



**POSITIVE RELATIONSHIPS, BEHAVIOUR  
AND ANTI-BULLYING POLICY**

“Promoting positive attitudes and choices towards learning”.

St. Leonard’s Primary School and Nursery

Revised October 2023

## Aims

At St. Leonard's Primary School and Nursery we aim to create a welcoming and nurturing environment where all learners are supported in developing confidence, resilience and being **'Ready to Learn'**.

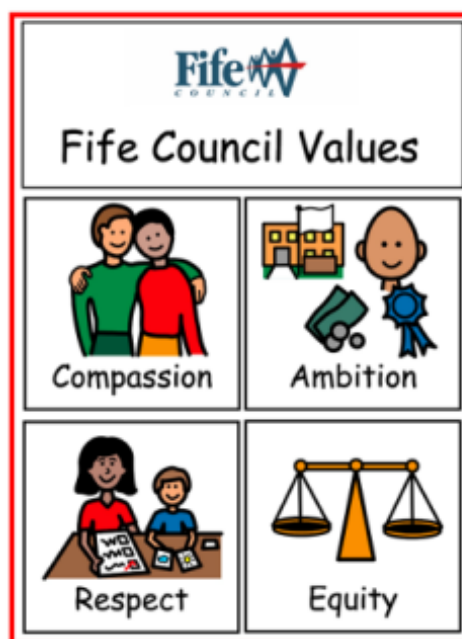
As a school community we share the values of **Respect, Honesty, Ambition and Fairness** and we seek to represent these values in our day-to-day interactions, in and beyond our school and nursery.

We aim to:

- ✓ Create a calm, purposeful, safe and happy environment.
- ✓ Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing boundaries for unacceptable behaviour.
- ✓ Encourage each child to take responsibility for their own behaviour.
- ✓ Ensure we all show respect for individuals, valuing self and others are high priorities. The development of children's self-esteem is an important part of our curriculum.
- ✓ Raise children's standards of attainment and achievement through providing a range of effective learning and teaching approaches which are stimulating, motivating and meet the needs of all learners.
- ✓ Enable staff to work together with children to provide a positive, supportive approach to help reinforce expectations and develop self-regulation to enable all children to access the curriculum and participate in school life.
- ✓ Work in partnership with parents and carers to develop a consistency of approach towards positive behaviour and relationships.

We believe that our aims are achieved when:

- ✓ Clear expectations are established, understood and shared throughout the school.
- ✓ Encouragement, praise and rewards, both formal and informal, are key elements in promoting positive behaviour.
- ✓ A school atmosphere is maintained which is consistent and caring.
- ✓ The choice to behave is placed on the child, and children are taught how to make positive behaviour choices.
- ✓ Children are provided with good role models.
- ✓ Consequences are directed at the action and not the child.
- ✓ Parents/families and school are in partnership to help children who need support to manage their own behaviour.



Agreed expectations

Pupils:

- ✓ Demonstrate our school values at all times.
- ✓ Follow class charters and school expectations.
- ✓ Strive to manage their own behaviour, making appropriate choices which allow children around them to learn in a calm, safe environment.

Parent/Carers:

- ✓ Encourage children to respect the diversity of our community and our school.
- ✓ Model the school values.
- ✓ Ensure children attend school, arrive punctually and in school uniform.
- ✓ Support the school's policy and systems to promote high standards of behaviour at school and at home.

Staff:

- ✓ Model the school values to pupils, parents and each other at all times.
- ✓ Follow the school systems and policies consistently.
- ✓ Create a positive, purposeful and safe working atmosphere in the classroom, ensuring that each child has learning opportunities appropriate to their level of ability.

## How will we achieve our aims?

### Class charters

Staff have worked with children in their class to agree and create class charters. Charters are based on positive statements and children will have ownership of the chosen language. This is in line with our Rights Respecting School journey. Charters are displayed in every class, are regularly referred to, and form a central part of the positive ethos within our school.

### Ready to Learn Rewards

Learners who are 'Ready to Learn' and 'Keep it Green' will be rewarded with:

- ✓ House points.
- ✓ Golden bands are awarded daily to children who consistently go 'Over and Above' our expectations.
- ✓ Teachers/SLT may call parents/carers to praise learners for their positive choices.

### Outstanding Leo Learner Recognition

All learners should strive to meet and exceed our Leo Learner qualities. These qualities support and encourage children to:

- ✓ Be collaborative
- ✓ Be independent
- ✓ Be responsible
- ✓ Be creative
- ✓ Have a growth mindset



Learners who demonstrate these qualities, attitudes and choices towards learning will be rewarded with:

- ✓ A Leo Learner Award presented by the Headteacher during weekly assemblies.
- ✓ Celebration of their success through our school Facebook page.

## Being 'Ready to Learn' at St. Leonard's Primary

Being '**ready to learn**' encourages positive attitudes and choices towards learning and encourages learners to go '**over and above**' by consistently exceeding the high standards expected of them.

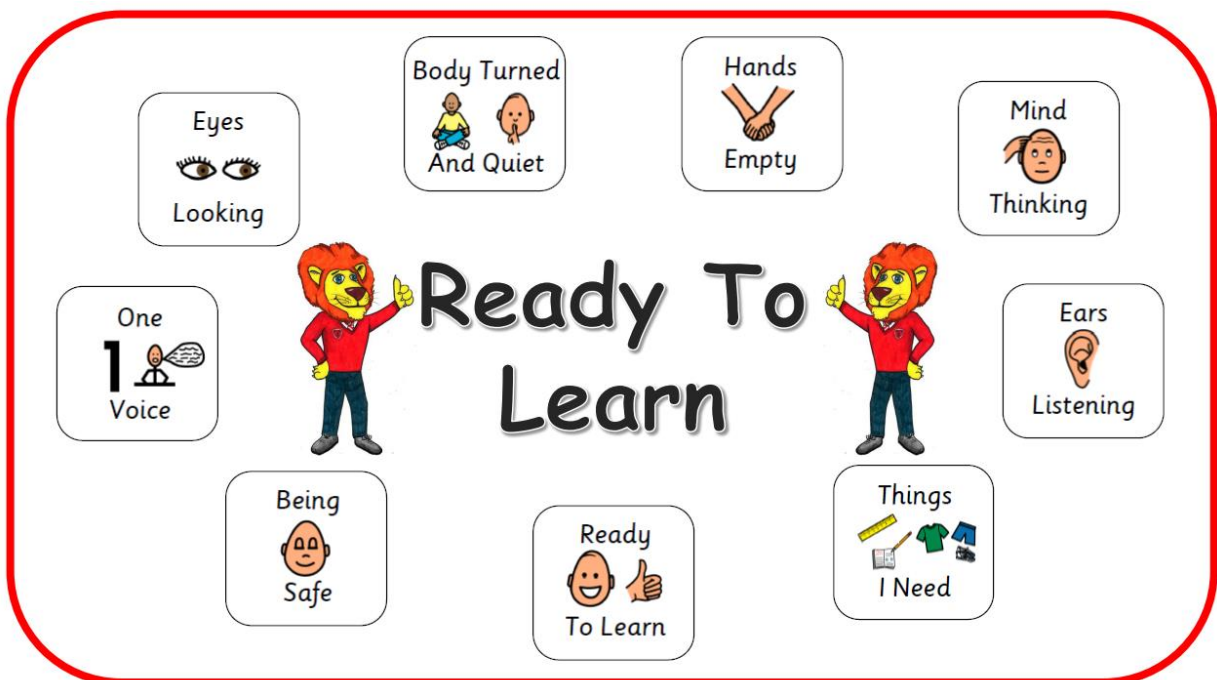
Our learners are encouraged to demonstrate the '**ready to learn**' skills and to '**keep it green**'. This approach promotes consistent standards and high expectations across the whole school and supports learners in understanding their responsibilities.

### What does being 'ready to learn' look like?

Learners are encouraged to show they are ready to learn by:

- ✓ Showing the **5 listening skills**
- ✓ Having the things needed for learning at school (in class, outdoors, in P.E.)
- ✓ We behave in a **safe** and calm way.

In addition, learners are encouraged to use 'one voice' at a time to ensure respectful listening to all, whether they are a child or member of staff.



## How does 'Ready to Learn' work?

Children start each block of the school day being **'Ready to Learn'**. If they demonstrate the **5 listening skills**, have everything they need and respect the **'One Voice'** approach, and behave safely, they may achieve recognition for being an **'Outstanding Leo Learner'**. Learners who are not demonstrating these skills and attitudes are given the opportunity to change their choices using the **'Stop and Think'** process.

### **Stop and Think**

'Stop and Think' allows learners to take a moment to think about the choices they are making. Staff will ask learners to 'Stop and Think', remind them of the 'Ready to Learn' expectations and give them opportunities to 'Turn it Around' and 'Keep it Green'.

### **Time to Think**

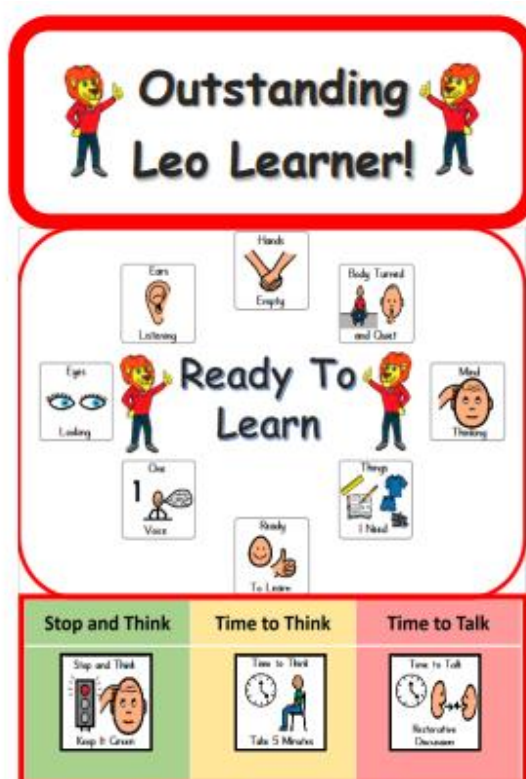
Learners who are not showing they are 'Ready to Learn' may move to 'Time to Think' and will be encouraged to reflect on their choices with:

- ✓ Reflection time as required, in class/agreed space

### **Time to Talk**

Learners who may continue to show they are not 'Ready to Learn' may move to 'Time to Talk' and will be encouraged to reflect on their choices with:

- ✓ Time out of class/playground, including a restorative discussion using the Emotion Works model.
- ✓ If the learner continues to need 'Time to Talk', a phone call home may be made to discuss choices and next steps.
- ✓ If the learner continues to have difficulty being 'Ready to Learn', a member of SLT may call home to request a meeting. The situation will be discussed further, next steps and appropriate planning put in place.



## House Points System

Our house points system promotes positive relationships and behaviour by instilling a sense of identity, belonging and teamwork and by promoting the importance of our values and positive behaviour choices.

**Bruce Canmore Stuart Wallace**

Pupil house and vice captains lead and encourage house members across the school. House points are collected, and totals shared during weekly assemblies. At the end of each school term, the winning house receives a house treat. At the end of the school session, the overall winning house receives an end of session treat and our house shield.

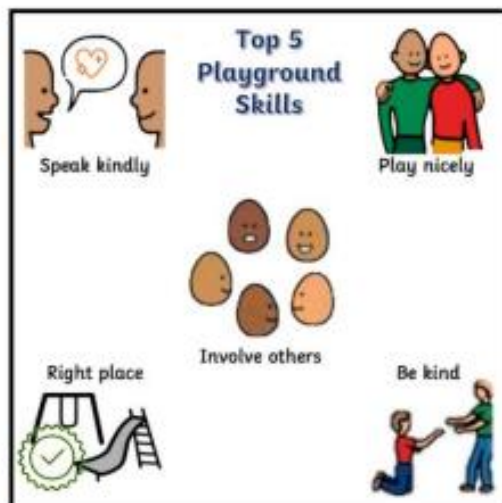
## Playground Points

Playtime gives our learners an opportunity to relax, socialise and develop numerous important skills for life. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

The Playground High Five promotes positive play and children have the opportunity to earn playground points through demonstrating the top five playground skills.

These skills are:

1. Being kind
2. Playing nicely
3. Playing in the right space
4. Including others
5. Speaking kindly and respectfully



Staff in the playground recognise and reward children who demonstrate these core skills by distributing playground tokens. Class teachers collect these tokens and house/vice captains calculate the total number of house points each week. The class with the highest number of tokens earns a bonus playtime to be taken at a suitable time to the class teacher.

## Improving Behaviour - When things go wrong

From time to time things will go wrong with relationships and/or behaviour as children grow and learn. When this happens we will use **Emotion Works** and **Restorative Conversations**.

### Emotion Works

We use Emotion Works to create a whole school and nursery, shared and consistent approach to the teaching of emotional literacy.

Research has shown that children who are supported in developing emotional literacy:

- ✓ Cope better with frustration
- ✓ Develop better resilience
- ✓ Develop empathy
- ✓ Recognise that all emotions have value
- ✓ Find it easier to regulate their behaviour
- ✓ Are more likely to have good mental health
- ✓ Are in a better place to learn



### What is Emotion Works?

Emotion Works is a well-regulated and practical resource to aid the delivery of emotional education in schools and nurseries. Emotion Works is linked to Curriculum for Excellence, GIRFEC and the Scottish Attainment Challenge. At the heart of the programme is the cog system which helps learners develop their emotional vocabulary and recognise and manage their emotions. A whole school shared understanding of emotional language allows for more inclusive and open communication.

Emotion Works links directly to our Restorative Approach.

### Restorative Approaches

Schools are complex institutions, where there will always be competing ideas, tensions, and personal disagreements. Restorative practices offer ways for the pupils and staff to manage these fairly and positively, to prevent conflict and harm but still allow for the expression of difference.

Restorative approaches are very effective when harm has been caused as they provide a framework for adults and pupils to discuss what has happened, the impact or effect of this and to plan a clear way forward together.

A restorative approach is all about relationships – making, maintaining and when necessary repairing relationships. The restorative approach supports the victim, giving them a voice, as well as listening to those who have harmed relationships or property, while working together to reach a resolution.

We aim to equip our children with different strategies which they can use when they meet conflict or tension, allowing them to reach decisions calmly and resolve conflicts quickly and fairly, while maintaining and repairing relationships independently.



- What happened?
- What were you thinking/feeling?
- Who has been affected/hurt?
- What needs to happen now to put things right?
- Are you happy with how it has been sorted?

### Consequences

Should a child choose not to follow our core values all staff are expected to deal with them in a calm and consistent manner and follow agreed procedures.

- Reminder/initial discussion with the child explaining why the behaviour is inappropriate = use of our Ready to Learn process, Stop and Think, Time to Talk.
- Nurture request may be appropriate when all other strategies have been exhausted.
- Discussion between pupil and SLT.
- Consequences will be related to actions directly, e.g. unsafe behaviour in the playground may result in finding a safe space indoors with an adult.
- If persistent unacceptable behaviour continues, including putting self and others at risk of harm, a personalised pro-active management protocol will be created between home and school, working together to support the child

### Reasonable adjustments

As an inclusive school we have children who come to school with additional support needs. We recognise it is our legal duty under the Equality Act 2010 to prevent pupils additional support needs from being a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

In such cases we will work closely with the families and partner agencies to plan accordingly. Our primary focus will be to ensure the safety and wellbeing of all.

## **Anti-bullying**

We work with the national approach to anti-bullying and follow the guidance as set out within the Respect For All campaign.

*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. (RespectMe, 2015)*

Bullying is never acceptable and is a breach of the UN Convention of the Rights of the Child. It can affect a young person's confidence, resilience, participation and attainment. Bullying can also prevent children and young people from experiencing opportunities for personal development within and beyond school. In school we work with every child to support them to become well rounded individuals who are kind and respectful to all.



For further information regarding the national approach to anti-bullying, see the Scottish Government website:

[Respect for All: national approach to anti-bullying - gov.scot \(www.gov.scot\)](http://www.gov.scot)

**Respect For All** aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying; regardless of the type of bullying. This includes an explicit commitment to addressing prejudice-based bullying.

Central to this, Respect For All is underpinned by the values of:

### **Fairness, Respect, Equality, Inclusion.**

These values closely link with our own and will help ensure that children and young people feel safe and secure and are able to build up strong and positive relationships with peers and with adults.

### **What do we mean by bullying?**

Bullying is behaviour that 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/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/online)

Being targeted because of who you are or who you are perceived to be (face to face/online)

### Prejudice-based bullying

Bullying behaviour may be as 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 a disability or faith.

### Online bullying

Online bullying should not be treated differently from face to face bullying. Online bullying is often referred to as cyber bullying 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 school 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. Our Restorative Approach, allied with the Emotion Works programme is designed to support our children in developing this resilience.

### What will happen in school?

If a pupil/parent brings an incident to the attention of a member of staff, the member of staff will deal with it as appropriate – this may involve a restorative discussion, supporting all those involved in making things right and repairing relationships.

If the incident is thought to have involved bullying behaviour, it will be reported to the school SPOC (single point of contact – Headteacher/Principal Teacher) who will record the incident on our school record-keeping system (SEEMIS).

A restorative approach will be used to deal with situations of bullying so that all involved can discuss what happened, the impact or effect of their actions and then plan a clear way forward together.

Pupils who experience or display bullying behaviour will be supported through our Positive Relationships and Behaviour Policy (this document) and through supportive and nurturing approaches throughout the school. Pupils will be supported by school staff, in partnership with parents/carers, to find solutions.

Parents and children are well informed about who to contact and what to do if they are worried about their child in school.