# St. Mary's Primary School
# Bannockburn

# Promoting Positive Relationships: Positive Behaviour and Anti-Bullying Policy

Stirling Council
Children's Services
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# Promoting Positive Relationships:
# Positive Behaviour and Anti-Bullying Policy

Children's Rights – as outlined in the UNCRC (United Nations Convention on the Rights of the Child) – are fundamental to the positive, nurturing, and compassionate school ethos we foster in St. Mary's Primary School. Adults in our school work together, to ensure our learners, staff and parents benefit from a culture which promotes self-esteem, trust, compassion, and mutual respect, which ensures that all children are aware of their rights and fully respect the rights of others. Therefore, the approach to promoting relationships, behaviour and anti-bullying within St. Mary's Primary School is highly positive and demonstrates care and respect for all.

## Rationale

This policy sets shared expectations about positive relationships, behaviour and anti-bullying in our school, with an understanding that children, parents and staff all have their part to play, within a framework of agreed rights, responsibilities, rules and routines. Our Catholic ethos underpins the rationale, whereby we are committed to establishing an inclusive ethos, which aims to honour the life, dignity and voice of each person, made in the image of God (SCES, 2016).

The guiding principles are:

- We support children to make the right choices; respect the rights of others and provide additional support for this where needed. (UNCRC Article 28 and 42: You have the right to a good quality education and to know about your rights).

- We ensure consequences for poor behaviour are dignified, fair and proportionate, allowing children opportunities to reflect and improve. We will use rights-respecting language when discussing behaviour. We ensure that we promote physical and emotional safety for all children. (UNCRC Article 19 and Article 37: Violence against a child is never acceptable and no-one is allowed to punish you in a cruel or harmful way).

- We promote an awareness of individual needs, whether they are learning, physical, social, emotional or health needs, and we support these within our school community. (UNCRC Article 23: You have the right to specialist educational provision and care if you have additional needs).

- We are clear with children, staff and families about expectations and consequences for behaviour and work closely with families to promote positive relationships and behaviour. (UNCRC Article 42 and 9: You have the right to know about your rights and the right to live with a family who cares for you).

- We encourage all to take pride in their school, class, learning and learning environment. (UNCRC Article 28: Your right to a good quality education).

*"Social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn, and ongoing positive relationships and behaviour, depend upon social and emotional wellbeing. Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. (Scottish Government, 2010: 2).*

## Values

All staff, pupils, parents, and members of our community were involved in an extensive and highly successful consultation process to decide upon a set of values which we all agreed encapsulated our school and what we wish for all who work and learn within our school.

The following 4 values are those that our community has agreed to uphold:

1. **Respectful**

*We show consideration to everyone, and we strive to be polite and well-mannered.*

2. **Honest**
   *We tell the truth, and we show fairness.*
3. **Responsible**
   *We are committed to participating sensibly in all areas of learning, demonstrating a hard-working and caring attitude.*
4. **Kind**
   *We are generous, helpful, and thoughtful. We look out for everyone in our school and community.*

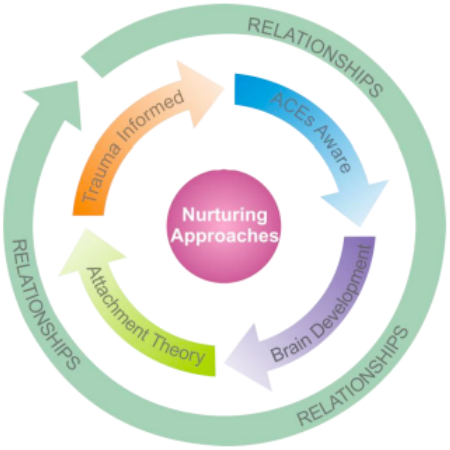
Each value has a set of associated behaviours that children and staff devised to demonstrate how we would live our values, in line with Gospel teaching. These are highlighted across the school, particularly during weekly assemblies.

## Nurture

A nurturing approach informs the manner in which all staff develop relationships with children and the way that we strive to understand the underlying reasons for behaviour. We believe that it is crucial to promote positive relationships and behaviour as a joint endeavour, where everyone holds a role in creating a positive climate for learning. We establish clear boundaries and respond to behaviour in a consistently fair manner, taking account of individual circumstances of children, when supporting and promoting positive behaviour (Mowat, 2023).

Our staff have participated in MAPA (Management of Actual or Potential Aggression) training and NME (Neurosequential Model in Education) training, each of which have strengthened our understanding how traumatic experiences can adversely impact children's behaviour. We recognise that all behaviour is a form of communication. We ensure that we establish extremely positive, individual relationships with all children, and we foster our learning environments to promote healthy social and emotional development with reliable, predictable and consistent routines and interactions.

As children progress on their journey through life, some may live with challenges, and some may experience more complex issues. Barriers to learning may arise from a range of factors including specific learning difficulties, disabilities, trauma and ACEs (Adverse Childhood Experiences) such as bereavement, abuse or family issues (Education Scotland, 2018).




In St. Mary's and we ensure that every classroom has a designated 'safe space' for children to access when they feel distressed or dysregulated. Additionally, we have a Nurture Space and Relax Room outwith the classroom to support children who may need or benefit from the opportunity to express their feelings, and work through any challenges with their behaviour in a way which is appropriate to them, without the risk of harming themselves or others. This is a particularly low stimulus environment aimed at reducing levels of high distress, which may result in risk-taking behaviour.

Many children benefit from additional or targeted support, tailored to their individual circumstances. Strategies and interventions should be identified using the GIRFEC Practice Model (Scottish Government, 2022).

*'At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people'. (Education Scotland, 2016: 1)*

## Behaviour for Learning

At St Mary's, we believe that when children behave positively, they will achieve the best outcomes. All adults in school are committed to supporting children to model positive behaviour within a happy, safe, caring environment by;

- Ensuring that the UNCRC are woven throughout our daily practice and interactions with all children.
- Modelling and highlighting respectful behaviour at all times.
- Praising and celebrating positive behaviour and respectfully supporting individuals to recognise unsafe or unfair behaviour in line with school guidance and expectations.
- Building positive relationships will all children, families and their wider support networks.
- Developing and increasing awareness of how their actions may impact upon the safety of themselves and others.
- Acknowledging that each and every person in our school has a personal part to play and that each person's unique character and God-given talents will be valued and enjoyed.
- Encouraging children to develop positive caring attitudes towards one another and the environment.
- Creating and maintaining an environment for learning that promotes consistency and structure.

## UNCRC Classroom Charters

In the establishment phase of the school year, each class teacher works with the pupils to clarify expectations, rules and routines. Each class creates their own class charter that staff and pupils sign up to, agreeing to respect the chosen rights for themselves and others with their behaviour. These classroom values are agreed upon and displayed in classrooms. These values are there to protect the rights to learn, to feel safe, to play and to be listened to.













## Celebrating Success

Intrinsic motivators – which stem from a personal desire to learn, explore and build self-efficacy – lay the seedbed for our approach to promoting positive relationships and behaviour. However, we also value and embrace a range of other strategies in order to encourage learners, acknowledge effort and celebrate individual success, as detailed in the Curriculum for Excellence's 4 capacities, for all children to become: Successful Learners, Effective Contributors, Responsible Citizens and Confident Individuals.

Among those used in St Mary's Primary School are:

- Class reward systems that focus on celebrating success and achievements.
- Verbal praise, which encourages everyone to celebrate an individual's success
- Wider achievements displayed on screens in the school corridors
- Phone calls home or notes sent to Parents/Carers via Google Classroom
- Certificates presented in assemblies by the Head Teacher on behalf of staff members.
- Being selected for modelling the St Mary's Values, coined as an MVP (St Mary's Values Personified).

## Consequences

When rights-respecting rules are broken, the emphasis is on responsibility for one's behaviour. Our whole school policy has a Restorative Practice approach built in (Appendix 1) and this supports children to see a consequence as an opportunity to learn something constructive about their behaviour and how it may impact others. We seek to make the consequences fair and related to our rights and school values. We believe it is crucial for children to see the 'connectedness' between behaviour, choice and outcome. We understand that some children will need more support to understand this and we are committed to supporting all children, particularly through significant 1-1 support from the Class Teacher, DHT or HT. We seek at all times to preserve positive, respectful relationships and maintain mutual respect.

Class teachers and Support Staff deal with minor breaches of discipline in a caring, supportive and fair manner, using a restorative script and conversation, where appropriate (See Appendix 2). Each case is treated individually. Children are made aware that they are responsible for their own actions and that, if rules are broken, there are consequences.

Normal consequences include:

- a verbal reminder of expected behaviour, delivered sensitively to the pupils involved
- moving seats
- 'time out', to reflect on the consequences of the behaviour, in a specific place in the classroom
- sending work home (work sent home that is not considered to be regular homework)
- letters of apology
- writing reports/reflections on the reason and consequence of their poor behaviour
- loss of privileges

Children with repeated inappropriate behaviour will be given opportunities and support to change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations, then the HT or DHT will communicate with parents/carers to avoid more serious consequences.

## Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is rare and it is immediately referred to the Senior Leadership Team who will deal with it and contact parents.

## Parental Support

The school works in close partnership with parents and carers to encourage children to develop confidence and self-control and to work and play harmoniously with others. Parental co-operation helps us to maintain the high standard of behaviour we expect.

Parents contribute to the success of our policy by:

- discussing the school's expectations and guidelines with their child, emphasising their support of them.
- attending Parents' Evenings and by engaging in informal contact with school as and when the need arises.
- recognising that learning and teaching cannot take place without sound discipline.
- trusting staff to deal with behaviour problems patiently and positively, in a way that consistently meets children's rights, as outlined in UNCRC

## Playground Behaviour

Children spend 20% of their school day in the playground or inside the building for their breaks and conflicts/challenges can arise over space, friendships and property. Expectations and routines are discussed regularly with the children during class Health and Wellbeing curricular activities, Talking and Listening activities and assemblies. Our Health and Wellbeing and R.E.R.C programmes of study continually reinforce expectations.

Everyone in the playground has a responsibility to take care of others and must seek help from Support Staff if they notice that someone has been hurt or if they are concerned about anyone's behaviour. 'Buddies' and Sports Leaders play a part in providing support to the younger children at points throughout the school session.

Support Staff supervise the children and enforce the safety rules. If school rules or playground safety rules are broken, there is a staged procedure:

1. Verbal reminder about the guideline and expected behaviour.
2. The pupil may be directed to a 'time out' area/bench to cool down and think about their behaviour.
3. Support Staff will inform Class Teacher(s) of incidents that may require more discussion in class.
4. In the event of physical violence or racial abuse the incident is referred immediately to a member of the Senior Leadership Team.

We know that some children may find the unstructured aspects of lunchtime difficult, and so will access additional provision and support from SLT or our Support Staff in the playground.

Following feedback from our learners during session 2022-2023, our staff and leadership team have developed strategies to support positive relationships and behaviour in the playground. These key areas are:

- Use of a restorative script and accompanying visual, underpinned by UNCRC Article 12, to ensure a consistent approach to managing any conflict, whilst – most importantly – valuing and respecting the child's voice (See Appendix 3).
- Roles and self-selected jobs for our learners to access different areas spaces and environments during break times (i.e. Litter Picker, Playground Friend, Quadrangle Monitor).
- A developing outdoor space for learners to play: an outdoor gym and different sporting equipment.

**Anti-Bullying**

It is every child's right **not** to be bullied. Although the UNCRC does not specifically mention 'bullying', bullying behaviour does breach a number of the articles:

- 'All organisations concerned with children should work towards what is best for each child'. (UNCRC Article 3)

- 'Children have the right to protection from all kinds of violence, both physical and mental. They must be kept safe from harm and must be given proper care by those who look after them'. (UNCRC Article 19).

***Further details can be found at: http://respectme.org.uk/bullying/childrens-rights/***

*Children's rights are unconditional. Adults are duty-bearers of these rights, which are **not** dependent upon responsibility and cannot be taken away, earned or used as a reward. All adults in Stirling Council should be mindful of their duty-bearer responsibilities in protecting children from bullying behaviours (Stirling Council, 2022).*

**Our Approach**

Our response to bullying has the value of restoring and repairing relationships at its core. It emphasises tolerance, care and respect for other people. Our whole school community has the responsibility to help create a secure and safe learning environment, where children, staff and parents can be confident they will be treated with respect and compassion. We strive to create a climate at St. Mary's where everybody encourages respect, values opinions, celebrates differences and promotes strong relationships. This will make it unlikely for bullying behaviour to flourish or be tolerated.

Bullying is unacceptable, and all adults and children should be aware of the role they play in addressing bullying behaviours.

Early intervention and prevention are key elements of our approach, focused on ensuring we get it right for all of our children and young people. In St. Mary's we ensure that the ethos of anti-bullying is embedded in day-to-day practices that are in step with *Respect for All* (Scottish Government, 2017), including implementation of Class Charters underpinned by UNCRC; learning activities within the classroom; visual reminders; discussions; peer mediation; role-modelling and restorative conversations. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back and build resilience from this type of behaviour.

**What is Bullying Behaviour?**

· It can be physical, emotional or psychological.
· It can be rooted in ignorance or disrespect.
· It can make people feel frightened, distressed, fearful, anxious, depressed or demeaned.
· It can be something which is intentional or unintentional.
· It can be something which happens once or on a number of occasions.
It breaches children's rights and it should never be tolerated or accepted.

*'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. 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'. (Scottish Government, 2017: 10)*

Examples of Bullying:

- Verbal bullying – such as mimicking, putting people down, saying horrid things about families, clothes or appearance, name-calling, anonymous notes, social networking sites, texts, blackmail, and deliberately embarrassing or humiliating others
- Physical bullying – such as hitting, pushing, hurting, hair pulling, pushing people around, kicking, deliberately disrupting work or play and extortion
- Indirect bullying – such as spreading rumours, isolation, exclusion and getting others to be hurtful or unkind
- Psychological bullying – such as intimidation, threats and looks to make another child feel uncomfortable or fearful

Bullying can take place **in person** or **online**.

**What should be done?**

Pupils

*If a pupil feels they are being bullied, they should:*

- Try not to respond physically or deal with the problem alone.
- Talk to a parent, teacher, friend or trusted adult in the school as soon as possible.

*If a child sees someone being bullied, they should:*

- Not confront the bully.
- Encourage the person being bullied to report it immediately and offer support.
- Tell an adult what you have seen or heard.

Staff

*Staff should:*

- Give support to the victim.
- Treat all reported incidents seriously and investigate them.
- Gather evidence from other people if possible.
- Consider sensitively what action should be taken.

- Report any concern/ allegation of bullying to the DHT/ HT.
- Try to use curricular opportunities to raise awareness of bullying and what action to take.
- Give support to the alleged bully, who may be unaware of how his/ her actions are affecting others.
- Adopt a restorative approach.
- Notify parents if patterns of bullying behaviour persist.
- Record incidents, so that patterns or repeated behaviours are picked up quickly.

*Where appropriate, the Senior Leadership Team should*:

- Notify both the victim's parents and the bully's parents.
- Keep a written record of incident interviews and actions taken.
- Obtain written apology from bully/bullies to victim.
- Consider appropriate consequences against bully/bullies, with respect for all children's rights.
- Encourage and support the bully to change his/her behaviour.
- Inform relevant support staff of the need to monitor those involved.

Parents:
*If parents/ carers have any suspicion that their child is being bullied, or is bullying others, they should:*

- Tell us immediately if they notice any changes in their child's behaviour.
- Discuss any worries with their child, and let us know about these.
- Try to avoid advising their child to 'hit back'. This can often make a situation worse.
- Try to be patient while we work together to resolve the problem. This sometimes takes a long time, to ensure that relationships and trust have been restored and that incidences will not recur. Try to work closely with the school in responding to the problem.
- Work with us to encourage children to rebuild damaged relationships.

Children and young people who are exhibiting bullying behaviour will need help and support to:

• Identify the feelings that cause them to act this way.
• Develop alternative ways of responding to these feelings.
• Understand the impact of their behaviour on other people.
• Repair relationships. In line with our Catholic vision and values, we encourage all children to apologise and seek forgiveness as part of the relationship-repairing and rebuilding process.

We need to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn from and change behaviour. Consideration should be given to any factors that may impact upon a child or young person's wellbeing, including whether any additional support for learning is required, as highlighted in The Additional Support for Learning (Scotland) Act 2004 (as amended).

## Monitoring and Review of Promoting Positive Relationships: Positive Behaviour and Anti-Bullying Policy

Evaluation and review of the policy **Promoting Positive Relationships: Positive Behaviour and Anti-Bullying Policy** takes place during audits within the School Improvement Plan cycle.

| Date | | Staff Lead |
|---|---|---|
| **Produced** | April 2015 | |
| **Updated** | August 2023 | Kirsty Halliday |
| **Review** | August 2028 | |

**Appendix 1**

## Restorative Practice

Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others. Restorative Practice works to resolve conflict and repair harm. Pupils seek fairness from adults who are dealing with disciplinary issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. It encourages those who have caused harm to acknowledge the impact of what they have done and gives them an opportunity to make reparation. It offers those who have suffered harm the opportunity to have their harm or loss acknowledged and amends made.

Restorative Practice is based on 4 principles:

- **RESPECT** – listening to other opinions and learning to value them
- **RESPONSIBILITY** – taking responsibility for your own actions
- **REPAIR** – discussing how to repair harm
- **RE-INTEGRATION** – working through a process that solves the problem

The following questions are designed to resolve conflict restoratively and form the basis of all interaction between staff and pupils

| **Restorative Questions** | **Restorative Approach** |
|---|---|
| What happened from your point of view? | Welcome |
| What were you thinking at the time? | Listening to the past |
| How are you feeling right at that moment? | Summarise / reframe |
| Who else do you think was affected by this? | Listen to second / reframed story |
| What have you been feeling since? | Clarification / Translation |
| How are you feeling now? | Identify needs |
| What do you need to do? | Closure |
| What needs to happen now? | |

**Restorative Approaches can be employed at different levels in school:**

- As a preventative measure and in promoting positive relationships within the whole school community.
- As a response when difficulties arise.
- As part of support and intervention strategies for more long-term and persistent difficulties.

**Appendix 2**

***St Mary's Restorative Questions to be added here***

**Appendix 3**


RESPECTFUL • HONEST • RESPONSIBLE • KIND
STMB
UNCRC Article 12
All children have the right to be listened to, and to have their views taken seriously.


4. Let's put things right.
1. What happened?
Our Friendship Wheel
3. How can we make it better?
2. How did it make you feel?
I'm sorry…
Please…
Next time…

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