

# Bellsbank Primary School

## Inclusion and Positive Relationship Policy

October 2025



## Rationale

Inclusion and building positive relationships are crucial to developing pupils who are:

CONFIDENT, RESPONSIBLE, EFFECTIVE and SUCCESSFUL.

At Bellsbank Primary School, we aim to ensure that every child reaches their potential, and their individual needs are met no matter what their barrier to learning. In accordance with a range of policies globally, nationally and locally, we hope to achieve this aim through the development of this policy.

*The Salamanca Statement and Framework for Action on Special Needs Education* (UNESCO 1994) discusses the educational issue of inclusion and getting it right for all children. Emphasis is not only put on education but on the impact on the whole school community if wellbeing is not supported, 'A Child-centered pedagogy can help avoid the waste of resources and the shattering of hopes...moreover, the training ground for a people-oriented society that respects both the differences and the dignity of all human beings' (UNESCO, 1994, p. 7). Therefore, highlighting that attainment alone is not the answer to education and we need to consider the whole child to support individual needs,

*Getting it Right for Every Child (GIRFEC) Policy Statement*, (Scottish Government, 2022), emphasizes the importance of pupil wellbeing and how this is critical to children flourishing in their learning, ensuring we provide support at the right time to allow children to meet their full potential. The Scottish Government (2020) document, *Support for Learning: All our children and All their Potential* makes reference to 'Relationships and Behaviour' through one of their identified themes, stating, 'Unmet needs and inability to express intense, difficult feelings can result in a child or young person expressing these through verbal and physical abuse' (Scottish Government 2020, p. 51). Assumptions created suggest that the underlying problems linked to mental, emotional, and social wellbeing could be linked to relationships between staff and pupils. Therefore, exploring positive relationships is crucial to getting it right for all our pupils through the development of an ethos which is built on trust and mutual respect where all children feel included and valued. As discussed by the Scottish Government (2021a), leaders need to support and guide staff to create this environment.

The General Teaching Council Standards (GTCS) (2021) advocate that Wellbeing is the responsibility of all, and that everyone in the school community has a key part to play in building positive relationships. Within local policy, it has been highlighted that we must ensure staff feel supported and equipped with

the skills and qualities required to support pupils' wellbeing. (East Ayrshire Psychological Services 2016)



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## Our Vision at Bellsbank

Bellsbank Primary School is committed to meeting the needs of all our learners, ensuring that their understanding, skills, capabilities and attributes are developed from early level and are revisited and refreshed throughout their time at Bellsbank and into lifelong learning.

As a school we create a safe and nurturing environment through a consistent whole school approach to wellbeing which is supported through high quality learning experiences and ongoing assessment of needs.

Every pupil feels they are valued and included allowing them to reach their full potential. We remove barriers to learning through an inclusive approach underpinned by positive relationships and a relentless drive to get it right for every child in our care.

*At Bellsbank Primary School we encourage every pupil to:*

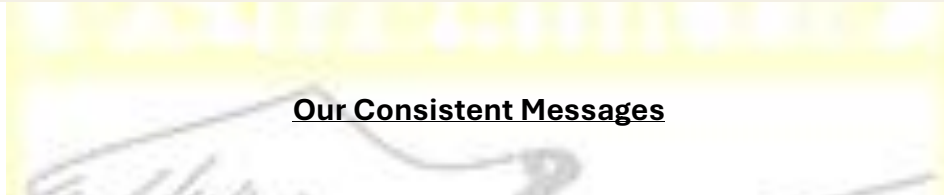
**Believe and Encourage  
Love and Learning for  
All**



**Our Values**



**Our Consistent Messages**



**ACTS OF KINDNESS**



**• GOOD MANNERS**



**• WORKING HARD**

Benefits of having shared values and consistent messages within Bellsbank are:

- pupils and adults feel safe and protected
- a positive learning environment is created
- develops mutual respect
- everyone's qualities and attributes are valued
- our emotions are understood and how we understand how our behaviour affects others
- being able to disagree without getting into conflict
- being able to use relational approaches to resolve problems and repair relationships

## Roles and Responsibilities

### **Senior Leadership Team**

The SLT are responsible for:

- Leading by example by establishing a positive, caring ethos which is underpinned by supportive and open relationships across the school community.
- Modelling behaviour which highlights the school aims and values.
- Supporting a whole school approach to inclusion and positive relationships by involving class teachers, pupil support assistants, clerical staff, pupils, parents/carers and the wider school community.
- Providing resources necessary to deliver and support the development of inclusion.
- Providing staff with regular CLPL opportunities to improve their professional skills and competencies.
- Supporting the assessment processes to meet the needs of all our pupils.
- Monitoring and tracking progress of our pupils who are accessing interventions.
- Reviewing policy regularly to ensure continued improvement.

### **Class Teachers**

Class teachers are responsible for:

- Being proactive in ensuring they meet the needs of all learners within their classroom by building a positive learning environment built on open and honest relationships.
- Planning and delivering learning and teaching which incorporates wellbeing and meeting the needs of learners.
- Providing rich experiences in day-to-day learning and teaching programmes and engaging in cross curricular links and real-life situations.
- Using a wide range of innovative strategies and resources to inspire and motivate learners and ensure that lessons are active.
- Utilising assessment strategies to support individual needs.
- Taking part in regular CLPL opportunities to improve their professional skills and competencies within inclusion.
- Being aware of policies linked to wellbeing, inclusion, child protection and behaviour locally, nationally and globally.
- Adhering to their responsibilities with the GTCS standards.
- Ensuring that a consistent approach to inclusion is achieved in line with this policy to support our whole school approach.

### **Pupil Support**

Pupil support staff are responsible for:

- Establishing positive relationships with pupils which make them feel safe, happy and supported.
- Being aware of the wellbeing needs of the pupils they are working with by liaising with teaching staff and SLT.

- Guiding and supporting pupils through group and individual activities to support their learning or wellbeing.
- Ensuring that a consistent approach to inclusion is achieved in line with this policy to support our whole school approach.
- Being aware of policies linked to wellbeing, inclusion, child protection and behaviour locally, nationally and globally.

## **Pupils**

Pupils are responsible for:

- Building positive relationships with peers and staff (supported if required)
- Supporting the aims and values of the school and using these expectations to inform their actions.
- Taking responsibility for their own actions
- Respecting the individual needs of others around them
- Identifying strategies which support their wellbeing (supported if required)

## **Parents and Carers**

Parents/carers are responsible for

- Taking time to talk and listen to their child/children every day
- Praise and encourage effort and successes to help build resilience
- Encourage independence and responsibility at home
- Exploring techniques which may support their child/children when they are distressed
- Developing positive and open relationships across the school community.
- Modelling behaviour which highlights the importance of accepting our mistakes and learning from these.
- Are proactive in in establishing open, positive, supportive relationships across the school community and in modelling behaviour to their child which promotes health and wellbeing
- Keep the school informed of any changes or losses that may impact on their child/children's learning.

## Meeting Pupil Needs

At Bellsbank we have a range of ways to support the needs and wellbeing of all our pupils and staff, which is underpinned by our inclusive approach and positive relationships.

Below is an overview of the supports we put in place across the school.

### ***Inclusion Support in Bellsbank***

#### **Whole School/Class**

Circle Framework  
Communication Friendly Strategies  
RRS – Class Charters  
SHANARRI  
PATHS  
Daily Check-ins

#### **Further Learning**

Wellbeing Champions  
Dyadic Developmental Practice,  
Psychotherapy & Parenting  
Nurture  
Educational Psychologist Input  
Professional Learning Framework

#### **Group/Targeted intervention**

Teacher Assessment  
Pupil Support Assistant Support  
EAST  
SALT  
Educational Psychologist  
Adventure Programme P7  
Seasons for Growth  
Wellbeing Groups

#### **Specialist Supports**

Learning Lab  
Nurture  
Regulation Trackers  
Bespoke Timetable  
LIAM  
DDP  
Outside Agency Support

## Whole School/Classroom Approaches

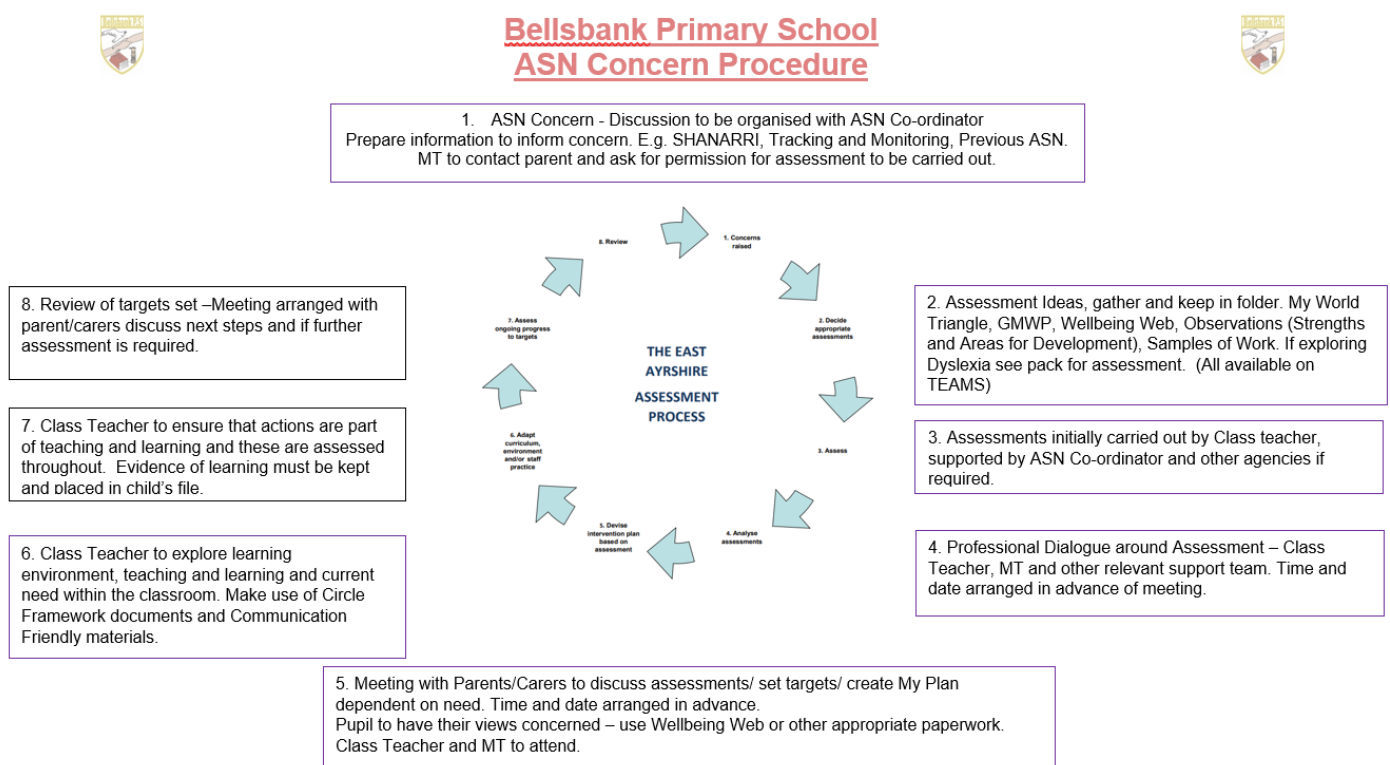
All teaching staff have the responsibility to ensure the following areas are part of their classroom daily practice and these will also be reinforced within whole school assemblies.

- **Circle Framework** – The Circle Framework has been developed to support the expertise of our teachers in creating an inclusive environment for all learners. The framework provides comprehensive checklists which explore the Physical and Social Environment, Rules and Routines, Motivation and Skills in connection with inclusion. All teachers will complete checklists throughout the year linked to our ASN calendar.
- **Communication Friendly Strategies** – Each class teacher should ensure their learning environment is accessible to all. All areas of the classroom should be labelled appropriately and resources available to support the learning of pupils in their class. This area is closely linked with the Circle Framework Checklists. **(Appendix A Inclusive Classroom Checklist)**
- **RRS – Class Charters** – As part of being a Rights Respecting School, and in line with UNCRC Article 12, pupils should be full partners in agreeing what the shared expectations and boundaries are within their class through the creation of a Class Charter. This aims to create a positive learning environment for pupils, as well as, building shared values and trusting relationships. Charters should be seen as a framework for both adults and children on how to respect each other's rights.
- **SHANARRI** – Supporting pupil's wellbeing is paramount to Getting it Right for Every Child and as a school we ensure we are following Standard Circular 76. With this in mind, all pupils will explore the wellbeing indicators and what this means to them through whole class activities. Pupils should be familiar with the Wellbeing Web. This can be used to support pupils who may be displaying difficulties with their social, emotional, and physical wellbeing.
- **PATHS** – Children will have 2 PATHS lessons per week to help them develop their emotional literacy and skills resolving conflicts and problem solving. Pupil of the day will be used throughout the school. The language of "comfortable/uncomfortable" feelings will be used throughout the school.
- **DAILY CHECK-INS** – Children will share how they are feeling each day through different class activities. This may take the format of a class display, Circle Time or using online check-in tools such as Teams Reflect. Teachers will follow up any concerns with the children about any emotions shared at an appropriate time.

## Group Supports

If pupils are finding aspects of the curriculum difficult or struggling with their wellbeing, and areas explored within whole school approaches have not successfully reduced barriers to learning, as a school, Bellsbank will explore further interventions and supports.

- **Teacher Assessment** – Following the flow chart below staff will ensure that they gather a robust amount of evidence to support the learning needs of the pupils. This process will be supported by SLT, parents, pupils and outside agencies if required.



Following the assessment process, we may explore some of the following next steps of support:

- **Pupil Support Assistant Support** – Our pupil support assistants support pupils as part of their class, within small groups or on a one-to-one basis if required. Our classroom assistants can deliver a range of interventions such as 5 Minute Box Literacy and Numeracy, Wellbeing Groups, the use of accessibility tools, Working Memory as well as other individualised wellbeing supports for pupils.
- **EAST** – Each term our SLT meet with our EAST member of staff to discuss pupils who may already have an identified need. Pupils receiving this support may have a child plan or ILP in place and require specific learning strategies and approaches tailored to their needs. The EAST team also provide short term interventions to support pupils who may have small gaps in their learning.

- **SALT** – Speech and Language Therapy – As a school we can explore a Request for Assistance for this service to support language and communication needs. Staff from this service come into the school to work with pupils and their teachers.
- **Educational Psychologist** – Each term our SLT meet with our educational psychologist to discuss key worries and concerns linked to pupils. Our educational psychologist can support us through observations, assessments and further interventions and strategies for pupils who may require more specialist supports.
- **Adventure Programme** – This programme is specifically designed to support our primary 7 pupils who may need enhanced preparation for their next big step to secondary. This explores aspects of anxiety, confidence and having a positive mindset. Primary 7 staff will be asked to identify pupils who may require this support during term 2 of the year.
- **Seasons For Growth** – This programme helps pupils to build knowledge and skills to strengthen their emotional wellbeing and resilience following a significant change or loss. Information sessions are given to both pupils and parents before pupils accessing this programme to ensure it is suitable for individuals.

### Individualised Supports

If pupils continue to find accessing the curriculum difficult and assessments carried out show a need for more specialist supports, we have a range of individualised learning opportunities that pupils can access.

- Soft Start - We offer pupils the opportunity to have a soft start to their day if required. Pupils can come into school from 8.45am to 9am and can access a safe space with a range of self-regulation activities.
- Breakfast Club – Children can attend Breakfast Club from 8.45. Breakfast is provided and it also provides an opportunity for anyone who may require some wellbeing support before the start of their day.
- Quiet Lunch – An area of the dinner hall is set aside for those children who would benefit from a quiet lunch. For older children, this means they can access the playground when it is quieter too.

### Learning Lab

- This is a space for children to be supported away from the class and open area if they need time to regulate.
- This space supports wellbeing groups, soft start/end, support at transition times and enhanced learning support (curricular focus with nurture elements included)

**Dysregulation Analysis Tool** – This will be used to monitor and track the behaviours of a child who may be showing dysregulated behaviours. From the evidence gathered, we will be able to analyse and explore possible triggers to behaviour, then support with relevant strategies and interventions.

**Nurture Provision** – As a school we provide a nurture environment for pupils who require a more bespoke package of learning. Our nurture group runs every morning (half mornings) for designated groups. This provision is underpinned by robust assessment and evaluation of need, and is supported through the 6 principles of nurture:



Within our nurture class we set each pupil individual targets linked to the Boxall Assessment as well as ensuring the children have the opportunity to develop their literacy and numeracy skills across the curriculum. Targets are reviewed regularly within ILPs and Child plans through a TEAM approach involving staff, parents and pupils.

**Bespoke Timetables** - This timetable may be a combination of activities such as whole class learning, small group activities and 1:1 intervention. The bespoke timetable provides opportunities that are different from or in addition to what is ordinarily available for a pupil within the class. Class Teachers work very closely with the nurture team and SLT to ensure pupils still have a sense of belonging to their class.

**LIAM – Lets Introduce Anxiety Management** – This programme is an individualised programme for pupils who may be struggling with anxiety symptoms. The pupils are supported by a trained member of staff to explore how to manage their worries and anxiety. Due to the

**DDP - Dyadic Developmental Psychotherapy** – DDP is a treatment for families with adopted or fostered children who have experienced early life trauma. It is family-based and focused on facilitating the child's readiness and ability to establish a secure attachment with their caregivers. This programme is tailored around extensive assessment and positive relationships with families. Staff trained in this area are supported by an educational psychologist to carry out the programme.

### Outside Agency Support

Bellsbank have links with a number of outside agencies and supports, below is a list of some of the key supports we liaise with regularly.

**School Counselling Service** – This service is dedicated to the psychological wellbeing of our pupils. They work with children and families who may be experiencing difficult circumstances leading to prolonged periods of sadness, anxiety, anger and other difficult emotions. Children can be referred to the service by their teacher or key adult working within the school. However, parents will always be informed before a referral takes place.

**School Nurse Service** – This service work closely with the school to develop the health and wellbeing of our pupils. Nurses help identify health needs early, determining risk and protective factors, supporting with early interventions to stop issues escalating. They also offer valued support for parents/carers.

**Children's First** – This service provide short term support to explore challenges and strengths and their impact on emotional wellbeing. Family support with dysregulated behaviours. Request would be explored with the support of the school nurse and parents before sending to Children's First.

**Social Work** – This service supports the school when they have any worries or concerns around child protection. Social workers can support children both in school and in the home. Please see Child Protection information on the following page.

### Cost of the School Day

The concept of equity is taught to the children in the school ensuring that everyone understands that different people need different supports and levels of support within school and that's ok.

It is our aim within Bellsbank Primary to remove as many barriers to learning as we possibly can. We are mindful of the 'cost of the school day' and will, as far as possible, minimise or subsidise costs e.g. events, trips, uniform, fund-raising. **(Appendix B: Cost of the School Day statement)**

### Attendance

At Bellsbank we ensure that attendance of pupils is monitored closely. We have developed clear protocols for managing attendance and supporting pupils to attend school in line Standard Circular 5.

All staff have the responsibility to ensure that attendance is monitored and discussed with our Senior Leadership Team.

We aim to engage with parents/carers as early as possible to support any worries and concerns around attendance.

If a child's attendance drops below 90%, our Senior Leadership Team we will begin to monitor by doing the following:

- Look at the background of the pupil through exploring pastoral notes, discussion with teachers, discussion with pupil if appropriate, and any additional support need information.
- Where there is an area for concern, initial conversation with parent will take place over the phone and discussion of supports to eliminate any barriers to attendance. This will be monitored over 2-3 weeks.
- If attendance continues to fall, parents will be invited into the school to have an informal meeting to discuss next steps. If support from outside agencies is required for example: school nurse or social work a more formal TWTF will be arranged.

- Time will be given for actions to be followed from the TWTF this will be dependent on each individual situation.
- If no improvement and attendance continues to fall without due cause, there may be a need for a report to be sent to the Children’s Reporter through SCRA to support the pupil’s attendance as it will now be having an impact on wellbeing and learning. **(Appendix C Attendance flow chart)**

## Child Protection

“Child Protection” means protecting a child/young person from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect. All staff in Bellsbank have responsibility for the wellbeing of children/young people no matter what their role. At Bellsbank, all our staff act in the best interests of the pupils at all times. Where there are grounds for concern all staff immediately follow Standard Circular 57 and Bellsbank’s Child Protection Protocol shown below.

Staff member becomes aware of a potential child protection issue

If a young person seeks out a member of staff to tell them about a worry or concern, staff member should:

- Be supportive and assure info will only be shared with those who need to know but do not promise confidentiality.
- Listen and don’t ask questions
- Reassure the child
- Record in child’s own words what they have said on pastoral notes.

Staff member should immediately raise concern with Child Protection Coordinator, Fiona Greig or in her absence, DHT Ashley McLurkin, who will take immediate action.

Actions taken should include:

- Gather information – not proof
- Report to social work duty team leader when concerns about child abuse to discuss actions to be taken 01290 427720 Ext 2
- Share significant events on AYRshare
- Report to chief Education Officer if staff member alleged to be involved.
- Complete Child Protection Concern form SC57 app2 and send to [H&SCPCustomerFirst@east-ayrshire.gov.uk](mailto:H&SCPCustomerFirst@east-ayrshire.gov.uk) and [Namedpersonservice@east-ayrshire.gov.uk](mailto:Namedpersonservice@east-ayrshire.gov.uk). Upload this information signed and dated to AYRshare. Record in pastoral notes on SEEMiS

## The Promise – Supporting Care Experienced Learners

“In order to ensure that care experienced children are fully included and supported, schools in Scotland must have a clear understanding of the **rights of children** and how to uphold them. All children, whatever their educational setting, must learn about their rights in a developmentally appropriate way.”

**The Promise, p71**

...be **ambitious** for care experienced children and ensure they have all they need to thrive, recognising that they may experience difficulties associated with their life story

AND

... ensure that pupils and parents **understand** ‘care experience’ as part of their communities and as **another type of family**. Teachers and school staff must be supported to be aware of the issues facing care experienced pupils so they can best **engage and encourage**

**The Promise, p73**

Bellsbank Primary School have completed the ‘Keeping the Promise Award’ training. This includes a collaborative session using the online training and completing the e-learning module. This will be updated every 3 years.

Terminology



‘Looked after’ is the legal term used by Scottish Government and refers to a child or young person whose care is supervised formally, on a compulsory order, by the local authority through social work services.

They can be ‘looked after’ at home or away from their parental home in a range of settings or arrangements. We’ll go into the different types of care in more detail later.

If a child or young person no longer needs to be formally 'looked after', this will be decided at a Children's Hearing, then they become 'Previously Looked After'.

These are the codes that are used in our SEEMIS recording systems.

Currently only children and young people who are legally looked after or previously looked after should be recorded on SEEMIS.

However, children and young people find the expression 'looked after' stigmatizing and 'uncaring'! They prefer the expression 'care experienced'. We therefore use care experience as an umbrella term for all of the types of care highlighted above.

### **Corporate Parenting**

Corporate parents are "the formal and local partnerships between all services responsible for working together to meet the needs of looked after children, young people and care leavers"

AND "they have statutory duties to collaborate with each other in upholding the rights and securing the wellbeing of looked after children."

***Children and Young People (Scotland) Act 2014***

Unofficially: 'A corporate parent is intended to carry out many of the roles a loving parent should'

All care experienced children will have a comprehensive assessment completed 3 times per session to allow for modifications to their learning plan to ensure they can reach their full potential in education.

### **Staff Wellbeing**

Schools and Early Childhood Centres are human systems, which means they can become stressed and reactive. Children's wellbeing is inextricably linked to that of the adults in their lives. As such, it is crucial that we try as best we can to promote the wellbeing of the adults working within our educational establishments.

Some children in our school system have experienced significant trauma or exhibit behaviours or coping strategies linked to their additional support needs that others can find distressing. Sandy Bloom one of the founders of trauma-informed approaches at an organisational level states

*Everybody's at risk of experiencing trauma. Even if you've had a perfect childhood, you will interact with people who have had a difficult time growing up, and their distress will emotionally impact you. Being repeatedly confronted and affected by such pain and distress in others and within yourself may lead you to develop unhelpful coping skills. This is especially true in professions such as education...This is why trauma-informed practices are critical for*

*organisations and whole systems.*

In this way, we need to be aware that stress will affect how adults manage and respond to behaviour and stress will impact on how children present. We have two approaches outlined in our Relationships & Behaviour CLPL Framework that, when implemented at a Whole School Level, support the development of a Trauma-Responsive School or ECC. They are the Neurosequential Model in Education (NME) and Dyadic Development Practice (DDP).

Engagement with these approaches help educational establishments move towards being trauma-responsive.

organisations.

<https://eacintranet/services/human-resources/supporting-attendance-and-wellbeing/counselling/counselling.aspx>

### Positive Engagement Policy

Working in partnership with parents is essential to promoting positive relationships and behaviour. When schools and families collaborate, children benefit from consistent messages, shared understanding and joined-up support.

Parents play a vital role in reinforcing expectations, modelling behaviour, and supporting their child. Schools should be clear that there is an expectation for parents to support the school's approach to promoting positive behaviour. Schools & ECCs should be able to explain to parents and carers their rationale and why particular approaches are used and why.

Positive engagement with parents should be proactive, respectful, and inclusive. This includes:

- Routinely sharing good progress and positive progress with parents
- Working collaboratively with parents to develop the school's values, expectations and relationships and behaviour policy
- Sharing clear and accessible information about school expectations and what happens when expectations are not met, and when they are met or exceeded.
- Involving parents early when concerns about a child or young person's needs or behaviour arise, recognising and valuing the insight parents have into their child's needs and circumstances, including relevant triggers and effective strategies.
- Ensuring communication is culturally appropriate
- Being curious and collaborating when children's behaviours are markedly different between home and school to work towards shared improvement.

- Being clear with parents and carers that while they may raise concerns around a specific child that is not their own, as a school you cannot speak to them about another child's specific circumstances and plan. This therefore depends on trusting relationships between schools, ECCs and parents and carers

Expectations of a child's behaviour at school or ECC may differ from those at home. Schools are highly structured environments, with specific routines that are designed to support the learning and wellbeing of all children and young people. While a behaviour might be acceptable at home, it may not be appropriate in a learning setting. Conversely, we may see behaviours in the learning environment that are not seen at home, due to the very different contexts and the child's additional support needs.

Explaining differences clearly, and why they matter, helps parents & carers understand the rationale behind the approach. It is the responsibility of both school staff and parents & carers to help children navigate these differences. This shared responsibility is most effective when underpinned by mutual trust, transparency, and both parties feel the other is committed to the child or young person's best interests.

Schools must also be mindful that there may sometimes be barriers to constructive parental engagement in response to the school's approach to relationships and behaviour. This may relate to parents' own experiences of education, differing perceptions of the behaviour, or challenges at home. Where there is resistance, it is important to take an empathetic approach, maintaining open and respectful dialogue. Listening to concerns and involving parents in the approach can help build trust and encourage shared responsibility.

### [Respect Me – Anti-bullying Policy](#)

National Guidance in the area of Anti-Bullying was updated in 2024 and is available here <https://www.gov.scot/publications/respect-national-approach-anti-bullying/>

East Ayrshire specific guidance in relation to Anti-Bullying is available here. <https://www.east-ayrshire.gov.uk/Resources/PDF/A/Anti-bullying-respect-for-all.pdf>

This policy sets out expectations of all in relation to preventing and managing bullying incidents and ensuring that they are appropriately recorded. East Ayrshire guidance in this area is being updated in light of the recent national update.

Appendix D: Bellsbank PS Anti-Bullying Policy – to be added once all stakeholders have been consulted.

Schools should record incidents of prejudiced based behaviours on the SEEMIS Bullying module and ensure all staff are aware of this.

### **Equalities & Prejudiced Based Behaviours**

There has been an increase reported nationally in reported prejudice-based incidents in school.

There is no place for racism, homophobia, misogyny or any other form of prejudice based conduct in East Ayrshire Educational establishments. We value and respect the rights and human dignity of all children and adults within our education system.

### **Anti-Racism**

Schools should record incidents of prejudiced based behaviours on the SEEMIS Bullying module and ensure all staff are aware of this. Racist incidents should be recorded in keeping with this guidance <https://www.gov.scot/publications/addressing-racism-racist-incidents-schools/>

Schools should take a pro-active approach to Promoting Anti-Racist Education in Scotland.

Education Scotland state

**The vision, values and drive of the leadership team at both local authority and setting level are central to promoting and developing anti-racist education in Scotland. Whether as an employer or employee, care must be taken to ensure that legal obligations are met. In settings that successfully embed anti-racist practice, the leadership team works with staff, learners and parents to ensure that the ethos and vision of the school strongly promotes equality and challenges all forms of discrimination.**

Leaders at both local authority and setting levels should support professional learning in anti-racist education for staff. There is a designated lead person to take forward anti-racism, ensuring it is embedded across the curriculum and learners have an important role in leading change. They ensure that there are robust systems in place to respond to racism.

Scotland's Breaking the Mould Principles for an Anti-Racist Curriculum include 8 principles for educators and leaders to promote anti-racist education. As a local authority we expect

engagement in building Racial Literacy <https://education.gov.scot/professional-learning/professional-learning-programmes-webinars-and-events/programmes/building-racial-literacy/>

### **Gender Based Violence**

Preventing and Responding to Gender Based Violence: A Whole School Framework

This national framework seeks to support those working with and in all schools to develop and strengthen universal and targeted approaches to gender-based violence (GBV) within the context of the Getting it right for every child (GIRFEC) approach, which puts the rights of all children and young people at the heart of good practice. It is intended to support those in

education authorities and schools, including primary, secondary, public, independent and grant-aided schools, by:

- building an understanding of the range of behaviours GBV can encompass
- demonstrating the ways that GBV may affect all children in a school community and intersect with various protected characteristics.
- highlighting how schools can challenge the underlying gender inequality which causes GBV
- providing guidance to support schools' responses to GBV experienced, or carried out by, children and young people or other members of the school community, including staff outlining the approach schools should take to recording GBV behaviours
- signposting to further support and learning.

### **LGBT Inclusive Education**

BISSR (2023) research identified an increase in reporting of homophobic incidents by adults in Scottish Schools. As such, it is crucial that Scottish Schools utilise an inclusive approach to ensuring that children and adults in our Educational Settings are not subjected to threats, harassment or intolerance. Further guidance in this area can be found here <https://www.gov.scot/publications/guidance-lgbt-inclusive-education/>

LGBT inclusive education aligns with the national approach to anti-bullying (gov.scot) which supports the development of a school curriculum which fosters good relations by including meaningful, integrated representation of all protected characteristics and opportunities for organic learning about diverse people, families and communities in society.

### **Impact Measures – How Do We Know?**

East Ayrshire Education and Skills Service monitors Relationships, Behaviour and Attendance performance through quarterly Strategic Inclusion Group (SIG).

Schools are supported to look at their own data in this area such as attendance coding, use of part time timetables, internal behaviour referrals, regulation and dysregulation tracking & SHE Reporting (where appropriate) and progress made with regards to child's plans for children with social, emotional and/or behavioural needs.

Inclusion data sets are prepared regularly for all HTs, and these should be utilised to support improvement in the area of relationships and behaviour. This includes attendance and

engagement data.

In addition, school and ECC level self-evaluation should include children’s voice, staff and parental views as well as quality assurance in this area.

All of this information should be triangulated, and be regularly analysed and reported on by the establishment leader or their delegate.

## Positive Relationships and Behaviour

Bellsbank Primary School’s main means of managing behaviour is through a positive relationships approach in line with East Ayrshire’s Relationship Policy and Bellsbank’s Respect Me Policy. This is achieved by recognising that children and young people are still developing and displays of “inappropriate” behaviour are a sign of an unmet need, difficulty coping or lack of knowledge. As a staff we take time to deal with behaviours ensuring we consider what the behaviour is telling us so that we can respond accordingly.

As discussed in the Relationships Policy all children grow and develop best in the context of safe and secure relationships. Our inclusive approach to supporting pupils provides a solid foundation to building positive relationships and managing positive behaviours across the school.

The approaches in the diagram below further extend a safe environment for the pupils through relationally enriched experiences.



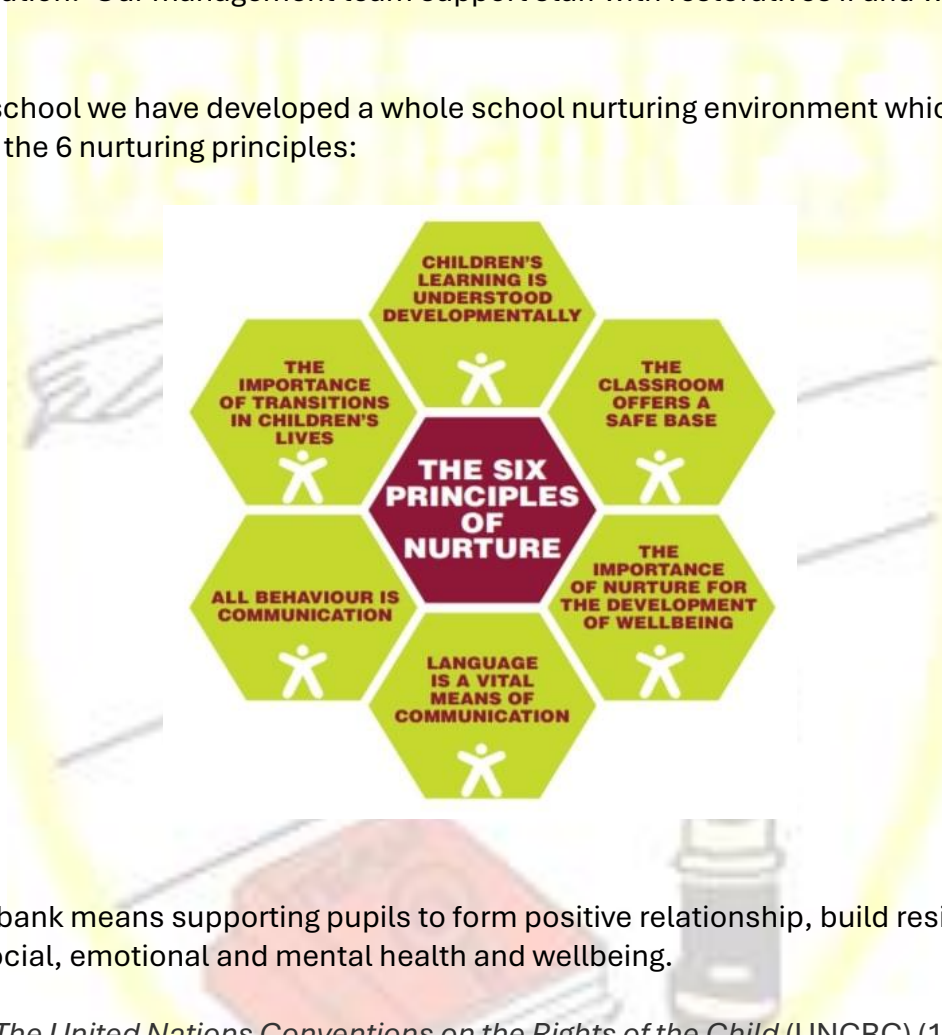
**Restorative Approaches** – Within Bellsbank we adopt a restorative approach to managing conflict. The approach is based on the theory that those best placed to deal with resolving conflicts are those who are directly involved (Solutions that are imposed are less effective and less likely to be carried through). Within Bellsbank all pupils have the opportunity to engage in a restorative conversation after an incident has occurred, this may be straight after an incident or at a more appropriate time.

The restorative approach to conflict and wrongdoing is composed of the following four key questions:

- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

The starting point for all restorative processes involves active non-judgemental listening. The process can be used with one person or with more to help them reflect on a situation and find ways to reach an amicable solution. Our management team support staff with restoratives if and when required.

**Nurture** – As a school we have developed a whole school nurturing environment which is underpinned by the 6 nurturing principles:



Nurture in Bellsbank means supporting pupils to form positive relationship, build resilience and improve their social, emotional and mental health and wellbeing.

**Rights Based** - *The United Nations Conventions on the Rights of the Child (UNCRC)* (1989). 'Children's rights and wellbeing are intrinsically linked and are mutually reinforcing. When a child's rights are respected, protected and fulfilled, their wellbeing improves; equally restricting access to their rights may have a negative effect on their wellbeing.' (Scottish Government. 2022, p. 7). At Bellsbank we have achieved our Rights Respecting Schools Bronze Award, and we ensure that pupils rights are embedded through whole school approaches and classroom practice. Each class has their own class charter which the pupils have been involved in creating.

### Supporting Behaviours

At Bellsbank, we ensure we take a relational approach to support individual needs when responding to poor, dysregulated or harmful behaviour instead of more traditional 'one size fits all' fixed punitive responses. In dealing with these behaviours staff should consider what the behaviour is telling us about the child and their needs and respond accordingly.

## Our Interpretation of Dysregulation

### **Emotional Regulation**

The ability to maintain a state of calmness, focus and alertness. Being regulated supports the ability to process, think, interact and learn.

### **Emotional Dysregulation**

Inability to maintain a state of inner calmness attention, focus or be alert. Results from experiencing stress beyond one's range of tolerance or ability to cope.

**Self-regulation** is the ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation.

At Bellsbank, we have ensured our classroom environments support all individual needs as much as possible. Our staff do their best to support pupils who are showing distressed behaviours by exploring some of the following strategies:

- Connect before you correct - quietly asking the pupil if everything is ok (*being aware of the audience and the impact it could have on the pupil*)
- Communicate in a calm, non-judgemental and non-threatening manner (*being mindful that less is more*)
- Use non-verbal communication effectively (*a smile, eye contact, visual prompts towards the clock or towards their work/the board etc.*)
- Giving the pupil time to de-stress, respecting personal space and giving space. When possible, provide a quiet environment with reduction in noise and lighting (*Spaces may include: a different seat in the class, accessing a different space; Learning Lab, Sensory Room*)
- Distraction in the moment where this is helpful to the child or young person (*This will be dependent on the individual*)
- Appropriate use of humour – when used well it can disarm and de-escalate
- Create an opportunity to speak to the learner, listen to them, and potentially remind them of class expectations (if possible, give them time to respond/change their behaviour)
- Remind the learner of the positive consequences of maintaining class/school expectations
- Remind the learner of times/activities that they've done well
- Calmly remind learners that harmful behaviour will not be ignored as this is not kind or respectful to the learner or to others
- An activity or movement break that supports self-regulation (*Use calm box or calm corner within the class, agree on a walking path around the school if required*).
- Co-regulation counting to help children make good choices.
- Time with a trusted adult or time alone, with an adult in close proximity (*Senior leadership to support if required*).

**We are mindful that every scenario and individual is unique and what works for one individual may not work with another.**

## Pupil Passports

Children who are on the ASN log, will have a Pupil Passport. This is a document which identifies observable behaviours for each child and supportive strategies to help them regulate. **(Appendix E: Pupil Passport)**

## Consequences

At Bellsbank we recognise that at times our pupils may fall below the expectations we have of each other. However, this should not be ignored. Consistency is key to ensuring we get it right for our pupils however we lead by the assumption that one size does not fit all, thus sanctions cannot be made explicit. Individual needs and circumstances always need to be taken into consideration.

At Bellsbank we recognise that we all need to experience consequences if we are to properly understand 'cause and effect'. They can be positive or negative, natural or imposed (*usually by an adult*). Children and young people need to understand consequences if they are to become both **successful** learners and **responsible** citizens.

For example, if I work hard I get good grades, **OR** if I damage something I'll have to try to fix it.

They are about learning and are not about punishment

When consequences need to be applied, they should be:

- Logical – the consequence should relate to what's happened and should be reasonable in connection with the action.
- related to the situation - if a consequence isn't related to the behaviour, then it's likely to cause resentment rather than be an opportunity for learning.
- have a focus on learning – explore opportunities for natural consequences.
- take account of the needs and capacity of those involved.

Our approach should be consistent focussing on repairing the harm caused, preventing it happening again and returning and focusing on learning as quickly as possible.

### Natural Consequences

When possible, we impose natural consequences for actions, again a one size does not fit all in this situation.

Examples:

- A natural consequence of forgetting a coat could mean we get wet when it rains
- A natural consequence of ripping our jotter could mean writing on paper for the rest of the year
- A natural consequence of not completing work may mean completing at a social time
- A natural consequence of breaking something may mean trying to fix it
- A natural consequence of making a mess of a room is you need to tidy it up
- A natural consequence of fighting may mean you have to help others in a different area of the school

When carried out consistently and discussed with the pupil, it helps with the exploration of cause and effect and often provide pupils opportunities to learn how to make better choices in the future. Some pupils may need help to find a better way of doing things to support future independence and responsible choices. As part of a team approach if a pupil refuses to explore a natural consequence, the school will contact a parent/carer to support their child/children to understand the reason behind the consequence and the importance of meeting the school expectations agreed by everyone.

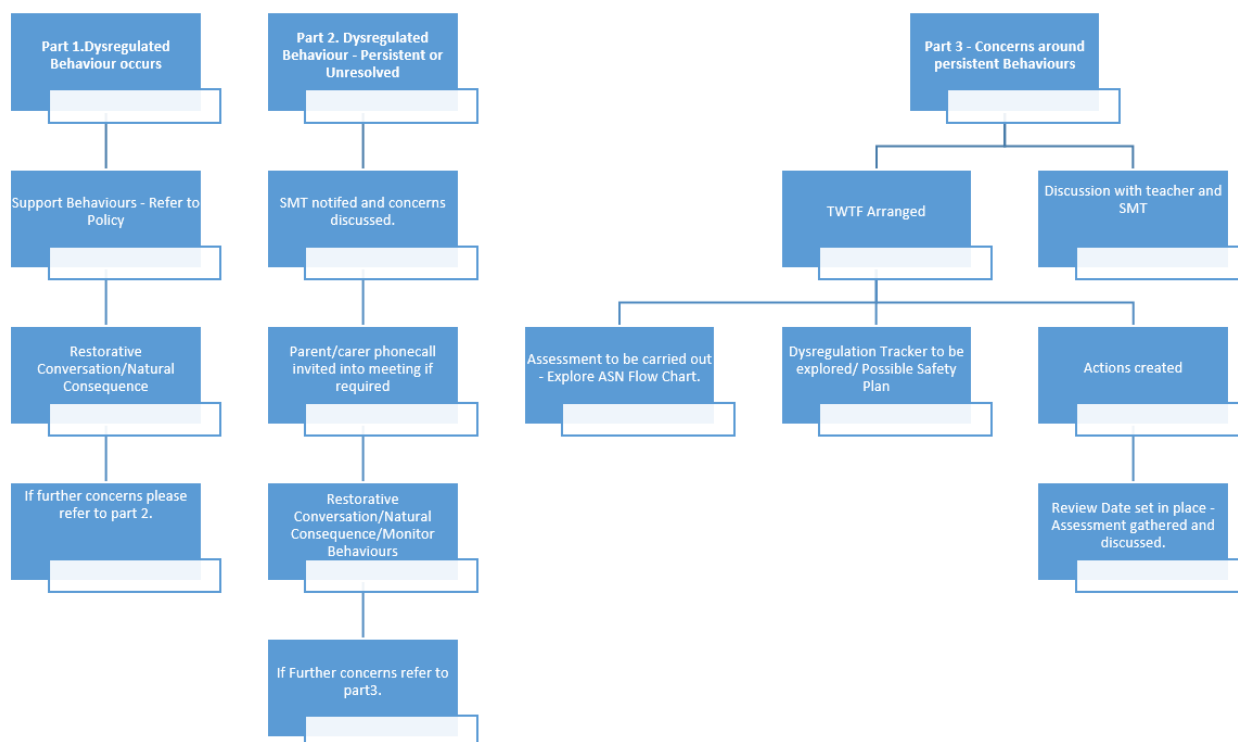
## Emergency situations

**When behaviours show risky behaviour which may impact on the safety of the pupil and others, we:**

- Assess Risk
- Consider the best interests of everyone involved. The age of the pupil/pupils, physical health, additional support needs, disability and any known experience of trauma
- Notify Senior Leadership
- Explore regulation strategies and previously used techniques, avoid physical contact, when possible, encourage pupil led withdrawal
- Evacuate area if required
- Ensure everyone is safe and calm
- Physical intervention would only be deemed acceptable when a pupil/pupils or staff member is at significant risk of harm.
- Contact parents/carers to discuss the incident and to help support the child/children in distress.
- This would be followed by a discussion around safety and next steps and actions to support everyone involved.

## Dysregulated Behaviour Protocol Flow Chart

Staff are able to print this flow chart and track behaviours with dates and times of incidents to support with assessment.



## Positive Reinforcement and Celebrating Success

At Bellsbank we ensure that we celebrate and recognise the attainment and achievement of all our pupils. Pupils recognise when they are doing well and have the opportunity to celebrate within their classes and across the wider school. Class teachers have the autonomy to create their own ways of celebrating success however these are still underpinned by the school's main vision.

Every pupil feels they are valued and included allowing them to reach their full potential. We remove barriers to learning through an inclusive approach underpinned by positive relationships and a relentless drive to get it right for every child in our care.

**BELLSBANK PS**  
How we know our children are attaining and achieving.

ARTICLE 28 AND 29: ALL CHILDREN HAVE THE RIGHT TO AN EDUCATION THAT NURTURES TALENTS AND INTERESTS

**WE AIM TO BELIEVE AND ENCOURAGE LOVE AND LEARNING FOR ALL**

**Be Kind.**

**RESPECT**

**RESPECT**

**QUALITY ASSURANCE**  
Pupil Assessments, Professional Discussions and Teacher Moderation. 2 learners from each stage are tracked. SLT and Peer observations and joiter monitoring

**PUPIL TARGETS**  
Pupil targets are developed and shared in their Learner Profiles or Learning Journals

**OPPORTUNITIES**  
Celebrating success assemblies; Extra curricular opportunities; Achievement Wall; Shows; Choir; Sports

**TRACKING AND MONITORING**  
Achievement of Curriculum for Excellence levels are recorded on the East Ayrshire Tracking and Monitoring System

**LEADERSHIP & RESPONSIBILITIES**  
Pupil Groups: all pupils participate in a Pupil Group  
P7 Pupil Leadership Team  
P6 Chat'n'Play Buddies  
B's Buddies  
Classroom roles

## Appendices

Appendix A: Inclusive Classroom Checklist

Appendix B: Cost of the School Day Statement

Appendix C: Attendance Flowchart

Appendix D: Anti-Bullying Statement

Appendix E: Blank Pupil Passport

Appendix A: Inclusive Classroom Checklist

<p>The classroom is barrier free with good accessibility to spaces, zones, equipment and resources that optimise learning.</p>	
<p>There are a variety of classroom spaces and zones tailored to needs – these have been clearly labelled</p> <ul style="list-style-type: none"> <li>• <u>Calm corner/Quiet Area/Safe Space</u></li> <li>• <u>Learning spaces and zones with accessible resources – Numeracy, Literacy, DFS boxes/hangers, class library</u></li> </ul>	
<p>The classroom layout and seating is arranged to meet the needs of all learners and ensures a clear view of teaching areas. It promotes opportunities for interaction in a variety of ways (pair/trio/group).</p>	
<p>The sensory conditions are considered and adapted to meet all learners’ needs when required (light levels, noise levels, temperature, odour etc.). Noise levels at points of transitions are not excessive.</p>	
<p>Physical resources and supports are available and accessible, e.g. left-handed resources, maths manipulatives, fidgets, pencil grips, reading rulers as well as sensory supports such as ear defenders, sit and move cushions, etc.</p>	
<p>Emotional resources and supports are available and accessible, e.g. emotional check-in, PATHS posters, worry box, timers, movement breaks, etc.</p>	
<p>Resources that support learning are available and accessible, e.g. digital accessibility tools, quality toys and appropriate games, etc.</p>	
<p>A visual timetable is provided on a space which is accessible for all learners throughout the day, with individual timetables (visual or ‘now and then’) used if required. Learners are informed of any expected changes to their day/routine.</p>	
<p>Learning Intentions and Success Criteria are displayed on a space that is accessible for all learners throughout tasks and activities. This is referred to throughout the lesson.</p>	
<p>The classroom environment is clearly labelled with pictures/symbol/words to identify resources e.g. trays, boxes, etc.</p>	

The classroom environment is well organised and uncluttered.	
Classroom displays are labelled, are a balance of visual supports and learners' work and are updated regularly. These appear on neutral backgrounds and are confined to the display boards.	
A class Rights Respecting Schools Charter is created with learners, is on display and is referred to as appropriate. RRS Right of the Fortnight is displayed and referred to.	

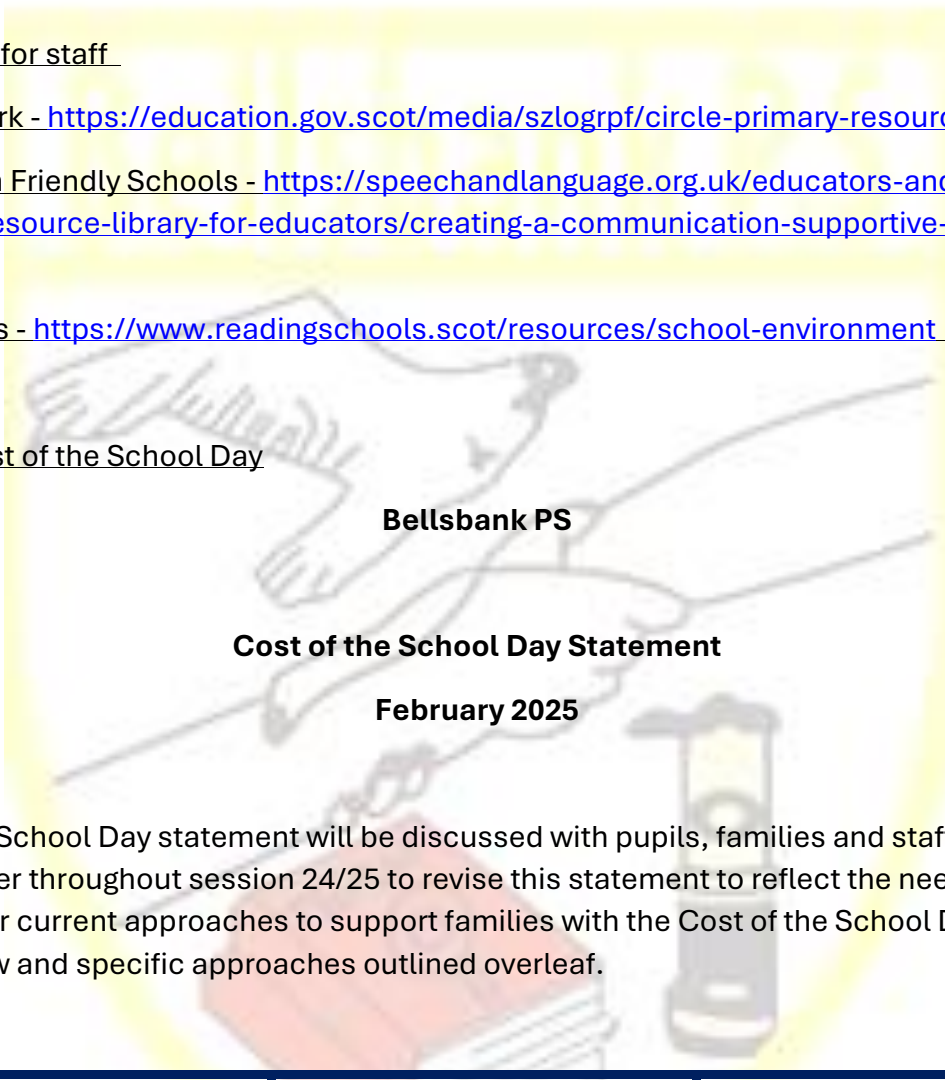
Further support for staff

Circle Framework - <https://education.gov.scot/media/szlogrpf/circle-primary-resource-int.pdf>

Communication Friendly Schools - <https://speechandlanguage.org.uk/educators-and-professionals/resource-library-for-educators/creating-a-communication-supportive-environment-primary/>

Reading Schools - <https://www.readingschools.scot/resources/school-environment>

Appendix B: Cost of the School Day





**Bellsbank PS**

**Cost of the School Day Statement**

**February 2025**

Our Cost of the School Day statement will be discussed with pupils, families and staff. Stakeholders will work together throughout session 24/25 to revise this statement to reflect the needs of our community. Our current approaches to support families with the Cost of the School Day are illustrated below and specific approaches outlined overleaf.

<p><b>Values</b></p> <ul style="list-style-type: none"> <li>We <b>respect</b> each other and ourselves.</li> <li>We are <b>kind</b> to each other and ourselves.</li> <li>We <b>aspire</b> to do our very best.</li> </ul>	<p><b>Vision</b></p> <p>Believe and Encourage Love and Learning for All</p> 	<p><b>UNCRC</b></p>  <p><b>12</b> I have the right to be listened to, and taken seriously</p>
<p><b>Uniform</b></p>	<p><b>Travel</b></p>	<p><b>Friendships</b></p>

		
<p><b>Learning and Home Learning</b></p> 	<p><b>Trips</b></p> 	<p><b>Fun Events</b></p> 
<p><b>Eating at School</b></p> 	<p><b>After School Clubs</b></p> 	<p><b>Outdoor Clothing</b></p> 

## Uniform

- Our uniform consists of pale blue polo shirts and maroon jumpers/cardigans. Whilst uniform with school badges on are available, polo shirts and jumpers/cardigans without the badge is perfectly acceptable.
- Pre-loved school uniform is donated by families as their children grow out of them. Our family room houses these clothes. Families are encouraged to take any uniform required.
- No specific PE kit is required for PE lessons. Therefore, any shorts, leggings, joggers and t-shirts are acceptable for PE with the exception of football strips. We do have a small supply of shorts and trainers available for children to borrow for their PE lesson.
- Our Parent Council have subsidised P7 Leaver's Hoodies over recent years. These are personalised and provided to all P7 pupils to form part of their uniform for the final few months of primary school.
- Families can check eligibility for school clothing grants through East Ayrshire: <https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-free-school-meals.aspx>

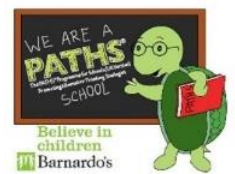
## Travel

- All young people in Scotland can apply for a free bus pass from ages 5 to 21. To apply for a bus pass for your child, please visit: <https://freebus.scot/how-to-apply/>



## Friendships

- Uniform is promoted in school to avoid any peer pressure for branded and fashion clothing. All pupils have access to digital technology in school.
- Our Health and Wellbeing Curriculum and PATHs programme promotes positive relationships and our values of aspiration, caring, happiness, achievement, respect and teamwork. All stakeholders have contributed to our 'Respect Me' and Relationship policies. Rights is an integral part of our approaches.



## Learning

- We provide all our pupils with stationery and resources required in school. During session 23/24, our school community voted for home learning packs for all pupils funded through PEF.
- PEF money is allocated to support our pupils with their learning in class.

## Home Learning

Homework and all resources required are shared weekly with children, in line with our Homework Policy. Homework is also shared through Learning Journals by class teachers. Families are encouraged to discuss queries with staff as required.



## Trips

- We plan our trips to compliment in class learning. We strive to ensure these are at minimal cost to families. Shared activities and events allow us to share the cost of transports with other schools within our Education Group.
- If a cost is required, this is reduced as far as possible. Families have the option to pay in instalments via Parent Pay, over a period of time.
- Our School Fund is used to support in reducing the cost of trips to families.
- Our active Parent Council support with the cost of trips across the ECC and school, often providing funding for transport.
- P7 Residential trips to Inverclyde have been funded with community grants applied for and awarded to the Parent Council. Funding is a regular feature on our Parent Council meeting agendas.
- School and Parent Council are proactive in sourcing grants and funding to enable all our pupils to experience a range of opportunities to enhance their learning.



## Fun Events

- Fun events are organised throughout the school and ECC, with a focus on keeping the cost at a minimum. These are planned to ensure there are periods of time between events.
- During fundraising events, a small donation is suggested for those who are able to contribute. There is no expectation for a set or minimum amount to be fundraised or donated.
- Our Eco Committee offer a Halloween and Christmas Jumper swap shop at the relevant time of year to ensure all pupils are able to participate in specific events.



## Eating at School

- All pupils have access to free buttered toast every morning, provided by our kitchen. This is often still available at break time as well as fruit. Staff check in with pupils to ensure they have all had breakfast and are ready to learn.
- All pupils from P1-7 can access free school meals. To check eligibility and apply for free school meals, please access: <https://www.east-ayrshire.gov.uk/CouncilAndGovernment/Benefits/Benefits-EducationAndSchool/Clothing-grants-and-free-school-meals/Clothing-grants-and-free-school-meals.aspx>
- We offer a cashless catering system, ParentPay, to reduce the requirement and stigma around cash.



## After School Clubs

- We offer after school clubs in school for all stages at different times throughout the school year, at no cost to families.
- Our pupils can access 'The Hut' provided by the Zone after school every day for a small fee. Parents can book this directly with 'The Hut' who collect children from school at 3pm and transport the children by bus up to Bellsbank. To book your child, please access: \*\*\*\*

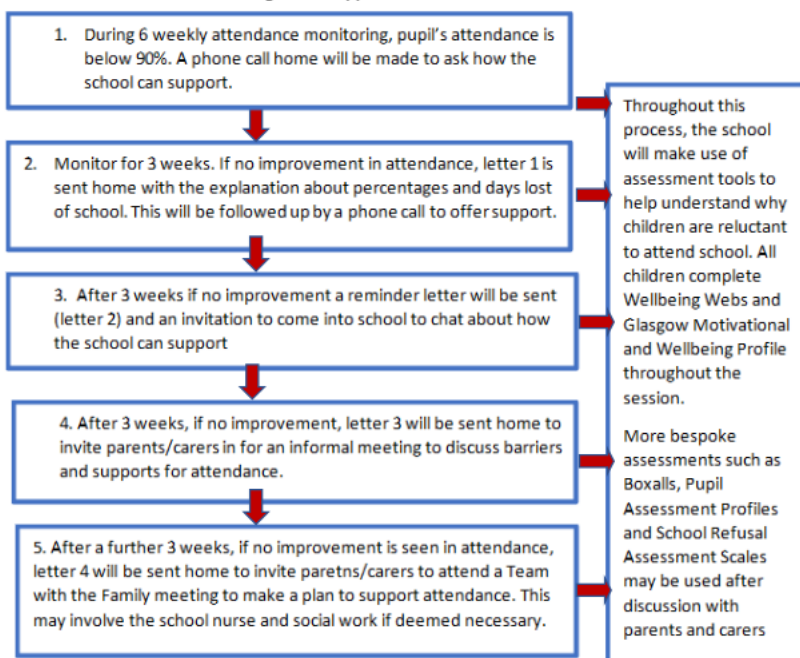


## Financial Support

- Financial support can be provided to any family and any time by our Financial Inclusion Assistant, Kirsty McMonagle. Information regarding financial supports is shared through our school app. If you wish to speak with Kirsty, please contact the school.

## Appendix C: Attendance Flowchart

Appendix 2: Bellsbank Primary School Attendance Flowchart  
Targeted Supported



## Appendix D: Anti-Bulling Statement

Being developed in consultation with all stakeholders

## Appendix E: Blank Pupil Passport



Pupil Passport 2025/2026

Name - Class



My Strengths and Interests are...

[Empty box for writing strengths and interests]

Things I don't like are...

[Empty box for writing things I don't like]

Things you should know about me are

[Empty box for writing things you should know about me]

Positive support strategies that help me when I am becoming dysregulated are...

[Empty box for writing positive support strategies]

Positive Support Strategies that work for me are...

[Empty box for writing positive support strategies]

If I am dysregulated, you might see/hear...

[Empty box for writing what you might see/hear]

[Empty box with a red wavy line at the bottom]

Medical / Allergy Needs

- Asthmatic - inhaler in office

Steps to keep me and others safe

[Empty box for writing steps to keep me and others safe]

