Positive Relationships at Linlithgow Primary School

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Relationships are at the heart of all that we do at Linlithgow Primary School and Nursery and they are the foundation upon which our school ethos and vision, values and aims are built. We strive to build positive relationships with all members of our school community, including parents/carers, staff and most importantly our pupils.

Our staff team understand that they are the role models from which our pupils, learn how to form respectful, kind and supportive relationships with others. All staff are trauma informed and they seek to uphold the rights of all children, in all of their daily interactions.

The aim of our Positive Relationships guidance, is for all members of our school community to feel welcomed into our school, safe, included, respected and know that they belong.

Our Positive Relationships Guidance, was developed by all members of our school community, including parents/carers, pupils, staff and wider partners. It is reviewed regularly to ensure that it is still relevant and meets the needs of our school.

The Guidance includes:

- A Positive Relationships Visual to remind all members of our school community about our expectations as to how we should treat each other in classrooms, the playground and all school areas. This is child-friendly, easy to access and understand and it is prominently featured around all areas of our school.

- An anti-bullying policy and flow-chart, to support all members of our school community to understand what bullying and discrimination are and to provide clear, visual guidance around how we deal with any incidents of bullying. This means that we have a consistent framework and approaches, to deal with any allegations of bullying in school. All children in our school have a trusted adult to support them with any concerns or worries. In addition, daily and termly, health and wellbeing check-ins ensure that issues are picked up quickly and interventions put in place to meet children's needs.

- Visuals to support pupils to make positive choices in classrooms- including our 5 Step Model for Positive Behaviour and our Stop, Think, Choose approach. Both of these approaches are used in all classrooms and areas of the school, and we regularly remind the children of these, during school assemblies. We also engage in restorative conversations with children, to help them to learn from their mistakes, understand the impact of their feelings upon others and to help to heal relationships that may have been damaged.

- Our nursery staff and children have created their own Positive Relationships visual, to meet the needs of our youngest learners and the nursery setting.

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Positive Relationships

What it looks like

Everyone is included

Differences are celebrated

Everyone is achieving

Everyone busy and on task

What it sounds like

Everyone collaborating together

Everyone listening to each other

What it feels like

Welcoming and friendly

Happy

Respectful

Nurturing and safe

Be Kind

Ready
Respect
Safe

Spark Change

Linlithgow Primary School

Anti-bullying and Discrimination Policy

We are committed to upholding the many rights of our pupils. These include the right to be safe, healthy and to be provided with a high-quality education, in order to flourish. Linlithgow Primary is a nurturing school where all young people are valued for the unique contributions that they make to society. Any form of bullying or harassment is unacceptable and will not be tolerated.

Objectives of this policy:

- To ensure that everyone in our school community understands what bullying is and how we will deal with any incidences of bullying.
- To fully support the victim and to help the perpetrator of bullying to modify their behaviour.
- To ensure that staff understand their role in preventing and responding where a child is at risk of bullying.
- For everyone in our community to understand that bullying is wrong and that it won't be tolerated.
- To develop a listening, caring ethos where any form of bullying is investigated and dealt with in a timely and appropriate manner.
- To enable staff to explore bullying in more depth through the Health and Wellbeing curriculum, assemblies and anti-bullying week.

What is bullying?

Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group, causing physical or psychological harm to the victim. Bullying is usually conscious or wilful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of different forms, both physical and non-physical, either in combination or isolation. Any bullying, whether physical or non-physical may result in lasting psychological damage to the victim.

Bullying generally falls into one or more of the following categories:

- Physical- unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.
- Psychological- reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance or any other feature of their lives which can be used to hurt or humiliate them.
- Social-ostracism- rejection or alienation by a peer group.
- Verbal- the use of language that is derogatory or offensive such as swearing, name-calling, racist remarks or sexist abuse/innuendo or spreading gossip or rumours.
- Cyber bullying- using mobile phones or the Internet to deliberately upset someone. Being subjected to harmful, online interaction with other users.
- Homophobic/transphobic/biphobic- any hostile or offensive action relating to sexuality or sexual orientation.

Signs and symptoms of bullying:

At Linlithgow Primary School we listen to and observe our pupils closely to look out for signs of bullying. These may include:

- A change in presentation or behaviour including: Increased anxiety or worry, becoming withdrawn, refusing to attend school, being frightened to walk to or from school, crying or becoming upset easily, falling behind in school work, unexplained bruises, bullying other children or siblings, nervous or jumpy when a cyber-message is received.

NB- These signs and behaviours could indicate other problems for a child, however bullying should be considered as a possibility and should be investigated immediately, if so.

School Procedures for dealing with any incidences of bullying:
We have created a clear flow-chart to ensure that all members of our school community understand how we will deal with any incidences of bullying. This means that our actions are clear and accountable and incidences will be dealt with in a fair, consistent manner. The flow chart is attached to this policy but the main actions are summarised below.

- Child reports incident of bullying (either bullying towards themselves or to another child), to an adult that they can trust- use of one trusted adult.
- Incident is passed to member of SLT with responsibility for safeguarding- DHT or HT- wellbeing concern process followed by staff.
- Incident is investigated and is either logged as a wellbeing concern on SEEMIS Pastoral Notes or SEEMIS Bullying module, depending on the seriousness and frequency of the occurrence.
- Parents/carers will be informed and kept updated, of any interventions to stop the bullying and to support the victim and the perpetrator. Parents/carers may be called into school for a meeting if necessary. Serious cases of bullying may result in a period of exclusion.
- If necessary, external agencies will be contacted to provide support.
- The victim and the perpetrator may take part in restorative work, with trusted adults, if appropriate.

Prevention:
We will actively promote a climate of respect and kindness throughout our school community, through the following:

- All staff leading by example to show children how to be positive role models for inclusion and respect.
- Taking a 'zero-tolerance' approach to any form of bullying.
- Promoting a listening, caring ethos where all children's contributions are valued.
- Effectively supporting the victim and perpetrator of bullying in a timely manner, to prevent further incidences.
- Giving children regular opportunities to talk and share concerns.
- Providing a named, trusted adult for every pupil across school.
- Educating children in bullying and discrimination through the Health and Wellbeing curriculum, assemblies, focus weeks, workshops and other initiatives.
- Liaising with partner agencies to ensure that we provide the right support at the right time for children, including those who are vulnerable.
- Ensuring parents/carers have regular opportunities to attend workshops on cyber-bullying and Internet Safety, throughout their child's school career.
- Providing playground support to pupils through buddies, peer mediation and peer mentoring initiatives.
- Providing access to information through displays on bullying through notice boards, posters and Child Line.

Supporting Organisations and Guidance:

- **Anti-bullying Alliance:** www.anti-bullyingalliance.org.uk
- **Beat Bullying:** www.beatbullying.org
- **Childline:** www.childline.org.uk
- **Kidscape:** www.kidscape.org.uk
- **NSPCC:** www.nspcc.org.uk
- **Young Minds:** www.youngminds.org.uk
- **Restorative Justice Council:** www.restorativejustice.org.uk

Cyberbullying:

- **Think U Know:** www.thinkyouknow.co.uk
- **Digizen:** www.digizen.org
- **Childnet International:** www.childnet.com

LGBT:

- **Stonewall:** www.stonewall.org.uk
- **Schools out:** www.schools-out.org.uk
- **Pace:** www.pacehealth.org.uk

Racism and Hate:

- **Show Racism the Red Card:** www.srtr.org/educational
- **Stop Hate:** www.stophateuk.org
- **Report it:** www.report-it.org.uk
- **Kick it Out:** www.kickitout,.org

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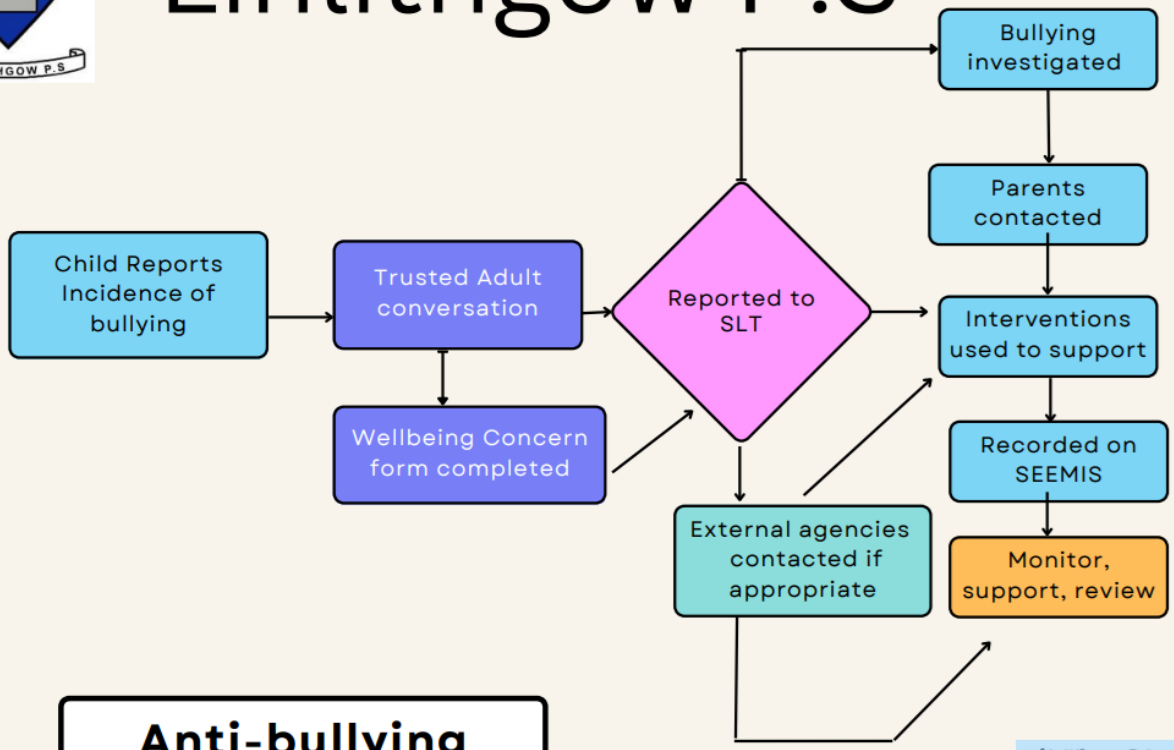

Anti-bullying Flowchart

Positive Relationships at Linlithgow ELC

What it looks like

Sharing spaces

Busy bodies and minds

Learning together

Good choices

What it sounds like

Sharing passions and interests

Talking about learning and play

Offering help to others

Laughing

What it feels like

Nurturing

Happy and Joyful

Respectful

Safe

Belonging

Calm

We believe what we nurture, will grow.

Our 5 Step Model for Positive Behaviour

Redirection

Reminder

Caution

Last Chance

Time Out and Consequence

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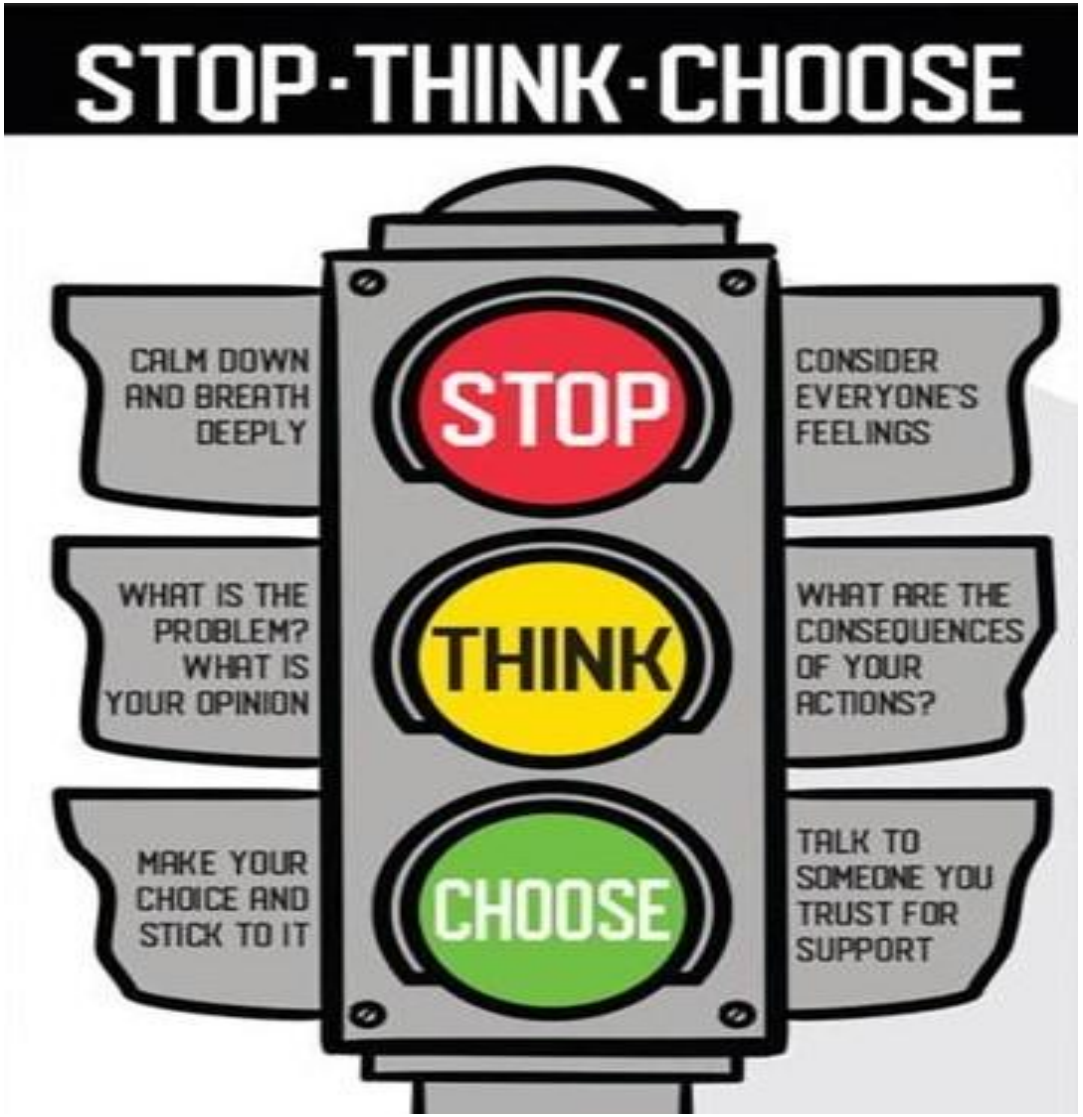
RIGHTS RESPECTING SCHOOL
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