

# Galston Primary



## Respectful Relationships Policy



## Rationale

The purpose of this policy statement is to provide guidance for teachers, pupils, parents and carers on our restorative and relationships-focused approach to building positive interactions throughout our school. This will allow our whole school community at Galston Primary School to enjoy a calm and caring environment which supports each child both educationally and emotionally to give them the best possible chance to achieve their full potential in all aspects of their journey. Children's wellbeing is at the heart of *Getting it Right for Every Child*. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. Our Respectful Relationships Policy begins with a promise from all adults within our establishment to provide a clear, consistent and calm approach to promoting positive behaviour and to build a climate where learning happens in a nurturing, inclusive, empathetic and respectful environment. Approaches used to develop this learning space are underpinned by children's rights.



## Aims

We believe that for our children to be Successful Learners and take their valued place in society as Responsible Citizens, they must be part of a supportive, caring ethos in which relationships are managed positively and consistently. It provides children with a secure framework in which they will develop skills and strategies to help them take responsibility for their own behaviour. Subsequently, the relationship between pupil, teacher and wider staff will be built on mutual trust and respect, allowing our school to achieve the following aims:

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- To ensure our school values underpin our relationship-focused approach.
- Establish open, positive and nurturing relationships across the community, where children and young people feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their life.
- To provide a clear, fair and consistent approach to managing all types of behaviours, based upon nurture principles and restorative practice.
- To ensure flexibility in supporting behaviours that might be the result of Adverse Childhood Experiences and/or Additional Support Needs.
- To provide a safe, respectful, equitable and happy school climate where learning opportunities are maximised.
- To provide all of our school community with the tools to support de-escalation, co-regulation and resilience building.

### **Rights Respecting School**



Primary School is a UNICEF Silver Rights Respecting School. This means that the rights of each child as defined in the United Nations Convention on the rights of the child are at the core of our ethos and underpin everything we do. In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential. They apply equally to every child, regardless of who they are, or where they are from. Human rights are founded on respect for the dignity and worth of each individual, regardless of race, gender, language, religion, opinions, wealth or ability and therefore apply to every human being everywhere. The Convention recognises the human rights of children, defined as any person under the age of 18. It is the only international human rights treaty which includes civil, political, economic, social and cultural rights. It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood. At Galston Primary we believe that every child has the right to an education which ensures they learn successfully in a safe and secure environment. We have high aspirations for our students and passionately believe in a shared responsibility between parents, staff and pupils to uphold the rights of all children and strive to encourage a strong moral understanding of our social responsibilities across all aspects of school life.

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moral understanding of our social responsibilities across all aspects of school life.

## Global Goals

The United Nations Sustainable Development Goals were adopted by member states in 2015 and were a universal call to action poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The involvement of children and young people from a young age in understanding these goals and helping to achieve them is important. At Galston Primary School, we want to make a contribution to this and through our [Curriculum](#), Rights Respecting Schools and [Eco Schools](#) learning.



## School Values

Taking into account our foundation of Getting It Right For Every Child and the UN Convention on the Rights of the Child (UNCRC), we have developed our school values:

**Responsibility**

**Respect**

**Honesty**

**Inclusion**

**Fun**



I have good news!

\_\_\_\_\_ has been displaying one of our core values today!

Respect	
Responsibility	
Fun	
Inclusion	
Honesty	

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Each class takes these values and creates a charter where they explore how they will meet the values and therefore afford everyone their rights. We use these values and charters as expectations and boundaries in our classes, around our school and in our playground. We have high expectations for all of our young people. We give recognition to all pupils who go 'over and above' by those who demonstrate an ability to exceed our school values, impacting the wider Galston community and demonstrating initiative. This is recognised through our Values assemblies and certificates, 'Munchies with Murphy', regular use of house points, positive reinforcement strategies and class rewards.

### **Class Charters**

Every class has a Class Charter, linked to our Rights Respecting Schools, which is created by our young people at the start of each academic year. This is referred to on a regular basis throughout the school day with high expectations set on children following the agreed class charter in addition to our school values.

We aim to embed nurture throughout the school within every class to ensure there is a clear emphasis on a nurturing approach as a universal pedagogy to support children and young people's wellbeing, whilst recognising the need to develop targeted approaches where appropriate.

### **Our approaches to creating a safe, structured and supportive environment at Galston Primary School:**

#### **Welcome**

Staff all create a welcoming environment by greeting pupils every morning through an informal 'meet and greet' in the playground and classroom as they enter. This may be a simple 'Good morning' or offering a handshake to provide a consistent check-in and enthusiastic welcome for every child.

Communication with parents/carers and the wider community is also a key part of this



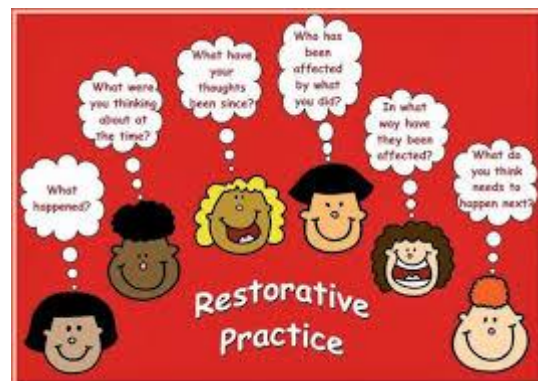
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welcoming ethos. There are opportunities for parents/carers to say hello and speak to our Senior Leadership Team every morning and parents also have the opportunity to meet with our Galston Parent Group, who meet weekly within the school. We also hold various parent/carer and community events throughout our school year to encourage these relationships.

### **Restorative Practice**

Restorative Practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved and identifying together a natural consequence. Experience and evidence at local and national levels has shown that restorative processes has a positive impact on changing school cultures, especially with regard to attendance and behaviour.

Every adult in our school is important, has the skills and uses the same tools to deal with behavioural incidents. If an incident takes place in the playground this will normally be responded to by support staff who use the same strategies and processes as teaching staff. This allows an intervention to take place immediately



and may involve a restorative conversation. If this cannot be done in the playground 'Think' time can be used following breaks as it is important that children are settled and ready to learn before return to class.

We support our pupils through Restorative conversations. Part of the support we offer will involve using our Restorative Think Sheet to help pupils understand their emotions and how they can work together to make sure all children have access to their rights. Whenever we use Restorative Think Sheets with our pupils we will send them home to parents/carers so they can further support their child.

### **Restorative Conversations**

At Galston Primary we believe that nurturing and restorative practice, as well as high expectations are key to building positive relationships. Restorative

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conversations aim to help the child realise how their behaviour impacts others, learn what appropriate behaviour looks like and equip the child with the tools to discuss their feelings whilst taking ownership of repairing a relationship, and having an active voice in how they wish to move forward. This creates a plan they can use to avoid a similar incident occurring in future.

These restorative questions will be used to structure restorative conversations. Depending on developmental stage up to 5 questions will be used. The teacher may decide it may be more appropriate to start with 2 questions and build on these as the child develops socially and emotionally.

## Restorative Questions

When things go wrong: (i.e. Questions for wrongdoers)	When someone has been harmed: (i.e. Questions for those affected by wrongdoing include)
<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you have done? <ul style="list-style-type: none"> <li>• In what way?</li> </ul> </li> <li>• What do you think needs to happen to make things right?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you think when you realised what had happened?</li> <li>• What impact has this incident had on you and others?</li> <li>• What has been the hardest thing for you?</li> <li>• What do you think needs to happen to make things right?</li> </ul>

## Enhanced supports in developing pupil wellbeing and positive relationships

Teachers and SLT, using PASS Wellbeing assessment information, will discuss children who they think will benefit from targeted group work. The children who join the groups will have experienced difficulties in accessing learning in a conventional classroom setting and are displaying social, emotional and behavioural issues that are inhibiting their progress.

Some of the supports available in school include: LIAM, Drawing & Talking, Seasons for Growth, Nurture and Skills for Life Groups.



Some examples of enhanced supports offered by our local authority include: East Ayrshire Psychological Services

East Ayrshire School Counselling Service (The Exchange)

Should you feel your child would require these supports, please speak to a member of the Senior Leadership Team.

## The Courtyard

The Courtyard has been developed for the purpose of allowing children a space to self-regulate and develop their social and emotional skills. This area is a space away from the playground environment where children can play with a smaller group of children with a member of staff present to support

relationships/ conflicts if necessary, this will help build positive relationships and will reduce the pressures and stresses placed upon them. There are a range of resources available such as board games, Lego, role play items to help them to develop their social skills and develop resilience.





## Appendix 1

### Anti-bullying: Respect for All Establishment Statement

#### Galston Primary School



### Anti-bullying statement for Children / Young People in Galston Primary

#### Vision

Every child and young person in East Ayrshire should grow up free from bullying behaviour.

Across all sectors, those working with children and young people in East Ayrshire are already aiming to fulfil the Scottish Government and local government commitment to ensuring children and young people become confident individuals and responsible citizens. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour. Getting it right for every child (GIRFEC) in East Ayrshire ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

#### Policy statement purpose

In East Ayrshire learning settings promote respectful relationships approaches but in line with national guidance the term bullying is used in this statement for incidents where someone is physically, mentally or verbally hurt by another individual or group of people.

This document builds on East Ayrshire's Respect for All Anti-bullying Policy and outlines the steps that will be undertaken in Galston Primary to provide guidance to staff, parents/carers and children / young people on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.

## **Raising awareness and prevention**

### **Staff**

In addition to promoting and role modelling positive relationships and positive behaviour, all staff in Galston Primary with a responsibility for children / young people will participate in the training and development listed below:-

[Free training](#) for adults who work with children and young people is also available from Respect Me, Scotland's Anti-bullying Service or remotely via EAC's CLPL blog.

Authority or in school training and discussions on:

Respect Me

Nurture

Restorative Approaches

Other initiatives which supports developing positives relationships

### **Pupils**

In Galston Primary we actively, openly talk about equality, diversity, and children's rights and discuss bullying behaviour. Listed below are the strategies/resources which will be used to raise the children/young people's awareness and prevent bullying:

Playground Helpers

Restorative Conversations

Circle Time Discussions

Growth Mindset

East Ayrshire Health and Wellbeing Programme - Early to Second

### **Parents**

In order to raise parental awareness of positive relationships and positive behaviour, all parents in Galston Primary will be provided with the information listed below:-

<https://blogs.glowscotland.org.uk/ea/parentalhwawarenessprogramme/anti-bullying/>

### **Recording and monitoring strategies**

In Galston Primary incidents of bullying are recorded and monitored, in accordance with the guidance in East Ayrshire Respectful Relationships Policy, in the SEEMIS Bullying and Equality Module.

### **Reporting and feeding back about bullying incidents**

In Galston Primary children/ young people, staff and parents will be made aware of the friendly, confidential and safe ways to report bullying behaviour:-

**Pupils:** - Ways to report bullying behaviour:-

Class Worry Boxes

Tell a trusted member of staff.

Tell a trusted older child.

Tell your friend and ask them to tell an adult in school.

Rights Respecting School suggestion wall.

Give a note to your teacher.

Put a note in the Worry Box at the main office.

Speak to your teacher during your learning conversations.

**Parents:** - Ways to report bullying behaviour:-

Phone call to the school office to pass on information or ask for contact from staff.

Phone call to the school office to arrange an appointment to speak to staff.

Email Mrs Murphy at [shona.murphy@eastayrshire.org.uk](mailto:shona.murphy@eastayrshire.org.uk)

Send a letter to school

**Staff:** - Ways to report bullying behaviour:-

Fill in a cause for concern form and pass to a member of the Senior Leadership Team.

Speak to a member of the management team.

Write a letter to any member of the management team.

Speak to a colleague

Email a member of the management team.

## **Children / young people's views on respectful relationships**

We have included and consulted our children / young people in the creation of this statement and some of their comments are shown below:-

### **What do you think bullying means?**

I think it is when they hurt people and not say nice things, kicking and hitting someone or do something to you and it goes on a lot.

I think bullying is hurtful words, hurting others, cyber bullying and fighting.

Bullying is - being mean over and over again, shouting at people, punching and kicking people.

It is not respecting people or when people are getting threatened.

Bullying is a person who keeps doing something to you that you don't like.

When people are not treating you respectfully constantly.

Bullying is being racist to someone.

Bullying is when a group of people or one person is being very mean and won't stop.

Bullying is very a very hurtful thing. It can hurt people mentally, so please don't bully

Discrimination is a form of bullying and it means to make fun of another race, gender or appearance.

### **What could we do to help stop it?**

Don't be mean to each other.

Confront them if I get hurt.

Tell a friend.

Tell someone you trust.

Tell a trusted adult.

Walk away.

Try to solve the situation.

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Say STOP!

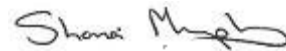
Tell the police.

In Galston Primary Mrs Murphy will be responsible for ensuring all parties are actively informed of progress made.

Policy statement reviewed date: August 24 & February 25

Head of Galston Primary

Signature:

A handwritten signature in black ink, appearing to read 'Sharon Murphy', written over a faint horizontal line.

Date: 11/2/25

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