

Pittencrieff Relationships and Behaviour Charter



Our school values are Kindness, Respect, Responsibility and Care.

“When you are kind to others it not only changes you, it changes the world.” Harold S. Kushner

Every member of staff is here to do their very best for every child in our school. We demonstrate our school values of Care, Kindness, Respect, and Responsibility every day at Pittencrieff. Relationships are important to all we do in school.

The United Nations Convention for Rights of the Child (UNCRC) and the following nurturing principles are embedded in all aspects of school life.

1. We know your child and how to support their learning
2. Our classrooms are a safe base
3. We use nurturing approaches
4. We use positive language when communicating
5. We understand all behaviour is communication
6. We plan transitions to support all

Our values of Care, Kindness, Respect, and Responsibility underpin our approaches to nurturing relationships in our school community.

Partnership with Parents

We value relationships with parents and you can engage with the school and other parents, through planned Family Time events, Seesaw posts, Parents' Evenings and Parent Council meetings.

Please support your child in following our school values of Care, Kindness, Respect and Responsibility. Please share your knowledge and expertise about your child and what they enjoy out of school.

If you are worried or have a concern about your child, get in touch so that we can discuss any concerns and plan support when necessary. We care! When things are not going well let us know so that we can support your child and family.

Universal Support

In school we have universal supports which are available to all our pupils in school.

- **Morning Greetings**
School staff greet children and bring in the class line from the playground. Class teachers will greet and welcome children into school
- **Wellbeing check-ins**
When needed, we will check in with children and support them using Emotions Works and restorative language.
- **House Points**
We have a Value and Skill of the week and children demonstrating these can earn house points. This is celebrated every week at Assembly and through the Golden Ticket.
- **Class Charters**
Each class has a Charter created by the children and staff in each class which is shared on Seesaw. This will share how each class aims to demonstrate our school values and links to children's rights outlined in UNCRC. We have a Right of the Fortnight that we celebrate at Assembly.
- **Calm corners/Calm space/Zen Den**
We have calm spaces available around the school that children can access when needed.

- **Emotion Works**
Each class uses Emotion Works resources to support conversations and learning about emotions.
- **Kit Bag**
We use Kit Bag in school to support discussions around emotions.
- **Fantastic Friday**
Every class will have a Fantastic Friday Golden Ticket Winner, and this will be presented to a child that has shown the school value or skill of the week. This is celebrated with a hot chocolate with Miss Hutchison and is shared on Seesaw.
- **Partnerships with Parents/Carers**
Parents can share in their child's learning through termly Family Time events, Seesaw posts, Parents' Evenings, Outdoor Learning and school trips.
- **Pupil Leadership Roles**
Our P7 children are trained as Buddies for our P1 learners to help support them to settle into the routines of school.
Our P6 children are trained as peer mediators to encourage the whole school to play well together at breaks and lunchtimes.
All children from Nursery to P7 can be a Pupil Council representative (P1 from January).
P7 children can be House Captains or Vice Captains. They are required to always model responsible choices and attitude. They are encouraged to play a role in creating an ethos of mutual respect.
Classes have their own individual roles and responsibilities to support the life of the school.

Additional Support

We recognise that there may be times when children need some additional support. Listed below is the additional support which is available to pupils in our school when they need it.

- **PAMP**
A child may require a pro-active management plan which will detail any strategies and additional support the child needs. This will be written by the adults who share a positive relationship with the child and shared with parents and all adults in contact with the child.
- **Sharing Information**
We share information (in line with GDPR), with other professionals to support children who have additional needs or who need a bit of extra attention at times.

Intensive Support

We recognise that there may be times when children need intensive support. At this point the school would be working closely alongside parents, other agencies including Educational Psychologist and Pupil Support Services to ensure any child needing that level of support is fully supported within school. We seek advice and support from expert services, e.g., Educational Psychology, Health colleagues and Pupil Support Services, to support children who may struggle, at times, with relationships in school.

Our Restorative Approach

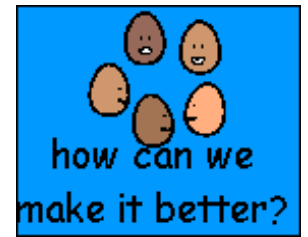
"Making up is more important than messing up."

We practise 'Restorative Approaches' when children find themselves in conflict with other children or are struggling with relationships. This helps children to reflect on their behaviour, its impact on other people and to move forward.

Staff are very aware of the need for strong relationships and trust and know that they have a significant part to play in helping children repair relationships and move on.

By using restorative approaches, children are encouraged to speak about their actions with honesty and to reflect on the impact their actions have on themselves and others.

If a conflict has occurred, we act in a way which helps everyone involved repair and rebuild relationships, restore trust and agree a way forward.



We use restorative approaches to help children deal with conflict and disagreements and follow procedures to inform parents early to deal with most incidents.

If there has been an incident during the school day the class teacher will be in contact at the end of the day. Repeated incidents or incidents of a more serious nature will be supported by Miss Hutchison.

Anti-bullying Statement

All children should be protected and feel safe and at Pittencrieff bullying is not tolerated. Where there has been an instance of bullying, there is opportunity and value in restoring and repairing relationships with emphasis on tolerance, care and respect for everyone.

Our school believes in the Rights of the Child. In the United Nations Convention, it states that:

“All organisations concerned with children should work towards what is best for each child” (Article 3).

It also states that “Children have the right to protection from all kinds of violence, both physical and mental. They must be kept safe from harm and must be given proper care by those who look after them” (Article 19).

We wish to create a climate at Pittencrieff where everybody encourages respect and promotes strong positive relationships.

Bullying is:

Repeated negative behaviour that is intended to make others feel upset, uncomfortable, or unsafe.

Verbal bullying – using words to hurt you.

Cyber bullying – posting or sharing nasty comments or photos about you on social media.

Indirect bullying – not letting you join in with things, stealing or damaging your belongings.

Physical bullying – hitting, pushing, chasing, or scaring you.

Bullying is unacceptable and everyone should be aware of the role they play in addressing bullying behaviours.

Children:

If a child feels they are being bullied, they should:

- Talk to a parent, teacher, friend or trusted adult in the school as soon as possible.

If a child sees someone being bullied, they should:

- Tell an adult what you have seen or heard.

Staff:

- Give support to all parties involved.
- Treat all reported incidents seriously, investigate them fully and share with Miss Hutchison.
- Adopt a restorative approach.
- Notify parents of incident(s).
- Use curricular opportunities to raise awareness of bullying and what action to take.

Parents:

If parents/ carers have any suspicion that their child is being bullied, or is bullying others, in school, they should:

- Contact the school and share concerns.
- Encourage their child to talk about worries or incidents.
- Work with us to resolve the problem. This sometimes takes a long time, to ensure that relationships and trust have been restored and that incidences will not recur.
- Work with us to encourage children in rebuilding relationships through our core values of Care, Kindness, Respect, and Responsibility.

If there has been an incident of bullying out of school such as online or in the local community, please let us know so that we can support your child in school.

Anti-Discrimination Statement

We need to ensure Pittencrieff is an inclusive school community, where all children are respected, and that any incident of a discriminate nature is taken very seriously.

Unfortunately, some children call others names of a discriminate nature, without realising the hurt and damage these names cause. In some cases, children are unaware what some discriminate terms mean. With our youngest children, it is often enough to discuss why such name-calling is unacceptable.

We work to support every child and understand that they may be anxious and upset or may need support to realise the harm their actions have caused, to bring about a positive change in such behaviours.

Our curriculum offers opportunities for our children to discuss respect towards others, regardless of their race or religion. We identify opportunities through Assemblies and curricular work to celebrate diversity. We strive to create an environment where discrimination will not be able to thrive.

"I have learned that people will forget what you said, they will forget what you did but they will never forget how you made them feel." Maya Angelou