



Pitteuchar East Primary Relationships Policy. Updated March 2018.



This policy was created by staff, pupils and parents. It underpins our values of Nurture, Compassion, Inclusion and Respect.

At Pitteuchar East Primary, we work to create a climate of mutual respect and openness. We want everyone to work together, to ensure our learners, staff and parents benefit from a culture which promotes self-esteem, trust, compassion, mutual respect, and which recognises rights and responsibilities.

All adults in our school and nursery understand the importance of strong relationships to our learners, based upon trust. “Without trust a child cannot accept comfort, experience joy nor experience curiosity” Baylin & Hughes 2017.

Promoting a positive ethos is not simply a way to get children to work hard and behave well in school. It should also encourage children to be successful learners, responsible citizens, effective contributors and confident individuals, not just in school, but out of school and throughout the rest of their lives. This should encourage children:

- To treat others with respect, kindness, fairness, courtesy and compassion.
- To be aware of the impact their actions have on other people, and on themselves
- To take responsibility for their own actions.
- Understand when they might need support and know who to ask for this.
- To celebrate diversity
- To treat their environment with respect.



We do this in a number of ways:

- ✓ Staff know children well, as individuals, and provide support where it is needed, both in the classroom and in the playground.
- ✓ We understand the impact of adverse childhood experiences.
- ✓ We have high expectations of our children, and staff model positive attitudes towards children and their families, treating everyone with respect and compassion.
- ✓ Class charters outline individuals' rights and responsibilities.
- ✓ All staff have had 'Respect Me' training, which promotes effective approaches to behaviour, including bullying. Our DHT, Mrs Petrie is one of the cluster representatives trained to deliver this.

- ✓ We actively encourage parents to share in their child's learning through termly open events, shared starts and finishes throughout the school, class 'showcases' to share learning, learning logs and meetings with their child's class teacher.
- ✓ We have a high level of support from parents and carers.
- ✓ We build a sense of pride in the school, amongst our children. This is promoted through assemblies as well as class work, where children's work, behaviour and achievements out of school are publicly celebrated.
- ✓ We practise 'Restorative Approaches' when children find themselves in conflict with other children/ are struggling with relationships. This enables children to reflect on their behaviour, and its impact on other people, and to make sincere amends. We promote a 'no blame' approach, to allow children to change their behaviour without creating opportunities for resentment, or by using punitive responses which can damage relationships.
- ✓ 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 any rupture in a relationship.
- ✓ By using restorative approaches, children are now speaking about their actions with honesty, and are reflecting on the impact their actions have on themselves and others. Children and adults are aware of the importance of repairing and sustaining strong relationships.
- ✓ 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 are actively seeking parent helpers, and we have a strong Parent Council, whose members work to represent the wider parent forum. The head teacher attends Parent Council meetings, and plans with the committee on a termly basis.
- ✓ If parents have any concerns, we take these seriously, and follow them up.
- ✓ We actively seek parents' views, and survey all our parents on a biannual basis, as well encouraging parents to respond to Fife Council's "parentwise" survey.
- ✓ All children are given planned opportunities to respond to Fife Council's "Pupilwise" survey, and the Head teacher regularly meets with classes/ groups of pupils to seek feedback on the work of the school.
- ✓ Class teachers promote self-esteem through positive feedback. Children who model our school values well are 'called out' for their positive actions/ attitude. Children are also encouraged to 'call out' each other, and to discuss this as a class.
- ✓ Children who are successful in their application to act as House Captains are required to model good behaviour and attitude at all times, and are encouraged to play a role in creating an ethos of mutual respect.
- ✓ We inform parents early if we are worried about their child, or have concerns about their child's behaviour. Meetings around this are positive and focused on support.



- ✓ Our weekly assemblies focus on aspects of citizenship, friendship, children's rights and community, as well as key events in the year's calendar.
- ✓ Some of our older children are trained as Buddies for our early years learners, to encourage them to play well together at breaks and lunchtimes.
- ✓ We have also improved our playground facilities and introduced games and activities to make breaktimes and lunchtimes more enjoyable for our children, and to reduce the likelihood of any disputes or 'falling out'.
- ✓ 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.
- ✓ We share information with each other, as a staff, in a professional manner, to support children who have additional needs, or those who need a bit of extra attention.

We are proud of the attitudes and behaviour of the children in our school, and visitors to our school frequently remark upon this. Likewise, if our children are on a visit/ school excursion, the good behaviour of our pupils is often commented on by adults.

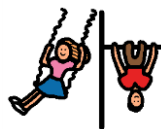
"Pupils at Pitteuchar East Primary should act as positive representatives for the school at all times, whether in the school or the local community." (P7 pupil).

"Pupils will celebrate the success of others and encourage each other to achieve high standards of education and behaviour" (P7 Pupil).

However, conflict and inappropriate behaviour does occur from time to time, causing relationships to suffer, and this is treated seriously. Reported incidents of bullying are treated very seriously.

The staff throughout the school use restorative approaches to help children deal with conflict and disagreements and follow procedures to inform parents early to deal with most incidents. However, repeated incidents or incidents of a more serious nature are handled by our Senior Management Team.

Our response to bullying has, at its core, the value of restoring and repairing relationships. It emphasises tolerance, care and respect for other people.



The whole school community has the responsibility to help create a secure and safe learning environment, where children, staff and parents can be confident they will be treated with respect and compassion.

Anti bullying statement:

This 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 Pitteuchar East where everybody encourages respect, values opinions, celebrates differences and promotes strong relationships. This will make it all the more difficult for bullying behaviour to flourish or be tolerated. Bullying is unacceptable, and all adults and children should be aware of the role they play in addressing bullying behaviours.

What is bullying behaviour?

- Bullying behaviour can be physical, emotional or psychological.
- It can be rooted in ignorance or disrespect.
- It can make people feel frightened, distressed, fearful, anxious, depressed or demeaned.
- It can be something which is intentional or unintentional.
- It can be something which happens once or on a number of occasions.
- It represents a relationship which is not functioning well.



What should be done?

By pupils:

If a pupil feels they are being bullied they should

- ✓ Try not to respond physically or deal with the problem alone.
- ✓ 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

- ✓ Not confront the bully
- ✓ Encourage the person being bullied to report it immediately and offer support.
- ✓ Tell an adult what you have seen or heard.

By staff:

Staff should

- ✓ Give support to the victim
- ✓ Treat all reported incidents seriously and investigate them
- ✓ Gather evidence from other people if possible
- ✓ Consider sensitively what action should be taken
- ✓ Report any concern/ allegation of bullying to the DHT/ HT
- ✓ Try to use curricular opportunities to raise awareness of bullying and what action to take
- ✓ Give support to the alleged bully, who may be unaware of how his/ her actions are affecting others
- ✓ Adopt a restorative approach
- ✓ Notify parents if patterns of bullying behaviour persist.
- ✓ Use the behaviour monitoring log to record incidents, so that patterns or repeated behaviours are picked up quickly.



By parents:

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

- ✓ Tell us immediately if they notice any changes in their child's behaviour.
- ✓ If parents suspect bullying, we ask that they contact the DHT or HT immediately.
- ✓ Discuss any worries with their child, and let us know about these.
- ✓ Try to avoid advising their child to 'hit back'. This can often make a situation worse.
- ✓ Try to be patient while we work together 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.
- ✓ Try to work closely with the school in responding to the problem.
- ✓ Work with us to encourage children to rebuild damaged relationships.



In order to adopt a proactive strategy to raise awareness of what bullying is, preventing bullying, and what to do if it does happen, our curriculum offers opportunities for young people to play an active role in good behaviour and reducing incidents of bullying. Curricular opportunities include citizenship, communication skills, rights and responsibilities, conflict resolution and taking responsibility for health.

Anti racism statement:



We work to ensure that Pitteuchar East is an inclusive school community, where all children are respected, and that any incident of a racist nature is taken very seriously.

Pitteuchar East Primary follows council procedures in this area. We ensure that the victim(s) are supported, and work with the victim and the perpetrator to resolve conflict.

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

However, we work to support the victim, who may be anxious and upset; and also work to support the perpetrator realise the harm their actions have caused, in order 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.

Through year group assemblies, and embedded curricular work, opportunities to celebrate diversity are sought.

We strive to create an environment where racism, or any other kind of prejudice, will not be able to thrive.