

DUNDONALD PRIMARY AND EARLY YEARS CENTRE



RELATIONSHIPS AND BEHAVIOUR POLICY



Revised September 2025 - FP

"Nurturing learning and achievement" is our vision in Dundonald Primary and EYC.
Respect, perseverance and kindness are our 3 core values.

Relationships and Behaviour Policy

At Dundonald Primary and Early Years Centre, effective relationships are key, and are built upon our core values, vision and aims.

OUR VISION

"Nurturing learning and achievement" is our vision in Dundonald Primary and Early Years Centre.

OUR VALUES

Respect, perseverance and kindness are the 3 core values that permeate throughout Dundonald school community. These help us to focus on our aspirational vision and aims for our school and EYC. (Articles 1, 2, 15 and 28).

OUR AIMS

Our aims are founded on the shared values and ambitions of the school and its wider community.

At Dundonald Primary School and Early Years Centre we aim to:

- ✓ Provide a safe and nurturing environment for all (Article 19)
- ✓ Develop all pupils' self-esteem and confidence to allow them to reach their full potential (Article 28)
- ✓ Recognise and celebrate achievement for all pupils within and beyond school
- ✓ Encourage children to be actively involved within the school and their own community (Article 11)
- ✓ Provide everyone with challenging, motivating, positive and purposeful learning experiences (Article 29)

Our aim at Dundonald is to ensure all pupils fulfil their potential as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals through engaging fully with school life and embedding our vision and values in our practice.

Rationale

Better behaviour facilitates better learning. As part of a Curriculum for Excellence we aim to encourage our pupils to become responsible citizens. We are a Gold Level Rights Respecting School therefore there is an ethos of mutual respect and positive wellbeing underpinning all interactions.

At Dundonald we adopt the relationships policy to establish a safe and respectful environment, conducive to learning and achievement for all pupils.

As a Gold Rights Respecting School, each class creates their own class charter at the start of each school year. Children are actively involved in this process, and these are available for parents and visitors to see on display in each room.

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Class charters are revisited regularly, and are used as a basis for restorative practice across the school. In addition to class charters, we have playground and lunch hall charters (see appendix 3 and 4), which are written in conjunction with the children.

Our Approach

Nurturing approaches are at the centre of all that we do. All staff apply the five principles of nurture.

All staff must model positive relationships and respectful communication in the following ways:

- we focus on our adult language including body language and use of voice
- we are careful with what we say and how we say it
- we are respectful and non-judgemental
- we take time to understand the pupil's needs
- we aim to be firm and fair
- we engage pupils in learning about the effects of their actions and the importance of taking responsibility to make things right
- we make sure the reason for a decision is always understood
- we set clear expectations for the future
- we try to ensure we are restorative
- we provide structured opportunities for children and their families, staff and other agencies to develop a strong sense of belonging to their school, class and group
- we encourage a connection to each other and to the values the school community promotes
- we instill a sense of value as a member of their class, group, house and whole school
- children should all know which house they belong to

Principles of our Positive Behaviour and Relationships Policy

- Teach behaviour through modelling positive behaviour and explicit teaching of skills. This includes teaching listening skills, skills in interaction, emotional literacy and social skills.
- Charters set out expectations for all rights holders (children) and duty bearers (all staff and stakeholders).
- Clear expectations of behaviours required to keep everyone safe: "We keep our hands, feet and unkind words to ourself".
- Clear procedures.
- Teaching is the priority and lessons are not disrupted discussing behaviour because the expectations have already been decided. Dundonald Primary and EYC is a place of learning.
- Good behaviour is rewarded.
- Staff are very good at reporting concerns promptly and sharing these with the Senior Leadership Team and parents as appropriate. Behaviour is also reported on in the end of year Pupil Reports and discussed at Parents Appointments.
- Children may need an action plan if additional support for behaviour is required [staged intervention approach.]
- Values are discussed regularly and are embedded in our school.
- Pastoral notes must be factually recorded.

Class charters

In August, at the beginning of the new school year, every class establishes a class charter. This is done in conjunction with the children, as they are more likely to follow expectations that they have agreed with their teacher. Charters are based on the Articles from the UNCRC. Children select suitable articles that are relevant to their classroom experience. The charters should outline the expectations of both rights holders and duty bearers.

Behaviour management is discussed at staff meetings and at assemblies. Teachers continue to model positive behaviours and good choices in the classes. Assemblies are well planned and linked to values and the rights of the child.

When taking part in an activity out with the classroom (i.e. PE, Music, outdoor learning), staff will ensure consistency in approach, and children know that the expectations remain the same.

Playground Charter

A playground charter has been established. Playground supervisors support the children with their play and provide advice and guidance to the children as required. All playground supervisors wear a yellow high-vis vest so they can be clearly seen by all children.

Support staff are clear about their area of responsibility and importance of time keeping and are aware of the

Legislative aspect of playground supervision. Teaching staff will not allow children into the playground without

Adult supervision during breaks.

Lunch Hall Charter

A Lunch Hall charter has been established – clear routines and expectations are in place. P1 children should be brought to the dinner hall with by their class teacher at 12.35pm. P2 and P3 children are brought to the dinner hall by their class teachers at 12.40pm. P4-7 classes listen for the HT/DHT's tannoy call and then line up at the entrance to the lunch hall.

Lunch trolleys are brought to the hall by P7 House Captains at 12.35pm.

Time should be taken to encourage the children to behave in a mannerly fashion. Noise levels should be managed in the hall and children should not be allowed to wander after finding their seat. Children learn how to use recycling bins and take responsibility for tidying up and clearing away their lunch/packed lunch.

Breakout Spaces

The Hive (sensory room) is a quiet and calm space where we can use our magic light box. Children will access this room with a member of staff.

Restorative Practices

Restorative discussions and approaches are key to our positive behaviour strategy and helps children identify ways to resolve conflict and make improved choices. Restorative discussions support pupils by helping them to talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild and repair relationship. These discussions often involve children affected by negative behaviour also with staff supportively guiding dialogue and mediating.

Questions we may ask during a restorative discussion

➤ **When things go wrong**

- what happened?
- what were you thinking at the time? What are you thinking now?
- how do you think it made _____ feel?
- what could you have done instead?
- how would you feel if it happened to you?
- what do you think you need to do to repair the harm/to put things right?
- what have you learned?

➤ **When someone has been harmed**

- what happened?
- how did it make you feel? How are you feeling now?
- what has been the hardest thing for you?
- what could you have done instead?
- what do you think has to happen to make things right?
- what have you learned?

Procedures

We follow clear procedures when supporting children with behaviour. These include:

1. A verbal reminder
2. A one-to-one chat with teacher
3. Reflection time on own in an appropriate place. Completion of reflection task if necessary.
4. Contact parent – class teacher to contact parent
5. Senior Leadership Team – share with management who will speak to pupil

This procedure will be followed to deal with low-level behaviours. Teachers are aware, that for more serious incidents, this process does not need to be followed, and in some cases, it may be passed directly to the Senior Leadership Team.

Rewarding Good Behaviour

This is an important aspect of our behaviour policy. As usual, good behaviour and effort is rewarded by praise, stickers, certificates and points.

In all classes, teachers use a personalised system to reward good behaviour. Children may also be sent to the Head Teacher or Depute Head Teacher to share their achievement. Points for houses can be made by being presented with a token.

Consequences

Any consequence for poor behaviour choices should be fair, proportionate and fully explained to the child/children so they can address behaviour and restore better behaviour and relationships. Staff should continue to check in on children to support and align.

Differentiated Rewards and Consequences

We acknowledge that for some children at sometimes there is a need for a differentiated approach. School staff will provide bespoke individual support for children who require it – this will be planned carefully and in partnership with families using the Staged Intervention approach. It is important to understand the impact of trauma, loss and change on pupils and we strive to ensure our school community and beyond show understanding, compassion and empathy.

Evaluation

Behaviour is monitored and evaluated regularly. Staff alert the Senior Leadership Team of any concerning patterns that are emerging. SLT will check pastoral notes and may contact the parent/carer to discuss, if appropriate. This ongoing communication is essential where there are any concerns around behaviour and relationships to ensure children's needs are met.

Nurture Principles

All staff are aware of the nurture principles and discussion of these is a regular feature of staff in-service training. Our shared school vision is "nurturing learning and achievements".

The nurture principles underpin our Relationship Policy with a strong emphasis on the recognition that all behaviour is a form of communication.

Staff and parents have been shown maslow's hierarchy of needs, explaining the need for good emotional literacy. Children learn about feelings, emotions and how to manage these through PATHS (Positive Alternative Thinking Skills) lessons as part of our Health and Wellbeing curriculum.

Staff are skilled in responding to this with appropriate interventions (e.g. Use of the calm corner, time with support assistant etc.).

Bullying

Staff have a duty of care to ensure that children are emotionally and physically safe from bullying and should deal with any concerns immediately.

Staff must adhere to the anti-bullying policy, promoting respect, kindness and perseverance throughout the school session. This will also be responsive to the needs of pupils. Teaching, senior leaders and support staff work hand in hand to discuss and support playground concerns.

Responsibilities of Parents and Carers

It is important that parents and carers expect good behaviour from their children and encourage the school values of respect, kindness and perseverance.

It is essential that the school and parents enjoy a healthy partnership where mutual respect is displayed. Children spend the majority of the day with their family who are the primary educators therefore instilling and modelling high standards of behaviour is a shared responsibility.

It is important that children with additional support needs are not judged or compared to their peers or siblings. We kindly ask that on receipt of a telephone conversation and parents follow this up by having a discussion with their child at home.

Parents have the responsibility for managing social media and online interactions at home - these issues cannot be brought to the school to rectify. We will educate the children regarding appropriate use of social media and keeping safe online, however, we cannot investigate issues from out with school. Parents need to understand the age limits required by law. Our campus cop is invited to attend assembly to educate pupils on social media.

Self-evaluation

Through our health and wellbeing (HWB) programme, pupils are encouraged to think about their behaviour and the impact it has on their learning. We teach emotional literacy using the PATHS (Positive Alternative Thinking Strategies) approach. Our HWB curriculum identifies themes to be explored across the school and these are linked to resilience, children's rights and our school values.

We work with children termly on wellbeing indicators and check that they feel safe, happy, achieving, nurtured, active respected, responsible and included and act upon the feedback to ensure the child is secure in their learning.