St Mary's R.C. Primary School and ELCC

Learning Together,

Creating our Future

Policy on:

Relationships

"Helpful relationships are simply the positive connections between people that foster positive social interactions and establish an environment of trust and support." **(Education Scotland)**

Rationale:

LEARNING
Exploring Problems
Learn from Our Mistakes
Creative Outdoors
Learning to be Healthy Challenging
Using Our Imagination
Use Technology to Learn Play
Love of Learning
Always Try Your Best

RELATIONSHIPS
Be Someone Others Rely On
Respect Be a Team Player
Be Comfortable in Your Own Skin
Safe Love Honesty
Friendship
Support Resilience

WIDER WORLD
Spread Your Wings
Respecting the Environment
Accepting Responsibility
Celebrating Our Achievements
Skills for the Future
Using Our Talents

OUR FAITH
Gospel Values
Joy Links with Our Parish
Include Everyone Catholic Faith
Forgiveness Find Time to Pray
Standing Up for What is Right Sacraments

PARENTS STAFF PUPILS COMMUNITY
St. Mary's RC Primary School

LEARNING TOGETHER, CREATING OUR FUTURE

Vision – This policy is based on discussion with all stakeholders around the '*Relationships'* and *'Our Faith'* parts of our vision.

Rights Respecting Schools - As part of the RRS award we will have further discussion with children.

Charter for Catholic Schools

Respect for All: A National Approach to Anti-bullying

HGIOS 4- 3.1: Ensuring wellbeing, equality and inclusion

GTCS Standards: 1.1

Promoting Positive Relationships and Behaviour in Educational Settings, Education Scotland

"The mental, emotional, social, and physical wellbeing of everyone within a learning community can be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect." **(Education Scotland)**
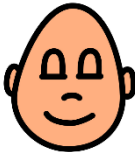
Aims:

- ✓ Create a family ethos which aims to honour the life, dignity and voice of each person, made in the image of God.
- ✓ Promote excellent behaviour, ensuring that teaching and learning can take place in a safe, kind and respectful environment.
- ✓ Establish a whole-school approach to maintaining respectful relationships.
- ✓ Use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.
- ✓ Work positively with parents.

As children's behaviour cannot be separated from their learning, teachers have a pivotal role to play in ensuring an appropriate curriculum is delivered. All staff should have high expectations and commitment to joint working.

In St Mary's we will:

- Welcome members of our community with a warm smile and kind greeting.
- Walk safely indoors; respecting others who are learning by being quiet and safe as we move around the building.
- Praise in public and restore relationships in a respectful way.
- Recognise and celebrate Positive Relationships: eg. Gospel Values Lunches, Head teacher Awards, Reading Rewards, Individual Class Reward Systems, Individual Pupil Reward Charts
- Provide opportunities for children to support and mentor one another. We are all part of our St Mary's Family; we must care for one another and be positive role models.

I am / We are calm	I am/We are being safe
I am / We are being kind	I am / We are respectful

This is how we do it here:

- Calm, consistent adult behaviour
- Ensure we are calm and respectful before we begin
- Consistent classroom and school routines
- Conversations to support good choices
- Restorative follow up

Small but Certain Consequences:

We are a restorative school NOT a punitive one.

Research shows that children need to be held accountable for their actions, but not by being shamed. Children who act out have often experienced shame and have low self-esteem, so we must demonstrate a different way of managing how they handle their emotions.

Restorative approaches are a set of principles and practices that encourage children to take responsibility for their behaviour by thinking through the causes and consequences.

Practical approaches:

Level 1	Managed by Class Teacher/Staff in the playground:
• Minor disruption in class/playground.	• Reference made to school/class rules: Safe, Kind, Calm and Respectful • Reminder of expectations.
Level 2	**Managed by Class Teacher/Staff in the playground**
• Minor disruption continues following first discussion.	• As above and… • One-to-one restorative conversation with the child.
Level 3	**Referral to Senior Leadership Team**
• Continuing disruption which is now having an ongoing negative impact on learning of others/relationships with others. **or** • Incident of inappropriate behaviour which has a negative impact on others	• **Discussion with SLT recorded logged as Level 3** • Reference made to school/class rules: Safe, Kind, Calm and Respectful • Investigation by SLT around behaviour/incident involving all parties involved. • Restorative conversation. • Outcome of restorative conversation will include verbal or written apology. This may take place at break/lunch time. • May/may not contact parent depending on the incident and if the pupil has done something similar before.
Level 4	**Referral to Senior Leadership Team**
• Serious incident of inappropriate behaviour e.g. Allegation of bullying, abusive language, hurting others physically.	• **Discussion with SLT recorded logged as Level 4** • Reference made to school/class rules/vision • Investigation by SLT around incident involving all parties involved. • Restorative conversation. • Outcome of restorative conversation will include verbal or written apology. • Parents of all parties involved contacted by **SLT** so that school/home can work together on an agreed shared message to children involved. This may be over the telephone or as part of a meeting in school to discuss further actions and a plan to support good behaviour.
Level 5	**Referral to Senior Leadership Team**
• Extremely serious incident of inappropriate behaviour e.g. **or** • Continued allegations of bullying, abusive language, hurting others physically.	• **Discussion with SLT recorded logged as Level 5.** • Reference made to school/class rules: Safe, Kind, Calm and Respectful • Investigation by SLT around incident involving all parties involved. • Restorative conversation. • Outcome of restorative conversation will include verbal or written apology. This may take place at break/lunch time. • Parents of all parties involved contacted by SLT so that school/home can work together on an agreed shared message to children involved. This may be over the telephone or as part of a meeting in school to discuss further actions. • Team around the Child meeting: Individual Targets set for child

At St. Mary's, we are committed to fostering an inclusive and supportive learning environment for all children. We recognise that every child is unique, and our expectations are tailored to meet individual needs. We use The Circle Framework to promote a whole-school approach to enhancing inclusive practice. The Circle can also be applied by individual teachers to adapt their classroom environment to support individual learners.

Definitions of Bullying

This sections draws on guidance from:
'Respect for All: national approach to anti-bullying'

What do we mean by bullying?

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).

Prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. For example, prejudice arising from socio-economic background or a child or young person's appearance.

Online bullying

Online bullying shouldn't be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to on social networking sites and online gaming platforms. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying

effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy.

When is it not bullying behaviour?

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour.

St Mary's Manners

We say PLEASE, THANK YOU, EXCUSE ME and PLEASE MAY I...?

We say GOOD MORNING and GOOD AFTERNOON.

We HOLD DOORS for one another.

We WALK IN SINGLE FILE ON THE LEFT.

Our teachers KEEP SIGHT of their class and ask the LINE LEADER TO WAIT at designated points.

Additional Information:

Parents were consulted through three focus groups and an online questionnaire which asked questions relating to their expectations for our behaviour here at St Mary's. The results are below:

1. **What should be our expectations of the Head teacher and staff when dealing with behaviour issues?**

- *"Head teacher and staff should prioritise the safety of students above all. Be understanding every child is different but other children shouldn't suffer because of someone's behaviour issues."*

- *"Consistent visuals, shared language."*

- *"Repeated or significant misbehaviours are recorded and monitored."*

- *"I think all school staff should be given the space to deal with behaviour issues. I would like to be made aware of any serious issues or patterns of behaviour involving my child so I can work with the school to resolve."*

2. **What should be our expectations of parents and carers when supporting the school with the behaviour of their child?**

- *"It should be the parents responsibility before the schools, parents should know how to communicate effectively how to care and communicate when their child needs help or is in crisis."*

- *"To work with the school, not against it."*

- *"Parents and carers agree responsibility for child's behaviour and act accordingly if parents/carers are unhappy with school decisions regarding behaviour, engage in constructive in person meetings to resolve."*

- *"Parents/Carers do not challenge or undermine school approach to behaviour in front of child/in child's presence."*

- *"If I noticed anything different in my child that might result in behaviour changes I should inform the school."*

- *"If any issues are flagged to me then I should work with my child and the school to understand and resolve them."*

3. What should be our expectations of the children with regards to behaviour?

- *"The children should always be aware of the effects of inappropriate behaviour but should feel supported and that the school is a safe environment for them."*

- *"Children should understand what is and isn't acceptable, and consequences for their actions. They are still kids so there will be incidents which they will hopefully learn from and not repeat."*

- *"Behavioural expectations communicated in Rights Respecting framework so children understand what is expected of them and why this is important. Children understand and adhere to behavioural rules. Children are honest and willing to acknowledge when they have made a mistake."*

- *"An understanding of what bullying is - being bullied (and how to deal with it to include sticking up for oneself) and the bullies themselves and any problems they might have."*

Members of our Rights Respecting Schools Group have created a short video providing their views on our Relationships Policy. Click on the link or scan the QR code to watch.

https://youtu.be/G5CI7HYg96I

References:

How Good is Our School?

How good is our school? (4th edition) (education.gov.scot)

GTC Standards –

Professional Standards | General Teaching Council for Scotland (gtcs.org.uk)

Respect For All – National Approach to Anti bullying

Respect for All: national approach to anti-bullying - gov.scot (www.gov.scot)

Charter for Catholic Schools

Scottish Catholic Education Service | SCES | Charter for Catholic Schools

Rights Respecting Schools

The Rights Respecting Schools Award | UNICEF UK

Promoting Positive Relationships and Behaviour in Educational Settings, Education Scotland

Promoting Positive Relationships and Behaviour in Educational Settings

Circle resource to support Inclusive Learning and Collaborative Working

CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary) Education Scotland