then people are there for you while this is going on. Maybe making some new friends can help you get through it a bit more.

If it makes you feel any better try taking your mind off it and go to an after school club or play with something that you enjoy. Someone from Childline will always be there to talk to 24/7. Try taking advice from the internet and use that. Lastly, my biggest part of advice is delete the app, block the person, report it and do not respond.

**Yours faithfully**

**Linda**



The positive pro-active approach to relationships and behaviour at Heathhall contributes to the development of pupils as **Responsible Citizens, Successful Learners, Effective Contributors and Confident Individuals** who are able to achieve to their full potential.

 **Successful Learners**

 **Confident Individuals**

 **Responsible Citizens**

 **Effective Contributors**

**To enable  
ALL  
young  
people to  
become**