



Dunoon Primary School

Relationship Policy

2024-2025

Rationale



The UN Convention on the Rights of the Child

Article 2 (non-discrimination)

Article 12 (respect for views of the child)

Article 19 (protection from violence, abuse and neglect)

Article 28 (right to education and discipline in schools must respect children's dignity and their rights)

Dunoon Primary School is committed to creating an environment where the highest standards of behaviour is at the heart of productive learning. Everyone has the right to come to school to learn, work or visit and be free from unacceptable behaviour. Our positive relationships policy echoes our core values of respect, honesty and integrity

Aims

- Establish open, positive, supportive relationships across the school community, where everyone feels that they are listened to.
- Promote a climate in which everyone feels safe and secure and where all learners are treated fairly, shown respect and sustain positive relationships.
- Model behaviour which promotes health and wellbeing, and encouraging it in others to help learners take control over their behaviour and be responsible.
- To build a community which values kindness, care, good humour and empathy for others.
- To create a culture of positive behaviours: for learning, for community, for life.
- Be sensitive and responsive to everyone's wellbeing.
- To promote community cohesion through improved relationships.

Key Approaches

Our Positive Relationships Policy is based on the following key approaches:

- Rooted in our behaviour code: Ready to learn, Safe and Respectful.
- Consistent, calm adult behaviour.
- Relentless routines.
- First attention to best practice.
- Scripting difficult conversations.
- Restorative follow up.

Responsibilities

All Staff

1. Meet and greet at the classroom door.
2. Refer to Ready to learn, Safe and Respectful.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Be calm and give 'take up time' when going through the steps. Prevention strategies before sanctions.
6. Follow up every time, retain ownership and engage in reflective dialogue with learners.
7. Never ignore or walk past learners who are not meeting our standard.

Middle and Senior Leaders

Middle and senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and display a unified consistency to the learners.

Middle/senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence to encourage appropriate conduct, especially during transitions.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Regularly share good practice
- Review provision for learners who fall beyond the range of written policies

Recognition and Rewards for Effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is key to developing positive relationships, including with those children who are hardest to reach.

Some of the more common rewards used are:

- Verbal praise
- Visible rewards (for example, stamps, stickers and certificates)
- Awards to stick in individual Learning Journeys
- Achieving extra clan points

Supporting Positive Behaviours

Our primary aim is to enable engagement in learning for all children. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, this should be considered the exception. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. We will always seek to praise the behaviour we want to see and try not to give attention to poor behaviour. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Children are held responsible for their behaviour. All adults will deal with behaviour without delegating. All adults will use the following steps for dealing with poor conduct.

Steps	Actions
1. Redirection	Gentle encouragement, a 'nudge' in the right direction, quick checks, small act of kindness
2. Reminder	A reminder of the expectations - Ready to learn, Safe and Respectful delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. Time Out	Give the learner a chance to reflect away from others. This should be no more than 5 minutes. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. If this happens a second time, move to step 5.

5. Internal Referral	At this point the learner will be referred internally to another room for the remainder of the lesson. All internal referrals must be recorded. During this time children either take their own classwork or complete a reflective task.
6. Reparation	A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is not successful the teacher should call on support from middle or senior leaders who will support the reparation process. Restorative scripts should be used.
7. Formal Meeting	A meeting with the teacher, learner and middle/senior leader, recorded with agreed targets that will be monitored over the course of two weeks.

Anti-bullying

Here at Dunoon Primary School, our values are respect, ambition, honesty, perseverance and integrity. We understand that bullying behaviour is never acceptable and that children and young people have the right to learn in a safe, secure environment. Our school's definition of bullying and types of bullying behaviours are in accordance with Argyll & Bute's policy detailed below.

The Equality Act, 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and civil partnership

Race

Religion or belief

Sex

Sexual orientation.

We take guidance from Respect Me: Scotland's Anti-Bullying Service and adhere to Argyll & Bute's Anti-Bullying Policy. Both of these documents are accessible through the links below. We ensure everyone uses the correct language around this area, talking about the behaviours as opposed to the child displaying the behaviours. We would

refer to the person displaying bullying behaviours or experiencing bullying behaviour, rather than using terms such as 'bully' or 'victim'.

[anti-bullying_policy_july_2019.pdf \(argyll-bute.gov.uk\)](#)

[respectme | Scotland's anti-bullying service](#)[respectme](#)