St Ninian's Primary



Positive Relationships Policy

Reviewed August 2026, Next Date for Review: August 2028

Context

St Ninian's is a denominational school with a current roll of 131. St Ninian's is an integral part of the local community and works in partnership with St Quivox parish to help support our local community

Vision

We have a clear vision which has been developed with all stakeholders.

St Ninian's is committed to excellence and equity, where all children are encouraged to be themselves and use their unique talents, skills and personalities to reach their full potential and be the best they can be. St Ninian's pupils learn to;

- Be Proud! Every child learns in an environment where they feel respected and valued;
- Learn without Limits! Young learners are inspired and motivated through the provision of engaging and challenging learning opportunities;
- Aim high! High expectations are shared by all. Progress and Achievements across the curriculum and beyond are widely celebrated;

  Work as a team! Team work is at the heart of meeting the needs of our young learners.



Values

As a Catholic school, our Christian Faith and Gospel Values permeate all aspects of our school life. Having revisited our Values in session 2025/26 and in consultation with parents, pupils, staff and our local community our school values are:

- ***Respect, Faith, Ambition, Kindness, Integrity.***

AIMS OF THE SCHOOL

St. Ninian's aims to deliver **excellence** and **equity** for all by;

- *Working in partnership with parents, parish and school community to create a positive school ethos based on the UNCRC and the Gospel values.*
- *Nurturing unique talents and personalities. We celebrate diversity, creating respectful and confident members of society who strive to be the best they can be!*

ENGAGING AND MOTIVATING LEARNERS BY INVOLVING THEM IN PLANNING A STIMULATING AND CHALLENGING CURRICULUM FOR OUR PUPILS, WHICH EQUIPS THEM WITH THE SKILLS NECESSARY FOR LEARNING, LIFE AND WORK.

POLICY AIMS

In St Ninian's Primary School we believe that our community functions best when there is mutual respect between all stakeholders–staff, learners and parents.

We aim to provide a happy, safe, achieving and respectful environment in which all learners will thrive and make good progress academically, creatively, physically, socially, morally and spiritually.

As a Catholic school it is our duty to promote an inclusive ethos which aims to honour the life, dignity and voice of each individual, made in the image of God. This policy will explain our behaviour policy and actions we take in order to support those who experience, and those who display, bullying behaviour.

We have created this policy in line with the following 6 policies:

(1) The United Nations Convention on the Rights of the Child (UNCRC)

St. Ninian's is proud to have achieved a Rights Respecting Schools Silver Award. Charters reference the UNCRC throughout our school to ensure:

- Learners receive a positive teaching and learning environment (Article 28)
- learners feel safe (Article 36)
- learners opinions are listened to (Article 12)
- learners personalities and talents are developed (Article 29)
- learners are prepared to live responsibly and peacefully (Article 36)

Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled.

Bullying behaviour goes against many of the United Nations Convention on the Rights of the Child articles and may prevent children and young people from enjoying their full rights and developing their full potential in learning and in life. Our Positive Relationships and Equalities Policy aims to be fair, consistent and relate the UNCRC Articles stated above

(2) Getting it Right for Every Child (GIRFEC)

GIRFEC seeks to realise children's rights on a day to day basis and is underpinned by key values and principles:

Placing the child or young person and their family at the heart, and promoting choice, with full participation in decisions that affect them;

Working together with families to enable a rights respecting, strength based, inclusive approach;

Understanding wellbeing as being about all areas of life including family, community and society;

Valuing difference and ensuring everyone is treated fairly;

Considering and addressing inequalities;

Providing support for children, young people and their families when they need it, until things get better, to help reach their full potential; and

Everyone working together in local areas and across Scotland to improve outcomes for children, young people and their families *(GIRFEC Policy Statement 2022)*

The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children in Scotland. To ensure everyone has a common understanding on wellbeing, it is described in part 18 of the Act in terms of the following eight indicators:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

(3) 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 to promote positive behaviour is "Relationships". We use a number of programmes to deliver this including 'Emotion Works' and 'Growth Mindset'.

(4) The Equality Act 2010

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".

This act provides protection from discrimination, harassment and victimization 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, and 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, and Body image issues.*

Beliefs and Cultures

Children and young people have the right to choose their own religion and beliefs. Their parents should help them decide what is right and wrong, and what is best for you

Article 14, UNCRC

The children are taught about equality through programmes of study such as 'This Is Our Faith' and 'God's Loving Plan'. We welcome and embrace different cultures. As a Catholic School we refer to 'The Charter for Catholic Schools in Scotland' which advocates respect for different beliefs and cultures and encourages inter-faith dialogue.

Gender

We are very mindful of ensuring all children are given equal opportunities and we are committed to countering gender stereotypes in our school. Staff are working with Education Scotland to ensure progress continues in this area.

All children can participate in all sports, all children are encouraged to develop their skills in STEM and children are frequently consulted about their opinions on equality.

Sexuality/relationships

As a Catholic School we are enabled by the Scottish Government and required by the church to follow Church guidance to uphold the tradition of Catholic education

Education Act 1918

We recognise that children come from a diverse variety of family contexts and no teacher or staff member will offer advice which condones relations or actions.

As a Catholic school we respect all sexualities and reserve judgement. As Catholics we believe that everyone is made in the likeness of God, therefore we are all equal. The Catholic Church teaches us that sexual relations are reserved for marriage and the purpose is to procreate. Any other type of relationship is not promoted yet will be respected.

If a child is mistreated due to any of the above or other characteristics, then this should be reported and dealt with the same way a bullying incident would. It will be formally recorded and actioned.

We follow guidelines from Scottish Catholic Education Service, SCES, to deliver education about relationships, sexual health and parenthood education. We annually invite all parents and/or carers to attend information nights about the content of the programmes we use.

(5) The Promise

Scotland's Promise to care experienced and young people is that they will grow up loved, safe and respected. St Ninian's Primary strive to deliver this in line with South Ayrshire's Parenting Promise.

(6) Respect Me: Scotland's Anti-Bullying Service

"Bullying is both behaviour and impact; the impact is on the person's capacity to feel in control of themselves. This is what we term 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 defined by its impact on the person/people affected as a result of the intended or unintended behaviour and actions of others. Bullying behaviour impacts on the wellbeing of those affected and results in a reduced sense of self-esteem and a negative impact on wellbeing. Bullying behaviour is typically characterised by the individual's involved perceiving difference between themselves and others.

Bullying can be expressed through **physical, emotional, verbal** or **intimidating behaviour** or in the form of marginalisation. People can be bullied on the grounds of age, race, gender, sexual orientation, disability, socioeconomic status, nationality, religion or other real or perceived difference.

Bullying can be subtle or it can be overt. It can cause short-term suffering for the pupil who experiences bullying behaviour or it can have long-term effects.

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening;
- Ignoring, leaving out or spreading rumours;
- Pushing, hitting, tripping and kicking;

- Taking and damaging belongings;
- Online bullying: sending abusive texts, email or instant messages
- Intimidation and extortion e.g. taking someone's lunch money;
- Making people feel like they are being bullied or fearful of being bullied; and
- Targeting someone because of who they are or are perceived to be.

ST NINIAN'S PRIMARY- STAKEHOLDER EXPECTATIONS

This policy outlines the expectations of staff and pupils:

Expectations and Responsibilities of the Head Teacher and Staff within the school.

- Consult with and familiarise staff, children and young people, parents and carers, including Parent Council members, with the content of these policies, working to engage staff, learners and parents/carers as consistently active partners in promoting positive behaviours and minimising bullying behaviours.
- Ensure there is a culture or respect and kindness based upon the Gospel Values.
- Ensure classes and shared spaces have a clear established charter.
- Promote and celebrate positive behaviour.
- Liaise, as deemed necessary, with outside agencies to address the needs of individuals.
- Ensure whole school approach to anti-bullying and engage in events to raise awareness.
- Regularly monitor and ensure training of all staff about bullying behaviours and responding to bullying behaviours.
- Regularly monitor, whilst auditing annually, in consultation with staff and young people, about bullying incidents and the effectiveness of staff responses to minimise the negative impact on the young person.
- ***In the event of a bullying incident being reported;***
  Staff will 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, each complaint will be investigated swiftly and with a consistent approach. How the person who has experienced bullying behaviour perceives his/her situation is important.
- Impartiality and confidentiality must be respected, with knowledge of the incident being limited to those directly involved with the incident and with any necessary action that follows.
- Inform Head Teacher or other designated member of staff at the earliest opportunity.
- Record reported and/or witnessed incidents in line with South Ayrshire policy.
- 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.
- Decide with the Named Person and in consultation with the child or young person if parents/carers are to be informed. Any decision to inform the parent should involve the child or young person and take into account informal advice from the named person or

member of staff who is trusted by the child or young person. If the incident constitutes a child protection issue child protection procedures will 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 and the nature of the incident shall be recorded.
- Should parents exercise their right to take further a complaint then they should follow South Ayrshire's "Listening to You" complaints procedure.

- Insist upon all incidents of bullying reported or witnessed, being recorded, in line with South Ayrshire Policy as soon as possible and responded to in accordance with anti-bullying policies, with actions taken and outcomes being recorded.

Expectations of learners

- Treat others as you would like to be treated
- Respect and be kind to others
- Use the class and school charters as a guide to respecting yours and others rights.
- Use the strategies in place to hep you to make positive choices; smiley boxes, zones of regulation, Emotion works, mindfulness, sensory room, worry boxes, growth mindset.
- Speak to adult if you think you need help.
- Follow guidance detailed within the school's Anti-Bullying Policy.
- Participate in any consultation regarding anti-bullying.
- If you think you are being bullied seek help by confiding in someone you trust.
- Take part in planned activities that explore strategies to tackle bullying.
- Be aware of what you post and share online.
- Be aware of what websites and apps you use.
- If you see someone else being bullied report it to a trusted adult.

Expectations and Responsibilities of Parents and/or Carers

Familiarise yourself with the schools Promoting Positive Behaviours Policy and strategies used within the school.

- Listen to your child when they are discussing anything that they find upsetting.
- Communicate with the school – discuss any concerns as soon as they arise.
- Work in partnership with the school -remember that we all want the best possible outcome for pupils involved.
- Participate in any consultation regarding anti-bullying.
- Attend any training offered related to anti-bullying.

After through consultation, a robust behaviour reward system has been developed to reward achievement and effort but also allow for reflection to behaviours that are impactful on the learning and well-being of all within our school. Within this policy, a number of initiatives and programmes will be explained and intertwined to ensure we are supporting the needs of all pupils. Initiatives and programmes, which were agreed by the parents/guardians were: Mindfulness, Growth Mind-set , Wellbeing groups, Emotion works and Restorative Practice. These will be in the forefront of how we deal with and manage behaviour, keeping in mind the expectations and responsibilities of staff, managers, pupils and parents/carers.

Mindfulness

Mindfulness is noticing what is happening right now around you. Mindfulness helps us create space between a strong emotion and our actions. We learn to deal with positive and negative experiences more calmly and by making better decisions. When we pay attention to our thoughts and feelings, we can respond in a positive way, without hurting our own feelings or the feelings of others.

In St Ninian's we are looking at ways to boost children's confidence in their ability and build a Growth Mindset in all of our pupils. Growth Mindset is all about what individuals believe about their ability to learn new things.

Growth Mindset

"In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment."
Psychologist Carol Dweck

A mindset, according to Dweck, is a self-perception or "self-theory" that people hold about themselves. Believing that you are either "intelligent" or "unintelligent" is a simple example of a mindset. People can be aware or unaware of their mindsets, but they can have profound effect on learning achievement, skill acquisition, personal relationships, professional success, and many other dimensions of life.

Dweck's educational work centres on the distinction between "fixed" and "growth" mindsets. According to Dweck, "In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort."

Pupils who embrace growth mindsets—the belief that they can learn more or become smarter if they work hard and persevere—may learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning.

We have informed parents about Growth Mindset and have offered resources and guides in order for parents to support their child's Growth Mindset at home. Within school we ask 10 'What Questions' in order to develop a Growth Mindset in our children:

(1) What did you do today that made you think hard?
(2) What happened today that made you keep going?
(3) What can you learn from this?

(4) What mistake did you make that taught you something?
(5) What did you try hard at today?
(6) What strategy are you going to try now?
(7) What will you do to challenge yourself today?
(8) What will you do to improve your work?
(9) What will you do to improve your talent?
(10) What will you do to solve this problem?

We ask children to recognise their own Mindset and to be mindful of their own thinking and of the messages they send with their words and actions.

Wellbeing Groups

Our Wellbeing Groups offer a safe place and nurturing environment for identified children to meet and explore their social and emotional health. It is based on the 6 principles of nurture.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a means of communication
5. All behaviour is communication

The Wellbeing Groups meet once a week with between 3-5 children peer group for 40-minute sessions based on themes such as turn taking, friendship, conflict resolution etc.

It is the school's aim by the creation of these groups to ensure equity for all and a safe place to explore and discuss social and emotional needs in order to allow our children to thrive within the classroom and beyond.

Emotion Works

Emotion Works is an educational programme and an organisation that puts learning at the heart of emotional health and well-being.

Emotion Works uses an 8-cog model which is introduced slowly over time to help the learners to name, recognise, understand and regulate their emotions and the responses their body and behaviours can have due to their internal emotions.

The Cogs are:

1. Orange Cog-Emotion words- words for naming emotions and feelings
2. Red Cog – Body Sensations – words to help locate and describe emotion sensations in the body
3. Yellow Cog-Triggers – a bank of ideas for things that might bring about different emotional reactions and response.
4. Green Cog- Behaviours – words that help describe how emotions can be expressed, and some behaviour guidance symbols

5. Blue Cog- Regulation (feel better) Strategies – a bank of ideas for things that can regulate emotions when they feel very strong or uncomfortable
6. Grey Cog-Intensity -general size, amount and quantity terms
7. Purple Cog – Influences – what influences you emotions in a particular situation

House Reward Points

In order to reward positive behaviour from pupils, House points are available. Children from all stages are divided into 3 houses.

Houses are as follows:

St Patrick's

St Ninian's

St Andrews

Each house elects pupils as House Captain following Persuasive Speeches from those P7s running as candidates.

House captains will be responsible for counting these points at the end of each week which will be announced at both departmental and whole school assemblies. An end of term house reward will then be given to the winning house.

House Captains are responsible for reminding their house to follow class and school charters in relation to RRS.

All members of staff within the school have the opportunity to reward any pupil in the school with house reward points. These will be totalled at the end of each session and the winning house rewarded. Points will vary slightly, but generally, will be given out in the following denominations for the reasons listed:

Classroom Effort
Learning target achieved (evidence required)
Contribute to the life of the school
Carrying out playground responsibilities
Carrying out classroom responsibilities
Carrying out dinner hall responsibilities
Wider Achievement
Exceptional manners and respect
Pupil of the Week
Playground Rules Award (weekly)

***Plus any other given reason that staff would have for awarding points

Restorative Practice

After consultation with staff, pupils and parents, we agreed that there was a place for a card behaviour system within the school. Pupils displaying concerning behaviours are given the opportunity to self-regulate in a safe place through zones of regulation and support from peers and adults. Should the behaviour persist then the pupil will be given a yellow card to show that their behaviour is impacting upon others and they will be given another chance to change their behaviour. If the pupil continues to display the behaviours over the course of the day despite support and a safe space to regulate then a red card will be issued. The pupil will then have reflection time with either the Head Teacher or the Depute Head Teacher to engage in restorative practice.

Restorative approach offers us an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. Restorative Intervention support positive behaviour by giving space to discuss the situation.

We agreed that we would use restorative measures, either when the situation arose or later that day or the next when the situation had calmed and pupils were more settled and able to rationalise their thinking.

All staff within St Ninian's School use the following 5 **Key questions** with pupils:

(1) What happened?
(2) How did you feel?
(3) Who else has been affected?
(4) What would you do differently next time?
(5) What would help everyone move forward?

Restorative approaches include looking at core skills such as listening, empathy, fair processes and being solution orientated.

Staff at St Ninian's have restorative conversations and restorative meetings with pupils if a situation arises and if this approach is required.

STAGED INTERVENTION FOR POSITIVE BEHAVIOUR MANAGEMENT

Where positive behaviour strategies, including behaviour modification approaches, are not seen to be having a noticeable effect:

- After discussion with Pupil Support Co-ordinator, class teacher will complete Staged 1 Intervention paperwork formalising the approaches being used within class, setting agreed targets with child and agreed time to evaluate approaches and responses to targets set.
- After agreed timescale, class teacher, in consultation with Pupil Support Co-ordinator, will evaluate progress or lack thereof and either discontinue plan, renew Stage 1 plan or move to Stage 2 on Intervention framework.
- After agreed timescale and in consultation with Pupil Support Co-ordinator, targets and progress to be evaluated and either plan to be discontinued, Stage 1 or Stage 2 plan to be renewed or in consultation with school Educational Psychologist, pupil to move to Stage 3/Individual Educational Plan.

  If pupil is moved to Stage 3 other agencies may be involved e.g.
  - Health
  - Homelink
  - Intensive Support Team,
  - CAMHS
  - Aberlour
  - Barnardo's
  - Possible inclusion in "Social Group" to promote positive behaviour attitudes.

N.B. Interagency support meetings/plans will be actioned through referral to Girfec Locality Forum.

There could also be consideration of a Co-ordinated Support Plan (CSP) where a child has a Care Plan, is on Child Protection register or has a highly specialised support in place. (Opening of a CSP will only occur in extreme circumstances).

In accordance with Revised Standard Circular 8, (see local authority policy for further information) learners may be suspended or excluded from school if challenging behaviour or incidents continue.

Here are a number of useful websites available on the subject of bullying:

www.bullying.co.uk

www.thinkuknow.co.uk

www.respectme.org.uk

www.childline.org.uk

www.cybermentors.org.uk

beautifulinsideandoutscio@gmail.com

Cyberbullying and Net Safety:

www.digixen.org

www.childnet.org

www.kidscape.org.uk

www.stoptextbully.com

www.ceop.police.uk

Further reading on children, childcare and bullying

www.unicef.org.uk