

Hunter Primary School Relationship Policy



Together we are the 'Heart of Hunter'

Rationale

At Hunter Primary we create a positive ethos where children can feel welcomed and supported and ready to learn. We have very high standards of pupil behaviour and children are guided to make positive choices within a supportive, whole school relationship policy that is understood by all stakeholders. We promote positive behaviour and celebrate success. We see the school community as an extension of the family, and we aim to develop relationships in an atmosphere of trust. We take pride in the high level of care we are able to offer. The expectations of all learners is to:

'Be ready, be safe, be responsible'

Our approach to promoting positive relationships and behaviour is strengthened by the United Nations Convention on the Rights of the Child (UNCRC) and the Wellbeing Indicators detailed in Getting it Right For Every Child (GIRFEC). Our school policy is in line with South Lanarkshire Council's guidelines "Promoting Positive Relationships and Understanding Distressed Behaviours (2019) and the Scottish Government's "Better Relationships, Better Learning, Better Behaviour" (2013). This document reflects the key policy drivers of the Scottish Government.



Our core values of **Happy, Understanding, Nurturing, Truthful, Equal and Respect** underpin all that we do at Hunter Primary.

Aims

- To work alongside our parents, carers and the wider school community in an active partnership to develop and maintain positive relationships where all members trust, respect and support one another.
- To value all pupils as unique individuals, where all pupils feel included and supported.
- To ensure everyone in the school community understands that behaviour is a form of communication and to be clear, consistent, firm and fair in promoting good standards of behaviour, built on positive relationships where we respect and value each other.
- To support pupils as they learn and grow in every aspect of their development: academic; personal; physical; social and emotional.

- To enable pupils to be responsible, resilient and accountable for their actions and support them to make the right choices.
- To help pupils manage their emotions by teaching them strategies that will positively impact learning and social situations in a nurturing and safe environment.
- To create and maintain a positive school ethos that supports learner behaviour and celebrates success.

Responsibilities and expectations

The promotion of positive behaviour is the collective responsibility of all learners, parents/carers and members of school staff.

Learners

We encourage children to do their best and to demonstrate our school values at every opportunity. Rights and responsibilities are understood and children know the importance of behaving in a way that respects the rights of others. Children have the opportunity to be involved in the creation of their Class Charter. They are included in restorative conversations to allow them to have their voice heard and help them to reflect on their behaviour. They are encouraged to take responsibility for their actions and use support and strategies to develop their understanding of their emotions. All children have their success celebrated and their hard work and positive relationships are recognised.



Staff

All staff have a shared responsibility for the maintenance of positive relationships throughout the school. Staff will treat children with respect and understanding, modelling how children should treat others. It is important for staff to demonstrate and celebrate school values at every opportunity. Teaching staff will establish good classroom organisation and routines which encourage positive behaviour. All staff recognise that some children require additional support with behaviour management through formal/informal support plans developed alongside parents/carers and other relevant agencies. Staff will continue to acknowledge and celebrate achievements through assemblies, house system and certificates.

Parents/Carers



We recognise the vital role parents/carers play in support their children's learning. We encourage our families to read and discuss the school relationship policy and values with their children. Talk at home about appropriate behaviour in school, the local community and on social media which reflects the school values. Children make progress when they know staff and parents/carers are working together. This partnership working with the school and other agencies, if appropriate, can address and resolve any challenges which may arise. We urge families to speak to the class teacher or a member of the senior leadership team if anything is happening at home that may impact their child at school and that may require support.

How do we support and maintain positive relationships at Hunter Primary?

- All members of our school community are greeted with enthusiasm to show that we are all valued and respected.
- Calm, consistent adult behaviour - recognising all behaviour is communication.
- Non-verbal and verbal praise for effort and achievement.
- Positive, constructive comments in jotters.
- Stickers, positive notes, certificates for above and beyond behaviour.
- House points system.
- Celebration of success at whole school assemblies.
- Awards (Heart of Hunter, Hunter's Got Talent, Class Awards, Playground Awards, Star Spot)
- Family showcases to celebrate learning and achievements.
- Hot chocolate with the Principal Teacher (Mrs Baddeley)
- Actively promoting and developing relationships through the six 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 vital means of communication.
 5. All behaviour is communication.
 6. The importance of transition in children's lives.
- Clear expectations and established routines.
- Positive Pathways - A whole class approach to creating realistic behavioural goals and working towards these collaboratively, not in competition with one another. It makes links between behaviour, learning and feelings and teaches social and emotional skills.
- 'Handle with Care' - A simple way to let us know that your child might need extra time, patience, help and a lot of love during the day.
- Displaying pupil work on wall displays



- Termly reporting (parents' night, phone calls, report cards, look at my learning folders)
- Sharing success and achievements on Twitter, the website and the school app.
- Monthly newsletters

Strategies to support Positive Relationships in our school.

What happens if our school values are not being followed?

Social, emotional and behavioural needs is recognised as an additional support need. In the same way that some children require additional support for literacy and numeracy, some children require additional support to communicate their needs verbally and regulate their behaviour. All staff at Hunter Primary recognise that this is a need that requires additional support.

Positive relationships and an understanding that every behaviour is communicating a need are essential to the promotion of positive behaviour, the reduction of bullying incidents and exclusion, improving learning and teaching and raising attainment and achievement for all (Promoting Positive Relationships and Understanding Distressed behaviours, South Lanarkshire Council, 2019).

Staff acknowledge that learners, for a variety of reasons, can present significantly unsettled and distressed behaviours. All children need support to learn and some children may need additional support to learn to communicate their needs whilst showing settled behaviour. When a learner displays distressed behaviours, it is crucial that everyone is kept safe. Adults avoid confrontational approaches and help to prevent situations from escalating. Unacceptable behaviour is addressed in private and in a calm manner. Seeking an explanation for the signs of tension or distressed behaviour may often be helpful in preventing a situation reaching a crisis point (Promoting Positive Relationships and Understanding Distressed behaviours, South Lanarkshire Council, 2019).

Relationship Reset

Strategies in the classroom

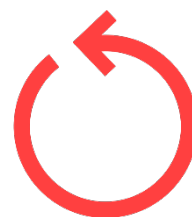
Step 1: Reminder of the rules / values. (Reminder)

Step 2: Warning - 2nd reminder. Take 2 minutes out of class or in a calm space to reset. (Regulate)

Step 3: Ask to see the child or group at break or lunch where another reminder of the rules / values is given and a warning that the next step is SLT. (Respond)

Step 4: SLT decision - Partial loss of break and/or lunch time and/or a phone call home to parents to discuss. (Reinforce/Refer)

Step 5: Repair and restore - verbal apology and/or apology letter. Time given to enable restorative conversations to take place with those involved.



Strategies in the playground

Step 1: Reminder of the rules / values – mediation with people involved.

Step 2: Conversation – walk with me / time on a bench with an adult.

Step 3: Brought inside – outside office area, HT room, open area space outside Room 3 to separate children, if needed. (A red card sent for signal of support, if required).

Step 4: SLT decision – Partial loss of break and/or lunch time and/or a phone call home to parents to discuss.

Step 5: Repair and restore – verbal apology and/or apology letter. Time given to enable restorative conversations to take place with those involved.

Scripted responses at Hunter

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions? How have they been affected?
4. What needs to be done now to make things right?
5. How can we do things differently in the future?

Additional strategies may include:

Conversation with class teacher(s) or SLT.

Moving pupil away from their group within the class.

Loss of privileges, for example no access to MUGA.

Meeting with parents/carer.

Home communication book/diary.

PPRUDB home communication chart

For repeated or unresolved challenges, Senior Leaders will be involved, and some or all of the following strategies will be used to support the pupil:

- A supportive meeting with parents/carers to discuss the child's behaviour and create an agreed action plan.
- Removal from class to a supervised area with a member of staff or leadership team
- Discussion with Education Stakeholders for further advice and support
- Behaviour additional support plan (BASP) put in place.
- Part time timetable



Anti Bullying Statement

Aims and expectations

In Hunter Primary we provide a safe, inclusive environment where all learners are respected and contribute to our team. In order to reach their full potential learners must feel safe, secure and nurtured and have positive trusting relationships with those they work with. Central to this are our school values which form key elements of our anti-bullying statement:



Our statement has been written to reflect the advice within local policy, 'Treat Me Well' (South Lanarkshire Council, 2018), and national policy, 'Respect for All' (Scottish Government, 2017).

We aim to ensure

- that all children are free to learn in a safe, secure and tolerant environment without the fear of bullying
- that there is a common understanding of what bullying is
- the development of a partnership approach to anti-bullying with all stakeholders
- that we promote a positive ethos which fosters resilience and self-esteem within our young people
- that we equip young people with the necessary skills to tackle the problems associated with bullying in school and the wider world
- that we support young people who have been the victims of bullying
- that we make use of a range of anti-bullying strategies
- that we provide support to those displaying bullying behaviours and help them to recognise the causes and consequences of their behaviour
- that we have clear guidance for recording, monitoring, evaluating and reporting incidents of bullying

We have also considered the UN Convention on the Rights of the Child (UNCRC) when writing this statement as bullying in breach of Children's Rights and children need to be protected from bullying behaviour so that they can survive, develop and participate in a

fulfilling life. Within the 42 articles of the UNCRC it states that all children have the right to an education, and protection from all forms of physical or mental violence, injury or abuse. Bullying is no exception. As adults we have an important role to play to help protect these rights, therefore, knowledge and understanding of Children's Rights is essential to good practice.

What is 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.' (Respectme, 2015)



Bullying **may** take the form of:

- Hitting, tripping, pushing, kicking
- Name calling, teasing or threatening words which intimidate, harass, isolate, humiliate, lower self esteem or lead to feelings of insecurity (face to face or online)
- Taking belongings or having belongings damaged
- Being ignored, left out or spreading rumours (face to face or online)
- Sending abusive messages, pictures or images digitally via social media sites, emails, texts, online gaming platforms etc.
- Targeting someone because of who they are or who they are perceived to be (face to face or online)
- Behaviour which makes people feel like they are not in control of themselves or their lives (face to face or online)

Bullying **may** occur in a variety of contexts, such as:

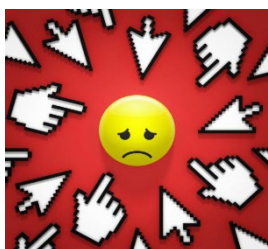
- Body image and peer pressure
- Disability bullying
- Gender, sexism, homophobic bullying
- Religion, belief and sectarianism
- Racial bullying
- Homelessness, young carers, Looked After Children

This is not an exhaustive list as there will be many other contexts that bullying behaviours could occur including all of the protected characteristics set out in the Equality Act 2010. The Equality Act 2010 makes it a crime to discriminate against people with a 'protected characteristic'. These are:

- Age
- Disability

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

Online bullying



Online bullying should not be handled differently from face-to-face bullying. Online bullying, or 'cyberbullying', affects children and young people in the same way as face-to-face bullying. A person can be called names, intimidated, or have rumours spread about them and this (like other behaviours) can happen in person and online. We deal with online bullying as part of our anti-bullying approach at

Hunter, not as a discrete policy or area of work. Where both children are present in our school, we will apply the same reporting and monitoring procedures as face-to-face bullying. Where bullying behaviour is reported to us and we only have one child in our school, we will support the child or young person who is experiencing bullying behaviours, or we will challenge and support the child or young person carrying out bullying behaviours to see how their actions are impacting others in a negative manner.

When is it not bullying?

Children and young people should be able to discuss how they feel and develop resilience to manage their relationships. It is important to remember that children and young people will often 'fall out' or disagree as a normal part of growing up and we would not consider this bullying behaviour or address it through this statement, unless left unresolved and it develops into something serious. Children and young people experiencing fall outs and disagreements will be supported using our relationship policy through restorative approaches. Parents and staff need to model kindness and conflict resolution, inclusion and responsibility.

There may be times when some actions may appear to be bullying, but they are in fact a crime. Behaviours such as hate crime, sexual harassment/assault, or physical assault are illegal.

Impact and outcomes of bullying

Bullying can have both long and short term effects on the physical and mental health and wellbeing of children and young people. There can be no doubt that being bullied is traumatic for the individual and is, therefore, likely to lead to range of coping mechanisms and reactive behaviours.

Children affected by bullying **may**:

- Become withdrawn, moody, or weepy.
- Not want to come to school or have trouble with their school work.
- Not want to go out to play with friends.
- Complain of stomach aches and other pains

The impact of bullying behaviour can extend far beyond the individuals involved. Bullying affects individuals, families, and relationships as well as a child's education and participation. A child who is bullied will not feel safe, included, or respected and their wellbeing will be affected. A child who is bullied and those causing bullying, may have wellbeing needs and these needs should be assessed and supported using the eight wellbeing indicators - **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included** (SHANARRI). Children at Hunter Primary will have the same opportunities and an equal chance to succeed. Bullying directly and indirectly affects childhood development and future potential.



Prevention of bullying

Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice will help to create an environment where bullying cannot thrive.

In Hunter Primary we will:

- Ensure all pupils, staff and parents have an understanding of the school's definition of bullying and procedures for prevention and tackling bullying behaviour e.g. *P1 buddies, door monitors, playground supervision, HWB Ambassadors, Pupil Council*
- Foster a positive ethos which promotes mutual respect, diversity, positive behaviour, restorative practice and a culture of praise e.g., *a regular focus on these during assemblies, posters, visiting specialists, House system, whole school relationship policy, whole school awards system, Health and Wellbeing curriculum, Heart of Hunter.*
- Ensure, through our Health & Wellbeing programme, that children develop necessary skills such as **self-awareness, self-esteem, avoidance and coping strategies, assertiveness and resilience** e.g., *circle time, social skills, emotional awareness, restorative practice, Specialist Support Teacher, whole school nurture approach*

- Ensure pupils are able to develop individual skills through the provision of extra-curricular activities and clubs e.g., *sporting events, visiting specialists, after school clubs*.
- Ensure clear lines of communication between home and school e.g., *Senior Leaders are accessible and approachable, home/school communication via website, App, ParentsPortal, X(Twitter) and Google Classroom, meetings arranged where possible to best suit parents, Newsletters, Parent Council*.
- Enlist the support of partner agencies where appropriate e.g., *Specialist Support Teacher, School Nurse, Educational Psychologist, Chaplaincy Team*.

Reporting bullying

Unfortunately, despite all the pro-active approaches in place, bullying may still occur. The main aim is to support the child being bullied; however, it is important to recognise that the child demonstrating the bullying behaviour also has support needs if we are to change behaviours resulting in bullying.

When bullying takes place:

- All reports of bullying will always be taken seriously. Pupils and parents are encouraged to report concerns to their teacher, Support Staff, the Headteacher or Principal Teacher. Reports will always be dealt with sensitively.
- All alleged bullying will be investigated thoroughly and recorded by the Senior Leadership Team (SLT). This will include listening to the views of children involved, including any witnesses. Notes will be taken (please note that this will be done in a supportive, non-threatening manner). The child will be commended for reporting the bullying to an adult and reminded to continue to do so.
- Where it is found bullying has taken place, parents of all children involved will be informed. The school and parents should work in partnership to tackle the issue. A plan of action will be agreed and parents should keep the school informed of any further incidents. Pupils involved will be made aware of this plan, where applicable, and its content e.g., specific targets, monitoring measures, rewards/sanctions and next steps.
- An action plan will be put in place for the child who has experienced bullying, with his/her involvement. This **may** include:
 - Regular check-ins with a designated member of staff e.g., Head Teacher/Principal Teacher/Class Teacher
 - All relevant staff informed of concern and request for extra vigilance and regular reports.

- Enlist the support of a buddy/buddies/circle of friends.
 - Counselling
 - Regular contact with parents
 - Enlisting the support of a partner agency e.g., School Nurse
 - Recording and maintaining incident on SEEMiS Bullying and Equalities online database
- An action plan will be put in place for the child displaying bullying behaviours, with his/her involvement, to ensure he/she takes responsibility for his/her actions while making it clear that the bullying behaviour is unacceptable. This **may** include:
- Putting in place any useful corrective actions e.g., consideration towards classroom seating.
 - Imposing sanctions where appropriate e.g., withdrawal of privilege (interval, Golden Time, extra-curricular activity)
 - Regular check-ins with a designated member of staff e.g., Head Teacher/Principal Teacher/Class Teacher
 - All relevant staff informed of concern and request for extra vigilance and regular reports.
 - Enlist the support of a buddy/buddies/circle of friends to reinforce good relationships.
 - Counselling
 - Regular contact with parents/carers
 - Enlisting the support of a partner agency e.g., School Nurse
 - Recording and maintaining incident on SEEMiS Bullying and Equalities online database

Roles and Responsibilities

Bullying in any form is unacceptable and a breach of children's rights. All stakeholders at Hunter Primary must be aware of their roles and responsibilities in ensuring a safe, inclusive and positive climate where everyone is a role model. The roles and responsibilities for learners, parents/carers, staff and the Senior Leadership Team are set out as follows:

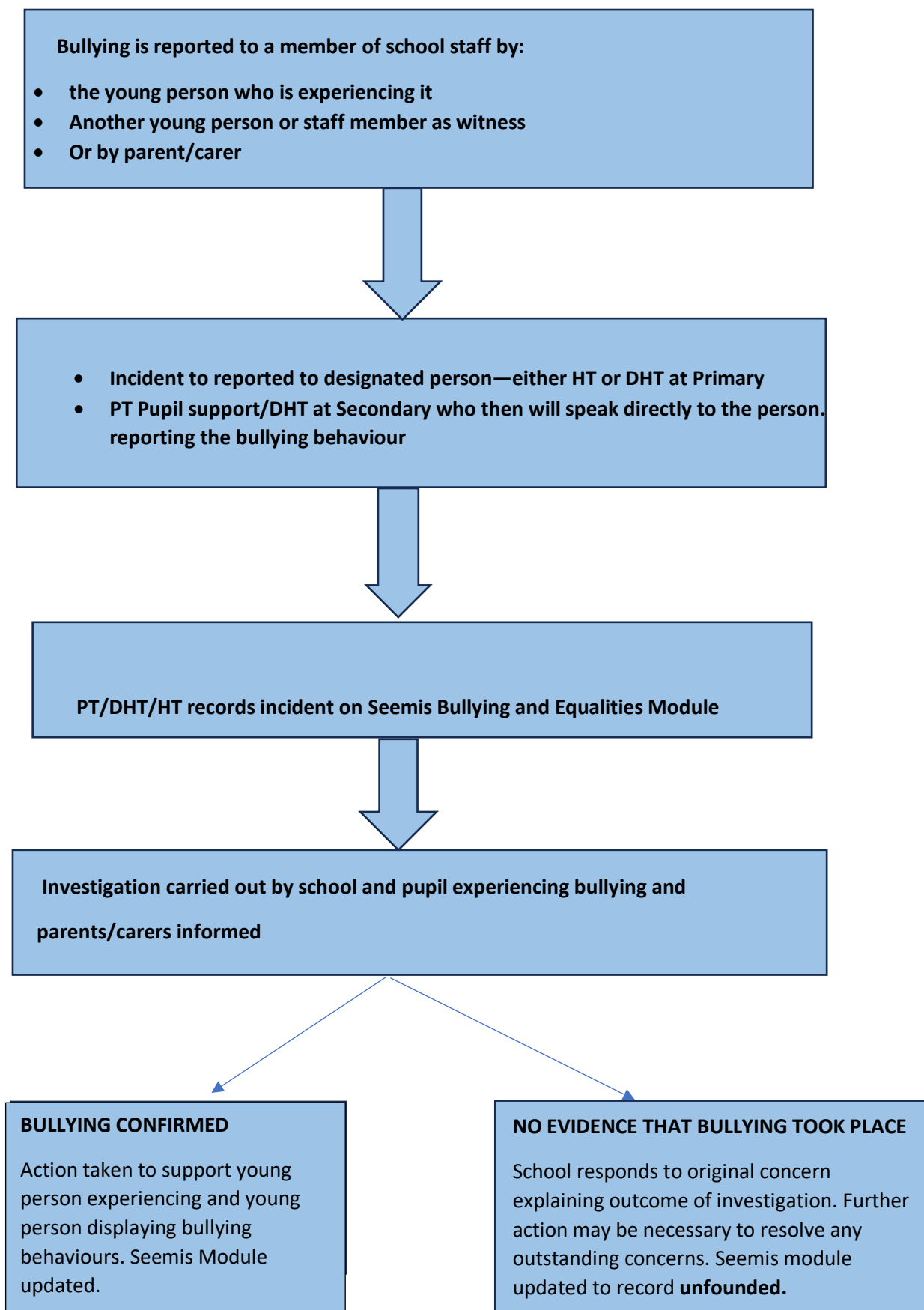
Learners	
What is expected of YOU ...	What you can expect from OTHERS ...
<ul style="list-style-type: none"> ✓ Follow our school rules and values both in and out of school ✓ Follow Class Charter ✓ Follow School Charter ✓ Do not engage in bullying behaviour ✓ Tell someone if you or someone you know is being bullied ✓ Support friends and classmates if they are being bullied 	<ul style="list-style-type: none"> ✓ Be taught how to identify and respond to bullying ✓ Be treated with respect ✓ Be listened to ✓ Have concerns taken seriously ✓ Have options on how to report bullying and choices on how to respond ✓ Receive guidance and support from parents/carers, staff and SLT ✓ Be included in policy development in relation to anti-bullying

Parents	
What is expected of YOU ...	What you can expect from OTHERS ...
<ul style="list-style-type: none"> ✓ Be aware of our school rules, values and anti-bullying policy ✓ Understand that 'fall outs' and disagreements amongst peers is not uncommon ✓ Alert a member of school staff as early as possible if you have any concerns ✓ Repeat the message that reporting bullying is brave 	<ul style="list-style-type: none"> ✓ A clear anti-bullying statement ✓ Effective communication ✓ be listened to and treated with respect ✓ Have all reports of bullying behaviour taken seriously ✓ Be informed of the steps and procedures taken in line with this policy ✓ Monitoring of the situation by school staff and updates in line with this policy ✓ Informed of actions and outcomes ✓ Be signposted to appropriate resources or services ✓ Be included in policy development in relation to anti-bullying

Staff	
What is expected of YOU...	What you can expect from OTHERS...
<ul style="list-style-type: none"> ✓ Understand our anti-bullying statement and procedures ✓ Act in accordance with our school values, SLC Code of Conduct and values and principles of Respect for All to prevent and respond to bullying behaviour ✓ Follow GIRFEC and PPRUDB guidance ✓ Be a positive role model ✓ Make use of restorative practices and approaches ✓ Listen to all reports of bullying ✓ Record in line with school policy ✓ Report all suspected bullying incidents to a member of SLT ✓ Engage in training and formulation of anti-bullying policy 	<ul style="list-style-type: none"> ✓ Be listened to when reporting suspected bullying incidents ✓ Have all reports of bullying behaviour taken seriously ✓ Have your concerns responded to in line with this policy ✓ Support and guidance when responding to bullying behaviours ✓ Informed of actions or outcomes ✓ Opportunities to undertake appropriate training on anti-bullying ✓ Be included and involved in the development of policies.

Senior Leadership Team	
What is expected of YOU...	What you can expect from OTHERS...
<ul style="list-style-type: none"> ✓ Understand our anti-bullying statement and procedures ✓ Act in accordance with our school values, SLC Code of Conduct and values and principles of Respect for All to prevent and respond to bullying behaviour ✓ Follow GIRFEC and PPRUDB guidance ✓ Be a positive role model ✓ Listen to all reports of bullying ✓ Record in line with school policy ✓ Record and maintain incident on SEEMiS Bullying & Equalities online database ✓ Communicate with all pupils involved taking into account their views ✓ Work in partnership with parents/carers/staff ✓ Make use of restorative practices and approaches ✓ Agree actions and monitor ✓ Inform everyone involved of agreed actions and outcomes ✓ Consult all stakeholders on policy development 	<ul style="list-style-type: none"> ✓ All stakeholders to act in agreement with our school values ✓ Learners, parents/carers and staff to report incidents of bullying behaviours ✓ Access to training, guidance and resources on anti-bullying ✓ Learners, parents/carers and staff involved in anti-bullying policy development.

Recording of Bullying Incidents Updated Guidance August 2023 (SLC)



All adults at Hunter Primary

will strive to:

- Meet and greet all children everyday
- Be calm, consistent and have high expectations for all
- Be committed to build strong and positive relationships with all pupils

Over & above

- Persistently give genuine praise
- Recognise effort and behaviour through whole school assemblies / Twitter etc.
- Positive notes home
- Hot Chocolate with PT on Fridays



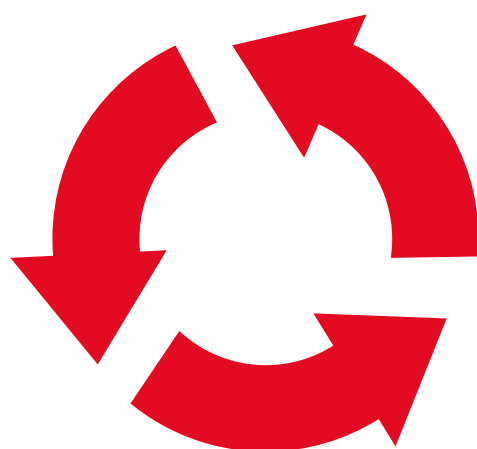
Together we are the Heart of Hunter



Be Ready Be Safe Be Responsible

Relationship Reset

- Reminder
- Regulate
- Respond
- Reinforce
- Repaire & Restore



Our values:

Happy
Understanding
Nurturing
Truthful
Equal
Respectful

Scripted Responses

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions? How have they been affected?
4. What needs to be done now to make things right?
5. How can we do things differently in the future?