



## Kilcreggan Primary School POSITIVE RELATIONSHIPS POLICY AND GUIDANCE

***Argyll and Bute Council is committed to providing a safe, supportive, and nurturing environment for all people in its educational establishments.***

This document should be read in conjunction with Argyll and Bute Council Anti-bullying Policy (revised and updated June 2019), the national *Respect for All* policy, and *Our Children, Their Future*.

This policy also fits alongside the following national policies and legislation:

**Curriculum for Excellence (2004)** is the framework used to meet the needs of all learners aged 3–18 years, enabling them to develop the four capacities of successful learners, confident individuals, responsible citizens, and effective contributors. Under Curriculum for Excellence, Health and Wellbeing is the responsibility of all staff within a learning community. (See Appendix 1 for links to the Health and Wellbeing curriculum.)

**Getting it Right for Every Child (2008)** highlights a number of wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, **Nurtured**, Active, Respected, Responsible, and Included. Our nurturing approach aligns with GIRFEC by prioritising supportive relationships and environments that help children regulate emotions, develop resilience, and build positive social connections.

**The Equality Act (2010)** strengthened the law to promote equality and provides a framework to tackle disadvantage and discrimination, including bullying of protected characteristics—age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

**The Children and Young People (Scotland) Act 2014** placed the UNCRC into Scottish statute for the first time. It encourages Scottish Ministers and public bodies to consider children’s rights and requires them to prepare reports on what they are doing to progress children’s rights.

At Kilcreggan Primary School, we know that when a child or young person experiences bullying, the following rights are compromised:



- **The right to protection from all forms of violence (physical or mental).** Children must be kept safe from harm and must be given proper care by those looking after them. (*Article 19*)
- **The right to protection against discrimination.** (*Article 2*)
- **The right to an opinion and for it to be listened to and taken seriously.** (*Article 12*)

*United Nations Convention on the Rights of the Child*

## ***Our Values, Vision and Aims for Positive Relationships***

At Kilcreggan Primary School, our Positive Relationships Policy is grounded in our core values of **Care, Respect, Leadership, and Co-operation**. These values underpin all interactions across our school community and guide the way we nurture relationships, support wellbeing, and create a positive environment for learning.

### ***Our Vision Creativity Inspiring Learning***

We believe that positive relationships are central to inspiring creative, confident, and motivated learners. By fostering a nurturing culture built on trust and respect, we empower children to take risks, explore ideas, and flourish academically, socially, and emotionally.

### **Our Aims**

1. **Prepare our learners for positive destinations** through innovative and creative approaches to learning and teaching that are informed by research.
2. **Uphold the rights of all young people**, ensuring learners understand their rights and have opportunities to take action on issues affecting the rights and wellbeing of others locally and globally.
3. **Encourage active citizenship** by promoting reflection, curiosity, and problem solving within a coherent and relevant curriculum, enabling learners to contribute positively to their communities.
4. **Use data meaningfully to drive continuous improvement**, ensuring equity of opportunity and celebrating all learners' academic and wider achievements.

We understand that bullying is never acceptable, and that children and young people have the right to learn in a safe, secure environment that promotes positive relationships.



## DEFINITION

In Scotland, bullying is defined as:

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. (2017, *Respect For All Policy*)

This document outlines how this policy and guidance is put into practice at Kilcreggan Primary School. The policy and guidance is for the whole school community and it is the responsibility of the whole community to support and use the guidance contained herein.

Everyone within Kilcreggan Primary School is expected to treat one another as they like to be treated; to be respectful, which forms the basis of positive relationships.

Bullying behaviour is not part of a positive relationship and should never be an inevitable part of school life or a necessary part of growing up.

Bullying is a behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by racist, homophobic, bi-phobic, trans-phobic or sexist remarks
- hitting, tripping, pushing, kicking
- taking and damaging belongings
- ignoring, excluding, spreading rumours
- online or face to face interactions such as sending abusive messages electronically, e.g. via text, emails or social networking sites
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or who they are perceived to be.

This list is not an exhaustive list; there may be other behaviours that can be classed as bullying and may include prejudice based bullying behaviours such as homophobic, bi-phobic and trans-phobic bullying; racist bullying and disablist bullying.

## Aims of our Anti Bullying Strategies



- To foster an ethos throughout the school where bullying behaviours are recognised and understood to be unacceptable.
- To enable all staff to be approachable for all pupils.
- To encourage pupils to tell an adult
- To seek reconciliation between the two parties if possible and appropriate
- To create a school ethos that fosters and supports empathy
- To enable all parties to develop self-confidence and self esteem
- To help and support all children to adopt good patterns of behaviour
- When appropriate, to give opportunities to peer groups to help put things right.
- To support and encourage all children to be a good role model for their peers.

## Strategy for dealing with bullying

Kilcreggan Primary adopts a **“No-Blame”, inclusive approach making full use of role modelling and challenging prejudice-based language and behaviours.** The key principle of this approach is no-one is punished.

Evidence suggests those who are receiving bullying behaviours do not wish the perpetrator punished- they simply wish the bullying to stop. Furthermore, evidence suggests that punishment often breeds smouldering resentment on the part of those displaying bullying behaviours, which may flare up subsequently in other incidents.

Instead with the support and guidance of a member of staff, both parties are able to confront the issues, express and deal with their feelings, and receive counselling and practical advice on strategies, which will enable them to behave appropriately in the future.

Not all situations will end with the person receiving the bullying behaviour and person displaying the bullying behaviour becoming friends, but the aim should be to enable them to co-exist together on a level free from conflict and unpleasantness. That is in the interests of everyone within and beyond the school community.

## How This Approach Works

**Hear the pupil’s story.** Listen and give support – don’t go rushing in. It has taken courage for the person receiving the bullying behaviour to come and tell you about the bullying behaviour and he/she will feel worried and frightened. You must establish a relationship of trust with them and reassure them that you will do nothing until they feel ready.



Possible strategies – helper, place of safety, advice, strategies.

**Speak to some of the person receiving the bullying behaviour friends,** singly or in group. Ask them to provide support for the victim.

**When the person receiving the bullying behaviour is ready, see the person or group of people displaying bullying behaviour.** This should be in a non-accusatory atmosphere. Explain how their actions are affecting the person and try to get them to see this person's point of view. It should be stressed that person receiving the bullying behaviour does not want to get the perpetrator into trouble. He/she just wants it to stop.

**Get the two groups together if possible,** to allow both sides to say how they feel. Sometimes the person receiving the bullying behaviours may not feel strong enough to face the person who is displaying these behaviours, especially if they do not have the support of friends. Do not force the confrontation.

**If the two sides do meet,** advice to either or both parties should be given together as to how the situation could be made right. Where the situation is very clearly one-sided, the person displaying the bullying behaviour may be given the chance to apologise to the victim.

**The person displaying the bullying behaviour also needs support.** It may be difficult for him/her to change their behaviour pattern- their peer group has certain expectations. If possible, discuss strategies for peer group pressure. Offer this pupil a "named person" for support.

It should be clear to both sides that on any repetition of the bullying behaviours the pupil experiencing these behaviours will tell someone about it. Both sides should be encouraged to come back and talk about how things are or any difficulties which arise as they work with their new strategies.

**Check informally how things have been going-** with both sides. Praise positive feedback. Sometimes, it may take time for changes in behaviour to be affected – do not expect that there will always be instant results.

## **Gaining support of parents**

Some parents, naturally, feel angry when they have had to cope with the trauma of a child who has been on the receiving end of bullying behaviours and its related problems and may demand punishment. Time should be taken to explain why we use this approach and believe it to be more constructive and effective for both the parties. Most parents, once they have expressed their initial emotions of anger or desperation, seem willing to co-operate in a



situation where together, as adults, we are attempting to rebuild relationships and guide the future behaviour of all our children in school.

## **Children beyond this approach**

In some instances, a child who displays bullying behaviours may have openly infringed one of the school rules, e.g. to have hit and injured another child. This is likely to have been witnessed by or reported directly to a member of staff. In such cases, the child would be punished in relation to the specific incident in the same way as any other child who did the same, prior to the procedures outlined above being begun.

Where a review of an open case showed that this approach was not producing effective results, further meetings may take place to seek to reinforce or redraft the original strategy.

Where, in the view of the head teacher, a child is seen to be deliberately ignoring, or wantonly flouting, the constructive guidance given by the member of staff, the active involvement of parents would be sought.

This approach does not place the school staff in a position of powerlessness, and where the head teacher deemed it necessary, in a situation where the above approach and parental involvement could not provide a solution to a bullying problem, recourse to Education Authority Policy on Discipline and exclusion of pupils may apply.

## **Developing Positive Relationships**

In order to create and support positive relationships, at Kilcreggan we use the following strategies and approaches:

- All staff watch for early signs of distress in pupils. All staff, listen, believe, act.
- Appropriate praise and encouragement are used in all classes and in the playground by adults.
- Use of growth mindset strategies by teaching staff in classes supported by Golden Acorns and Good to be Green throughout the school and at home.
- PATHs programme used throughout the school.
- Class Charters in place in each class which use the SHANARRI wheel for structure and contain rights from UNCRC. These are created annually by each class.
- We are on our Rights Respecting School journey.
- Anti-bullying and 'respectme' is taught as part of our Health and Well-being programme.



- The 'Childline' telephone number to be displayed clearly in school.

## Recording of incidents

Incidents of bullying and inequality must be recorded systematically within education establishments and procedures must be followed. Each founded incident of discrimination must be recorded in the Pupil Personal Record and entered on SEEMiS using the Bullying and Equalities menu, in accordance with the updated Argyll and Bute Anti-Bullying policy; revised and updated June 2019.

All staff members within Kilcreggan Primary are expected to adhere to this policy and guidance and carefully record, follow up and communicate on all issues pertaining to incidents of discrimination and lead on anti-bullying prevention measures.

## Consultation with parents and pupils is evidenced:

- Annual pupil and parental questionnaires; SQUIP consultation for targets 2019-20; Feb 2019 'How Are We doing?', Questionnaires June 2018.
- Questionnaires as part of the Rights Respecting journey; June 2018 and June 2020.
- Parental and child participation in the development of the schools Vision, Values and Aims; September 2019
- HGIOur group of current pupils.

### *Quotes from pupils*

*'We are better at ...playing nicely and including other people outside to make the playground a good place,' P1/2*

*'I've improved at being expressive about my problems and have been able to tell people what is worrying or upsetting me,' Olivia, P7*

*'The school has improved in behaviour and that makes it a safer place,' Katie, P4*

### *Quotes from parents*

*'My son loves the school and feels safe and included. I wouldn't want him to go to any other school.'*



*'Kilcreggan Primary School has provided a safe and nurturing environment for my child in which to grow and develop as an individual.'*

*'I feel that the school has been a fantastic, positive place for both my children to be.'*

February 2019, 'How Are We Doing? Questionnaire:

- 100% of children enjoy being at school.
- 92% of parents said their child/ren are treated fairly.
- 96% of parents said there is mutual respect between children and adults in the school.

Quotes from staff:

*'All staff at Kilcreggan Primary School work hard to provide a safe and nurturing environment, for the whole school community, in which to work.'* Mrs McGuire, P1/2

*'We all work to create and support positive relationships with pupils in the school and understand that GIRFEC is at the centre of our rationale. The pupils use the Class Charter really well, to reflect their behaviour.'* Ms Kingaby, P3/4

References:

- [Respect For All \(Scottish Government, 2017\)](#)
- [Argyll and Bute Anti-bullying policy \(Argyll and Bute Education Services, June 2019\)](#)
- [Equalities Act, 2010](#)
- [Curriculum for Excellence \(2004\)](#)
- [United Nations Conventions on the Rights of the Child \(Unicef\)](#)