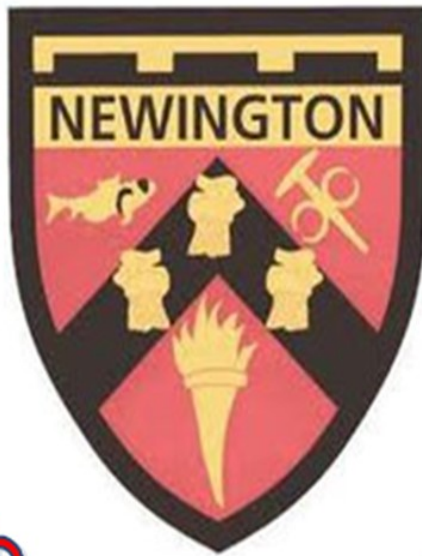




Pupils



Community Partnerships
 Newington Primary
 Partnerships
 Annan



Staff



Parents

Positive Relationships Policy

Reviewed - March 2023

Rationale

“Developing good relations and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves”

**Page 5, Scottish Government (2013),
Better Relationships, Better Learning, Better Behaviour.**

Our Vision

At Newington Primary we aspire to:

- Be a place where everyone can feel safe and enjoy a welcoming atmosphere.
- Acknowledge and value everyone’s achievements by encouraging high levels of expectations and ambition.
- Provide opportunities for everyone to develop confidence, contribute to the life of the school and be responsible citizens.
- Deliver a quality educational experience which enables all pupils to develop key skills self-discipline and encourage lifelong learning.
- Work in partnership with the families within our community, encourage and understand everyone’s rights, responsibilities and cultural diversity.

At Newington Primary School we aim to provide a safe and supportive environment for everyone in our school community. We believe that everyone in our school has the right to learn, teach and work in a climate of mutual respect and trust. Everyone in our school is encouraged to show caring, considerate and respectful behaviour and we all agree that bullying is never acceptable. This ‘Positive Relationships Policy’ has been developed through discussion with our Pupil Council, our Parent Forum and staff.

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as a respect for their parents, their own and other cultures and the environment.”

Article 29 - UNCRC

As part of our work within the Annan Cluster, we are part of the UNICEF 'Right Respecting School' programme. Newington Primary School achieved their Bronze Award in February 2020.

Our policy is linked to the Equalities Act 2010 and the developing principles and procedures of GIRFEC (Getting it Right for Every Child) and the six design principles of Nurture.

Nurturing Principles

As a nurturing school, we are also guided by, and place a large value and emphasis on the six Principles of Nurture to meet the needs of each child. These principles are:-

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 vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve, nurture UK

Vision

The current vision statement is displayed throughout the school. Senior leaders and staff plan to review the current vision, values and aims with all stakeholders in 2023/24.

As planned, this refreshed vision, values and aims will take account of the unique context of our school and the community it serves and links with the current work on children's rights. All future developments will be underpinned by this refreshed, clear, aspirational and shared vision for Newington Primary School.

Values

Respect: looking after each other, yourself and our school.

Attainment/Achievement: trying your best in everything you do inside and outside school. Be helpful to each other and use polite words and actions.

Empathy: friendly and considerate to all. Helping to care for each other.

Responsible: trustworthy and a good role model for others. Look after each other, work as a team, share and be responsible for your own actions.

Respect, achievement, empathy and responsibility are all actively taught from P.1 through to P.7. These values are explicitly taught and modelled by all adults in school.

What Can Parents/Families do to help?

- Discuss our school values and aims with your children. Help them to understand the important messages.
- Encourage your child to share any problems/concerns with school staff.
- Work with us if you have concerns about your child, we will be more successful working together.
- Celebrate your child's efforts, achievements and successes. Talk to them about their school day and what they have achieved.
- Encourage your child to share their wider achievements with us by bringing certificates, medals or trophies to Monday Assemblies.

Recognition and Rewards

In class: regular use of positive praise and feedback. Use of stickers/stamps for good work, class/group points and awards. Certificates are presented at Monday Assemblies.

School: 'Good Work' displays of pupil's activities. Headteacher's awards and certificates, photograph displays of wider achievements.

Procedures for Dealing with Challenging Behaviour

Behaviour is a response of an individual or group to an action, environment, person or stimulus. At Newington Primary School, we recognise that the Curriculum for Excellence cannot be delivered without good relationships and positive behaviour.

“The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a safe and peaceful environment.”

Building the Curriculum for Excellence through positive relationships and behaviour, 2009.

“Discipline in school should respect children's human dignity.”

Article 28 - UNCRC

Despite the best efforts of all, incidents of inappropriate and unacceptable behaviour are still likely to occur. These behaviours may vary from consistent low-level disruption to actions which may merit exclusion from school.

Pupils or parents/carers should report incidences which they feel staff should be aware of, to a member of staff as soon as possible to ensure it is dealt with efficiently and appropriately.

“There is a wide range of factors which affect a young person’s behaviour, and there is no one way of dealing with the complex problems which can be faced by children, young people and their families. Children’s experiences and behaviour in school cannot be disassociated from all other aspects of their lives, including within their families and communities.”

Better Behaviour, Better Learning, the Discipline Task Group, 2001.

In a situation where an individual’s behaviour and actions fall below the high standards we expect, a range of strategies individual to the teacher and the situation will be used to support a return to positive behaviour.

Strategies may include:

- restorative discussion with a member of staff
- mediated dialogue to support the rebuilding of relationships
- verbal reprimands and a reminder of consequences of continued inappropriate behaviour
- praising the positive behaviour to encourage children to avoid challenging behaviour
- separation from a group
- change of seating arrangements in the classroom
- separation from other pupils at break or lunchtime to encourage time for reflection
- letter of apology or drawing. (for younger children)
- short period of time out
- Individualised programmes/strategies.
- home/school behaviour chart or weekly updates
- withdrawal of privileges i.e. early finishers or some of their break, in order to repair relationships/damage or give time for reflection.
- discussion with Headteacher/ Deputy Headteacher or another member of the Senior Management Team.
- phone call home to parents or meeting to discuss challenging behaviour and how best to support the pupil’s future conduct.
- referral to partner agency -Educational Psychologist, School Nurse, Social Work , CAMHS, inclusion team.
- creation and implementation of an Individualised Education Plan
- Parental Involvement
- **exclusion procedures following Dumfries and Galloway Exclusion Policy.**

The action taken will depend on the nature and context of the behaviour, including the intent. It is also important to consider the individual involved and what is likely to be effective. At Newington Primary School, we try to ensure that any consequences in response to challenging behaviour should not undermine the child's self-esteem.

Logging details on Seemis will be undertaken and will be used as a record when discussing an incident/s with parents or guardians. There can be various reasons for a change in a child's behaviour and we will work with the pupils and families to support and resolve these.

Exclusion

On *very* rare occasions a pupil's behaviour may be so extreme and unacceptable, that the Headteacher may exclude a pupil when: 'to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the well-being of other pupils.'

It could be that he/she has been involved in several incidents over a period of time and despite everyone's efforts, behaviour has not improved.

It can also mean that he/she has been involved in only one incident. The Headteacher feels that the incident is so serious that your child needs to be excluded to maintain good order and discipline in the school.

The Headteacher may exclude a pupil because, 'the parent of the pupil refuses or fails to comply, or allow the child to comply, with the rules, regulations or disciplinary procedures of the school.'

This type of exclusion does not happen very often. If excluded the authority must make arrangements for the child's ongoing educational needs. A multi-agency meeting will be called and a Child's Plan may be created to support the child to return to school.

Bullying

"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."

(Respect for All, Scottish Government, 2017)

Bullying is a complex behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. It should be defined by the impact it is having on the person or people affected. It is therefore, not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. However, it is important to recognise and acknowledge bullying behaviours in order to identify them when they are happening.

Bullying can be verbal, physical, and/or emotional or involve online conduct which is unwanted and uninvited. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident. Bullying is a combination of behaviours and the impact they have.

It can be a range of behaviours including:

Physical: this may include hitting, kicking, pushing, or taking or damaging someone else's property.

Verbal: this may include spreading rumours, name calling, teasing or talking about people.

Emotional: this may include excluding someone from the group, embarrassing someone or making them feel bad for being different.

Online: online bullying does not take place face to face but occurs when technology is used to send messages, texts or images which hurt, humiliate, intimidate or embarrass others. Online bullying often involves the same type of behaviour as other bullying, for example, name calling, spreading rumours or leaving people out, but it takes place online on social networking sites, in chatrooms, during gaming or instant messaging platforms. The impact of online bullying is as hurtful and damaging as other forms of bullying behaviour. Some online behaviour is illegal. If an individual sends, posts or forwards indecent, racist, sectarian, threatening or inflammatory comments or photographs, they may be committing an offence and may be subject to prosecution. Online bullying will be treated as seriously as any other form of bullying.

Unlawful Prejudice-based bullying towards those with protected characteristics: Unlawful Prejudice towards those with "protected characteristics" such as: disability, sex (gender), gender reassignment (transgender), pregnancy and maternity, race, religion or belief, sexual orientation

Other Prejudice-based bullying: socio-economic, body image, care experienced children and young carers.

The Equality Act 2010 places a duty on local authorities to promote equality, foster good relations and eliminate unlawful discrimination, harassment and victimisation.

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs that they should investigate if a child:

- Is frightened
- Doesn't want to go on the school
- Asks to be driven to school
- Changes their usual routine
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares

- Begins to do poorly in school work
- Has possessions which are damaged or “go missing”
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above
- Is nervous and jumpy when an online-message is received These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

Any of these feelings may have other causes – so quiet, calm discussion and good listening is vital for understanding what is really happening.

Responding to Bullying

When talking about bullying, it is important not to label children and young people as ‘bullies’ or ‘victims’. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

Some groups of children and young people may be more at risk of bullying behaviour from others because of, for example, home circumstances, cultures and beliefs or perceived differences.

In some cases, children or young people may not be aware that their behaviour is bullying. They are perhaps modelling behaviours of other adults or children and young people, not understanding that their behaviour is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this. It must be explained to the person bullying that their behaviour is unacceptable and why. Bullying takes place in the context of relationships and can happen anywhere.

Schools may investigate any incidents of bullying that occur away from school premises or out of hours that have an effect upon the health and wellbeing and learning of children and young people. Staff members investigating the incident must ensure that appropriate support is provided within school to the child or young person(s) involved.

Children with additional support needs may experience bullying differently and may be targeted because of their additional support need. In addition, social, emotional or behavioural needs which can arise from bullying, may be considered an additional support need if the bullying is having an impact on the child or young person's learning.

How and when schools involve parents and carers in relation to bullying, will be handled carefully and sensitively whilst considering the opinion of a child or young person in line with Article 12 of the UN Convention on the Rights of the Child. It is important to ensure the child or young person's privacy is respected unless they disclose potential harm to themselves or someone else.

Children and young people should normally be informed of any intention to share information, and the reasons why this is felt necessary. An exception to this, would be where you believe informing the child would place the child at significant risk of harm.

If a bullying incident has occurred in school, it is important to talk to the children or young people involved before talking to parents/carers. If they do not wish the nature of the bullying incident disclosed, every effort should be made for it not to be. Teachers should ensure that they are fully aware of children and young people's right to privacy in the context of disclosures, and the limits of that right in terms of child protection guidance. The right to privacy is not an absolute right, and where there is a child protection concern, local child protection procedures must be followed.

Prevention Strategies

By raising awareness and promoting positive behaviour within our school, all staff, parents and stakeholders should establish open, positive and supportive relationships where children and young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues.

It is essential that adults model behaviour which promotes positive relationships and positive behaviours.

Strategies that we use within our school to promote positive relationships and prevent bullying are:

- Education and awareness of rights e.g. UNICEF Rights Respecting Schools
- Development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is unacceptable
- Education exploring prejudice which clearly identifies prejudice based bullying behaviours
- Pupil involvement and engagement through class discussion and pupil council

Children will tease, fall in and out with each other, have arguments, stop talking to each other and have disagreements. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.