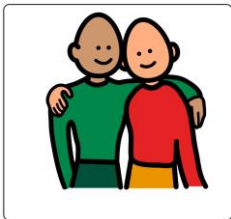




Ayr Grammar Primary School and EYC

RELATIONSHIPS POLICY
AUGUST 2025



Ayr Grammar Primary School Relationships and Anti-Bullying Policy



Our Rationale and Aims:

At Grammar Primary School, we aim to create a positive and inclusive school climate which nurtures pupils and where pupils are engaged in their learning. The foundations of this are based on our relational approaches.

This policy aims to:

- Promote positive relationships, self-regulation, and respect across our school.
- Ensure positive learning opportunities for all.
- Improve emotional wellbeing and build resilience.
- Promote and support Anti-bullying approaches.

This will be achieved through:

- Embedded understanding of the Nurturing Principles.
- All stakeholders taking responsibility for their role.
- Strong relationships and positive approaches across the school.
- High Quality Professional learning.
- Approaches to addressing and supporting anti-bullying.

The Nurturing Principles underpin our positive behaviour approaches:

- Children's learning is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- Language is understood as a vital means of communication.
- All behaviour is communication.
- Transitions are significant in the lives of children.



All stakeholders taking responsibility for their role:

Promoting positive relationships and positive behaviour is the responsibility of all		
Leadership Team	Teaching Staff	Other Staff
<ul style="list-style-type: none"> • Empower all staff to engage with our positive relationships policy and approaches. • Provide appropriate training where necessary. • Frequent opportunity to discuss Relationships policy and strategy, through staff meetings. • Support and advice given when required including completion of wellbeing plans, risk assessments and other relevant paperwork. 	<ul style="list-style-type: none"> • Engage with Relationships Policy. • Establish and maintain positive, quality, and respectful relationships with all pupils. • Create inviting, safe and supportive learning environments, following South Ayrshire Communication Friendly Environments (SACFE) guidance. • Maintain the routines and structures which promote positive relationships and high standards. 	<p>Depending upon individual remits, it is the responsibility of all support and visiting staff to contribute to the management of positive relationships throughout the school in classes, corridors, public areas, and the playground by:</p> <ul style="list-style-type: none"> • Engaging with the Relationships Policy.

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<ul style="list-style-type: none"> Identify children who require a wellbeing plan/risk assessment and ensure this knowledge is shared with relevant staff. Relevant background information, including any changes in circumstances; ensuring all relevant staff are made aware. Access support from educational psychologists, support staff and outside agencies where required. Regular communication through meetings with parents / carers, should behaviour continue to be of concern. 	<ul style="list-style-type: none"> Create a class charter with pupils agreeing a set of rules, promises and guidelines for the classroom. Model mature self-regulation. Teach children to self-regulate by using Microsoft Reflect. Manage all aspects of pupil behaviour in a positive way in class, public areas and corridors by being proactive and preventative. Note minor concerns at the earliest opportunity and communicate with parents. Review specific incidents with pupils, using scripted language and a solution focussed approach. Communicate major concerns with LT immediately, using radio if necessary. Complete wellbeing plans, risk assessments, pastoral notes (email to SLT link) and other relevant paperwork. Have knowledge of children on a risk assessment and/or wellbeing plan. Involve key playground staff in resolving playground issues. Liaise with SLT if behaviour continues to be a concern. 	<ul style="list-style-type: none"> Approaching all aspects of pupil behaviour in a positive way, using appropriate language. Having knowledge of children on a risk assessment and/or wellbeing plan. Supporting the development of positive relationships in the playground and contributing to reviewing any negative behaviours, in partnership with class teacher and the pupil(s). Monitoring and notifying other staff as appropriate (class teacher or leadership team). Recording pastoral notes on appropriate sheets and passing on to class teacher or member of LT.
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Pupil	Parents/Carers
<ul style="list-style-type: none"> Demonstrate respectful and safe behaviour in line with our school values. Follow the expectations of the class charter. Engage in reflecting on their behaviour and identifying tools to self or co-regulate (contribute to wellbeing plan if required). Use the language of the Zones of Regulation/Microsoft Reflect independently and use tools to self or co-regulate. To observe and respect all rights, recognised under the Convention of the Rights of the Child. 	<ul style="list-style-type: none"> Work in partnership with the school in all issues relating to pupil behaviour and building positive relationships. To support and encourage pupils to uphold Ayr Grammar's Relationships Policy.

Strong relationships and positive approaches across the school:

At Ayr Grammar Primary School we foster our pupils to be **Compassionate, Respectful, Responsible, Confident** and to encourage **Inclusion**.

We recognise positive approaches are key to success and support these in a variety of ways:

- Supporting Transition:** Collecting classes promptly and encouraging fantastic walking throughout the school (walking at the left-hand side in single file).
- Providing a **Classroom Safe Base** as well as other spaces such as our Library and Zen Den.
- Consistent language, steps, and actions** - eg "I'll know you're ready when..."

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- **Class Charters**
- Use of **Microsoft Reflect** to foster self-regulation and emotional control.
- **Proactive and restorative** approaches including natural consequences if appropriate.
- Consistency in learning and teaching approaches and use of **adaptive learning and teaching** strategies.
- Consistency of **SACFE** in all classrooms including the use of visuals (daily timetable, now and next board, resources well labelled...)
- **Celebrating successes and recognising achievements.** This may be through wider achievement celebration or school values recognition board.

Positive Approaches
Positive verbal feedback and praise
Positive non-verbal communication, e.g. thumbs up, smiles etc
Displaying of pupil work and achievements
House Tokens
HT Award
Communicate with parents
Values stickers
Class Recognition Board
Class Rewards - Star Chart

Nurturing Approaches

We have developed the skill set of our staff in responding with de-escalation techniques. All our School Assistants have attended CPI training which includes a full day training on de-escalation strategies. Some Class Teachers have worked with the Nurture Team and all Class Teachers have been involved in creating Wellbeing Plans, where required. Microsoft Reflect has been implemented throughout the school.

This allows us to take an 'early intervention' approach in supporting our children in self-regulation.

We believe that all behaviour is communication. We encourage staff to ask these key questions:

- What is happening here?
- What are the possible triggers?
- What need is this behaviour communicating?
- What can be done to meet this need?
- What might be contributing to this behaviour?

Example of Quick Response Routine

Go over to the child, bend down to their level, avoid face to face, remain side by side and using a quiet calm tone:

Interrupt

Clearly state behaviour non-judgementally: start with child's name, 'I've noticed that...' and state behaviour.
e.g. Olivia, I have noticed you haven't taken your book out yet.

Redirect

Use reminders to prompt a good decision, focus on the behaviour you want. Include rule reminder, possible consequence, and frequency of behaviour and reminder of previous positive behaviour.

e.g. Olivia, this is the second time I have reminded you to get your book out. Remember last week you were the star of readiness, let's get back to that.

Reinforce

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Thank the child for listening, ignore other behaviours, give a brief reminder of desired behaviour and walk away. Give the pupil time to make a good choice. Immediate praise/acknowledgement when the pupil responds appropriately.

Natural Consequences

Staff should support children in understanding that sometimes there is a natural consequences of their own actions. This helps them learn that their actions have consequences.

Here are examples of **natural consequences**. If a child:

- keeps their tray tidy they can find their resources easily.
- waits for their turn in a game, the game goes more smoothly.
- puts on their shoes, their feet stay clean and dry.
- refuses to put on a coat they may feel cold.
- won't eat they may feel hungry.
- is unkind then they may lose a friend.

Although natural consequences can be a useful way to guide pupil behaviour, **not all behaviour has a natural consequence**. Also, **natural consequences aren't always appropriate**. For example, dangerous or antisocial behaviour could lead to a child or someone else getting hurt.

Responding to Higher Level situations:

There may be times when more direct intervention is required.
See below for an example of action to be taken on a specific incident.

Action	Response
Walking out of class	Remain calm. Remember the protocol. (Individual risk assessments should be in place for known behaviours. Protocol within this should be followed). Use familiar script. Provide opportunity to return. Use script, again. Discuss, Plan, Predict and Review for future situations. Update Wellbeing Plan or Risk Assessment if required. Parental contact to be made. Record event pastorally.

There may also be occasions when there is a need for immediate support. Usually this would be part of a pupil's individual risk assessment. In such cases, there should be team approach to taking the most appropriate action.

A Class Exclusion is an **in-school alternative to a school exclusion** and will be monitored and led by behaviour. It should not be treated lightly or used for low-level disruption. If the behaviour does not warrant school exclusion (i.e. high-level disruption) then the Class Exclusion should not be considered. If there is a continued pattern of classroom exclusions then this may lead to a school exclusion.

In the event of a serious breach of school rules or where the Health and Safety of pupils or staff is at risk, **South Ayrshire Inclusion Policy** should be referred to if exclusion is being considered.

"Exclusion is the most severe sanction available to schools and as such should only be used as a last resort in response to serious breaches of discipline."

South Ayrshire Inclusion Guidance Including Exclusion Procedures 2011

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Additional Support Needs

Children with an identified Additional Support Need are supported by the Staged Intervention process in operation where a planned approach can be had to support any educational, social, emotional and behaviour needs. It complements but does not replace the school's Relationship Policy. Staged Intervention should be considered where a pupil may be needing consistent support with compliance of rules, routines and values. Pupil support staff will be involved in the formulation of an alternative plan where required, this may require the completion of the South Ayrshire Wellbeing Plan and if necessary a risk assessment.

Anti-Bullying

In Scotland bullying is described as behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Ayr Grammar Primary promotes a culture where bullying behaviour is not acceptable. We are committed to establishing a caring, learning community where all members are valued and everyone has a responsibility to promote respect, openness, honesty and understanding.

Bullying is a Breach of **Children's Rights (UNCRC)** The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of a school's planning, policies, practice and ethos. The UNCRC, article 2 states (without discrimination): "The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from."

When supporting children with bullying and promoting anti-bullying we take into consideration the following policy frameworks:

Getting It Right For Every Child (GIRFEC)

This sets out how agencies and professionals should work together to promote the welfare and rights of the children and young people, and ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible, and included.

Curriculum for Excellence

Children and young people are expected to achieve Health and Wellbeing outcomes as part of their learning experience. The area of key relevance is 'Relationships'.

The Equality Act 2010

This act provides protection from discrimination, harassment and victimisation based on a range of 'protected characteristics'. These characteristics are defined in the Act as:

- Race
- Sex
- Disability
- Sexual orientation
- Religion or belief
- Age
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

In addition to the 'protected characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

- Looked after children
- Young carers
- Children and young people living in deprivation
- Body image issues

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Preventative Measures

At Ayr Grammar we work hard to create and maintain a caring, positive and supportive ethos with a culture of anti-bullying. We reinforce anti-bullying messages through:

- Anti-bullying week activities.
- Anti-bullying awareness-raising.
- Assemblies, with the emphasis on the power of acts of kindness to improve the lives of others.
- Posters produced by children and young people in school.
- Work with the Campus Police Officer and visits from them.
- Working towards achieving UNICEF Rights Respecting Schools accreditation and the principles taught therein.
- Curricular inputs/PSE.
- Regular awareness raising.
- Children's views.

Responding to Bullying Behaviour

- Staff must use their knowledge of the children and young people and use their professional judgement when responding to incidents based on **evidence** and investigation.
- When a young person claims to have been experiencing bullying behaviour, it is ultimately crucial that each complaint is investigated swiftly and with impartiality. It is important not to label children and young people as 'bullies' or 'victims'. Labels can isolate a child, rather than help them to recover or alter their behaviour.
- Inform Class Teacher and link SLT member at the earliest opportunity.
- Record reported and/or witnessed incidents in the Bullying and Equalities module within the SEEMiS system, regardless of the outcome. This will be completed by SLT.
- Assess as to whether or not immediate remedial action can be taken to resolve the situation. This can be achieved through peer mediation, or through a system whereby vulnerable children and young people receive support as part of a friendship group. If this is successful, record in young person's pastoral notes. If this is not possible, a wider investigation is required.
- In consultation with the child or young person, discuss if parents/carers will be informed. If the incident constitutes a child protection issue, child protection procedures should be evoked.
- Consider if involvement of other agencies would be beneficial in supporting the needs of the young person.
- Actions by the children and young people involved in bullying behaviours may lead to exclusion.
- Should parents exercise their right to take further a complaint, then they should follow South Ayrshire's 'Listening to You' complaints procedures.

Our Relationships and Anti-bullying Policy will be reviewed on a two-yearly basis - next review August 2027

Class Stars

Reward: _____



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