



Wishaw Academy Primary School

Respectful Relationships and Behaviour Policy

Session 2025/26

Introduction

“No significant learning occurs without a significant relationship.”

Dr. James Comer, Professor of Child Psychiatry, Yale University

This policy reflects our school’s view that strong relationships are at the heart of providing our pupils with a positive journey through Primary School. The Policy will impact all aspects of school life.

Rationale

At Wishaw Academy, we are committed to ensuring that all members of our school community feel safe, secure, and valued. Our Relationship Policy will encompass our Promoting Positive Behaviour Strategy, Right Respecting School Journey, Celebrating Success, Anti-Bullying Policy, Pupil Participation, and how we communicate with parents/carers and families. These key elements will ensure that our relationships are based on mutual respect and trust.

Aims

1. To be accessible to all members of Wishaw Academy’s community.
2. To create a positive school ethos by promoting positive relationships across the school community, fostering equal opportunities, and raising attainment for all.
3. To enable pupils to become effective contributors, responsible citizens, confident individuals, and successful learners in line with the Curriculum for Excellence.
4. To support staff by providing a clear and consistent framework for promoting positive behaviour.
5. To foster an ethos of respect for all by becoming a Rights Respecting School.
6. To promote an anti-bullying ethos and respond appropriately where necessary.
7. To implement Reward, Reflect and Repair and a system of restorative practice to support pupils in developing emotional intelligence in resolving difficulties.

All Wishaw Academy Primary staff have been trained in the approaches, which underpin every relationship within the school e.g. Solihull, RRS, Respect Me

At Wishaw Academy, we know relationships are key. We build and maintain these in several ways:

- ✓ Staff know children very well, as individuals, and provide support, both in the classroom and in the playground.
- ✓ We understand the impact of adverse childhood experiences and have strategies to support our families.
- ✓ We have high expectations of our children, and staff model positive attitudes towards children and their families, treating everyone with respect and compassion.
- ✓ We build a sense of pride in the school amongst our children. This is promoted through our House System, Pupil Voice Groups, and assemblies as well as in class.
- ✓ We aim to have “Safe Spaces” to support our children to self-regulate.
- ✓ Our HWB programme is appropriate to the needs of our children. We also offer many interventions at an additional level to support our children’s well-being.
- ✓ We practice ‘Restorative Approaches’ which enable pupils to reflect on their behaviour and its impact on other people and to make sincere amends.
- ✓ We ensure staff feel supported in encouraging positive relationships and behaviour and facilitate appropriate CLPL when required.
- ✓ Parental concerns are taken seriously. 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 solution focused.
- ✓ We seek advice and support from expert services, e.g., Educational Psychology, Health colleagues, to assist children who may require additional support with relationships.
- ✓ Our Senior Leadership Team handles repeated incidents or incidents of a more severe nature.

School Vision



Values : Teamwork, Kind, Safety, Community, Trust, Respect, Ambition, Achievement, Caring, Happy.

The school vision will be revisited at the start of each new session to ensure our school values are fully understood and embedded.

Class Teachers will refer to these throughout the school year, and SLT will focus on these during our weekly assemblies.

School Aims

At Wishaw Academy Primary School, we encourage a positive, inclusive ethos, celebrate success, and promote responsibility and respect for all. We aim to provide a wide range of meaningful learning and teaching experiences which support all pupils in an environment which is safe, secure, nurturing, equitable, stimulating and encourages everyone to achieve their full potential.

Throughout the school, we will:

- aim to increase the number of children achieving national benchmarks in literacy and numeracy and reduce the gap between most and least disadvantaged children
- ensure pupils engage in a varied and active curriculum, guidance permitting, which helps them experience healthy options and make relevant connections between learning experiences and skills for life.

- continue to encourage achievement and development of a range of skills which will benefit future life, particularly digital skills.
- continue to acknowledge and celebrate achievements in school and in the wider community.
- continue to work in partnership with parents, community and partner agencies and encourage increased parental involvement in children's learning, especially digital.
- continue to reduce barriers to learning due to poverty.
- continue to promote healthy lifestyles and the importance of positive emotional wellbeing in children's learning.
- continue to embrace and celebrate diversity. Promote fairness, equality, equity, and social inclusion to ensure there are no barriers to participation and achievement.

Rights Respecting School



Rights Respecting School Bronze Committed School Award was achieved in September 2022. Our whole School Charter Developed incorporate pupils' top 5 Values.

- I have the right to be respected and should show respect to others. Article 29
- I have the right to an education and should always try your best in all aspects of learning. Article 28
- I have the right to be protected from being hurt or badly treated. Article 19
- I have the right to an opinion and for it to be listened to and taken seriously. Article 12

Having achieved UNICEF UK's Rights Respecting School Bronze Award, we are committed to teaching the children about their rights. Children are taught that their rights are Universal and Unconditional. Our steering group is leading us towards achieving Silver then Gold. The focus for teaching and experiencing children's rights will be through –

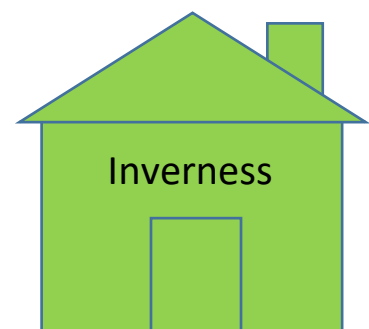
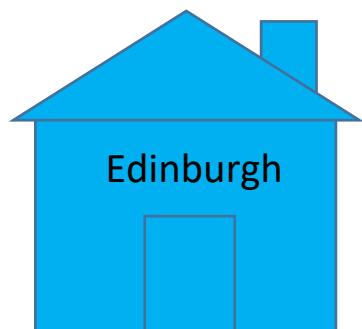
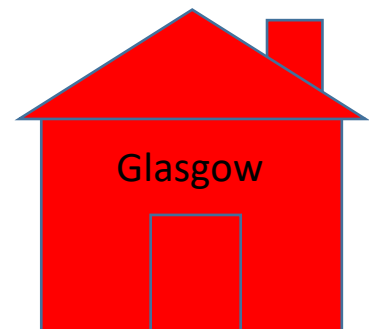
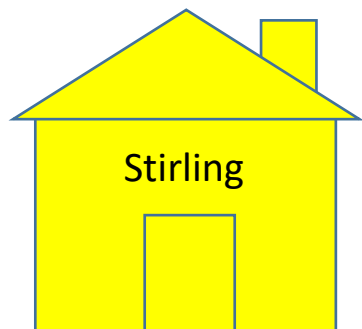
A – teaching and Learning about Rights.

B – Teaching and Learning through Rights – ethos and relationships.

C – Teaching and Learning for Rights – Participation, empowerment, and action.

School House System

Weekly school assemblies enable children to feel part of the whole school community. Relationships are fostered through our School House System. The children have a sense of identity and belonging, by being members of either Glasgow, Edinburgh, Stirling or Inverness house.



Celebrating Success

Pupils are encouraged to be the best version of themselves. Our school motto is, "To be the best that I can be".

Success and achievements are encouraged and celebrated by;

- Class/Group points e.g. class dojo
- Personal point systems
- Star Writers
- Stickers/Stampers on work
- Notes/Postcards home
- House Points
- Weekly Certificates

E.g. Pupil of the week

RRS Pupil Award

Homework Award

Kindness

Playground Behaviour

Responsible Citizen
Effective Contributor
Successful Learners
Confident Individuals

- Reward time activities on a Friday

Wider Achievements are celebrated at assembly, and the child's photo is displayed.

Wishaw Academy Charters

The WAPS Charter is a set of simple agreements underpinning our Relationship Practice. These are displayed in each room and are referred to often. Each class agrees on a code of conduct with their teacher at the start of the year, which is displayed in each bay. These class charters have been used to develop our whole school charter displayed around the school. The charter recognises both staff and pupil responsibilities. They allow us to maintain a conducive learning environment where everyone feels safe, happy, and respected.

Our School Charter



Key Words from our Class Charters	We, the Children / Rights Holders, agree to -	UNCRC	We, the Adults/ Duty Bearers, agree to -
Safe	Be responsible. Ask for help when needed.	Article 3 – All adults should always do what’s best for you. Article 19 – You have the right to be protected from being hurt or badly treated.	Protect children from dangerous situations.
Kind	Be kind to everyone. Take care of each other.	Article 2 – You have the right to protection against discrimination, no matter what your race, religion, beliefs, abilities or family background is.	Encourage everyone in our school to treat each other kindly. Make sure everyone feels included.
Voice	Give our ideas and listen to others respectfully.	Article 12 – You have the right to an opinion and for it to be listened to and taken seriously.	Listen to children and help them find solutions.
Respect	Treat people and resources with care. Look after our school.	Article 29 – You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect others’ rights and the environment.	Encourage children to take the opportunities school provides. Treat people and resources with care.
Achieve	Come to school ready to learn. Try our best.	Article 28 – You have the right to education.	Provide opportunities that inspire children to learn. Encourage children to be the best that they can be.

Pupil Voice/Involvement

As a school, we recognise the benefit of having a strong pupil voice and encourage our pupils to share thoughts and feelings openly. Children are listened to and taken seriously at Wishaw Academy Primary. Children are encouraged to share their view regularly.

There are opportunities for children to be involved in and take ownership of issues related to the life of the school. Examples of how pupil voice is encouraged include;

- Pupil Council – woes and wonders, involvement of decision making
- RRS Steering Group
- Talk Tins
- School Assemblies
- JRSO
- House System

School improvement planning and action plans (e.g. RRS) take account of the views of our pupils. This ensures pupils feel valued, listened to, and influential members of Team Wishaw Academy.

Our Relationship with Parents/Carers

Wishaw Academy has a range of ways to ensure that parents are involved in the life of the school. We recognise the vital role parents play in their child's education and have the following in place;

- We encourage parents to support the school in the implementation of this Respectful Relationships and Behaviour Policy.
- We encourage parents to support our School Charter.
- We provide information about our school via various platforms.
- We inform parents of their children's learning by providing regular updates.
- Families are invited to provide feedback/suggestions regarding the life of the school.
- We have an active Parent Teacher Group.
- There is a straightforward complaints procedure and guidance on how parents can contact the education authority if they wish to do so.

Communication with Parents/Carers

Wishaw Academy keeps parents informed of their child's learning, news, and school events in a variety of ways, including:

- Two formal parents' evenings
- Formal written reports
- Parent Workshops

- Appointments with SLT when requested
- Termly newsletters
- Group Call/ Email
- School/Class Twitter accounts
- School displays
- Parent Homework Prompt and Letters
- Children will receive rewards and certificates, which will then be sent home
- Parent Teacher Group Facebook page
- The SLT will contact parents with any serious concerns about children after consultation with the class teacher
- Communication Books when required
- Services, assemblies, community events.

Restorative Practice

In Wishaw Academy, we adopt an approach of Restorative Practice if an issue arises. This allows the child to make a positive change to their behaviour and reflect/repair damaged relationships if necessary. This practice is embedded throughout our school.

Restorative Questions

Staff repair relationships with children by using the following questions:

1. What happened?
2. Who has been affected and how?
3. What should we do to put things right?
4. What could we do differently in the future?

Teacher's will remain non-judgemental, give the child a chance to explain their actions, and then positively agree on a solution or next step.

Reward, Reflect and Repair

All children will begin the week with 30 minutes reward time, where a choice of activities is provided. This time is secured by adhering to the school charter. For those who fail to adhere to the school charter, the following steps will be taken.

1. Remind the child of the expectation.
2. Remind the child what their choices are and encourage them to make the correct one.
3. Sanctions begin. The child will now be aware they have lost 5 minutes from their reward time. Time will be lost in 5-minute blocks if expectations are not met.
4. Any time lost totalling 15 minutes or less will result in reflection time being carried out by the class teacher in the bay. A short reflective discussion time will take place.
5. If a child's time exceeds 15 minutes, they will spend the time reflecting with their department Principal Teacher, Mrs Collins, or Mrs Wilson. This could be done using the following approaches –
 - Revisit the restorative questions
 - Circle time
 - Reflect on articles related to the issue
 - Emotion Works reminders

After the third week of reflection time, the child will spend reflection time with the Depute Head Teacher or the Head Teacher.

The child will return to their bay on completion of their own reflection time. If all time is lost, the child will remain at reflection.

If an incident is serious e.g. purposely hitting, kicking or swearing, time lost is at the discretion of staff. These incidents should be reported to SLT.

Class teachers will keep a termly chart of time lost. All incidents where time is lost will be recorded in the Reward, Reflect, Repair Record Book. Time lost will be recorded on the class Reward, Reflect and Repair tracking sheet. (App1)

SLT will record weekly, the names of the children who attend reflection time with them. (App 2)

Parents/Carers will be contacted by SLT after a child has attended reflection for the third time.

If a child continues to attend reflection regularly then the following may apply.

- Communication book between school and home could be issued
- Special privileges could be removed for an agreed time period
- Pupil may join Reflect, repair, Restore sessions for a number of agreed weeks
- SLT to meet with parents/carers and child
- RFA may apply
- Personal points cards could be issued

At Wishaw Academy Primary we endeavour to understand underlying reasons for misbehaviour.

Class sanctions also include;

- Reward time replaced with reflection time
- Pitch time withdrawn
- Staying in at break times
- Moving seat position in class
- Re-doing/completion of poorly approached work
- Removal from class to work with SLT

What our children say about our Reward, Reflect and Repair system

“The reward and reflect system is fair because it makes people think about their behaviour and actions.”

P6 Pupil

“You solve playground problems by talking it out with teachers and the person you fell out with.”

P6 Pupil

“Talking about what’s happened helps solve what you’re angry about.”

P7

Pupil

“I think it’s all right because if somebody’s done something bad they can just look back on it and not do it again.”

P5 Pupil

Bully Free Zone

At Wishaw Academy Primary School, we believe that every child has the right to an education in a safe, secure- environment which is free from bullying. It is the responsibility of everyone in Wishaw Academy Primary to ensure that this right is granted at all times. We understand that bullying is never acceptable. Bullying is a breach of the UNCRC.

We want our pupils to live, learn, socialise, and work in an inclusive and nurturing community where differences between people are valued, and where people support one another and treat each other with respect, empathy, and compassion.

Rationale

**“Our vision is of a respecting, just equal and inclusive Scotland in which all children and young people can live free from bullying and harassment and are encouraged to reach their full potential. Our work is driven by a focus on children’s rights”
(Respect Me, Scotland’s Antibullying Service)**

North Lanarkshire Council is committed to providing a safe, supportive environment for all people in its educational establishments.

Here at Wishaw Academy Primary, we strive to adopt the above vision. We are committed to challenging all types of prejudice-based bullying and language. (Article 2 UNCRC)

What do we mean by bullying?

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 intervention, or the fear of these.

This behaviour can include:

- Verbal – Being called names, teased, put down or threatened face to face or online
- Physical – Being hit, tripped, pushed, or kicked
- Material – Having belongings taken or damaged
- Social – Being ignored, left out or having rumours spread about you (face to face or online)

- Cyber – Sending abusive messages, pictures or images on social media, online gaming platforms or mobile phone
- Emotional/Mental – Behaviour which makes people feel like they are not in control of themselves or their lives (face to face or online)
- Prejudice Based – Being targeted because of who you are or who you are perceived to be (face to face or online)

Impact of bullying

Bullying behaviour has an adverse impact on those involved, and the wider school community.

Pupils in NL have identified the following as potential impacts of bullying behaviour:

- Anger
- Upset
- Hurt
- Frustration
- Isolation
- Manipulation
- Fear
- Exclusion
- Discrimination
- Embarrassment

Vigilance is required. Evidence of bullying includes:

- Changes in child's behaviour
- Changes in relationships with peers
- Changes in personal appearance
- Evidence of self-harm, depression, eating disorders and suicidal thoughts
- Drop in attendance

Both bullying behaviours, and the impact of bullying, are addressed in our school.

Aims

- To create an ethos where children are encouraged to show respect and kindness towards others so that bullying behaviour is less likely to happen.
- To recognise bullying if and when it does happen and respond promptly.
- To provide support for our pupils and their families who have been affected by bullying.

- To build resilience in pupil while at the same time providing strategies for dealing with bullying behaviour.
- To ensure staff are equipped with a range of strategies that can be used to prevent and respond to bullying, including restorative approaches, staff development and training opportunities.
- To provide appropriate staff development and training opportunities to ensure staff are equipped with knowledge and skills required to respond effectively to incidents of bullying behaviour.

Strategies to prevent and respond to bullying

- Promotion of Rights Respecting ethos across the school.
- Promotion of our school's vision and values.
- Commitment to class and school charters.
- Commitment of all adults to act as good role models and build a fair, nurturing, inclusive and safe community.
- Recognise and celebrate differences at weekly assemblies.
- Development and implementation of anti-bullying message through HWB curriculum.

Expectations and Responsibilities

Adults will:

- Promote a supportive and caring community.
- Ensure children know bullying is unacceptable.
- Be approachable and enable children to report incidents of bullying.
- Listen and respond promptly when bullying is disclosed.
- Report incidents of bullying to SLT who will address the issue, inform parents, and monitor the situation and record on pupil pastoral notes.
- Use Rights Respecting and Restorative language when speaking to children to repair harm and resolve conflict.
- Teach anti-bullying messages as part of the HWB curriculum.
- Promote and model positive relationships and positive behaviour.

Children will:

- Treat each other with kindness and respect.
- Know that bullying is unacceptable.
- Report incidents of bullying.
- Use Rights Respecting language towards each other.
- Engage in anti-bullying lessons through the HWB curriculum.
- Be good role models for each other.
- Recognise bullying behaviour.

- Accept responsibility for bullying behaviour and with support from staff restore positive relationships.

Policy Review Date: June 2026



Bay _____

[illegible]



Reward, Reflect & Repair Tracking Sheet



Bay _____

Date	Name	Time Lost	Reason	SLT Signature