



PROMOTING POSITIVE BEHAVIOURS POLICY



Our Rights Respecting School Committee have worked with our Head Teacher to develop this policy on promoting positive behaviours.

As a school who want to ensure that ALL children are aware of and understand their rights, we do not promote consequences to behaviour which involve the removal of children's rights.

Therefore, our behaviour policy is to ensure that all learners and staff are aware of and share the same high expectations of positive behaviour.

We have clear expectations which can be found across our school and are embedded in our school values.

Understanding, Discovery, Nurture, You,
Growth Mindset, Responsibility, Effort, Enjoyment and Nature



We want all learners and staff to be respectful and to demonstrate good manners at all times, while they take responsibility for their learning.

If someone doesn't behave as per our expectations our school policy, set by our school Rights Respecting Committee is to:

1. Talk about behaviour and make sure they understand how to behave - restorative conversation using our emotion coaching strategies.
2. Look at reasons why they are not behaving - who they are sat beside, have they fallen out with someone, not being involved in games or feeling left out



PROMOTING POSITIVE BEHAVIOURS POLICY



3. Look at the 'whole person' and why their behaviour has changed - has something happened outside of school? At playtime? Are they worried, upset or angry because of something else?
4. Offer our support to help and make sure they know we are all here to help.

At Udny Green we acknowledge that all children have the right to play and therefore the removal of break times is not used as a consequence.

Instead, we promote:

- Working on friendships
- Working on ways to have conversations with others about getting involved in a game.
- Discussing alternatives (you can sit next to me tomorrow) talk about feelings, positive ways to express ourselves.
- Using the sensory room as a strategy to calm down and think about your emotions.

School Aims relating to rights of the child

At Udny Green our **AIM** is to work as a T.E.A.M

Article 3 (best interest of the child)

Together Working cooperatively developing our knowledge and skills of how to work effectively as part of a team.

Article 12 (respect for the views of the child)

Everyone Pupils, parents, staff and the wider community are actively involved in the life and work of the school.

Article 5 (parental guidance and a child's evolving capacities)

Achieves motivated to accomplish and achieve the goals we set ourselves.

Article 29 (goals of education)

More always striving to go above and beyond in everything we do.

Article 29 (goals of education)



PROMOTING POSITIVE BEHAVIOURS POLICY



Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour is abusive. Bullying behaviour is often displayed as a result of past experiences which affect and impact on current actions.

(Anti-Bullying Policy for Learning: Aberdeenshire Council)

Our Anti-Bullying Policy reflects six key areas in providing an appropriate and robust approach in accordance with national guidance.

These are: Our Stance, Our Definition, Our Prevention, Our Communication, Our Response and Our Reporting and Monitoring.

Our Stance

Bullying in any form is unacceptable. Bullying is a breach of the UN Convention on the Rights of the Child. We have a commitment to challenge all types of prejudice-based bullying and language, including bullying based on the protected characteristic listed in the Equality Act 2010.

Our Definition

What do we mean by 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. This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged



PROMOTING POSITIVE BEHAVIOURS POLICY



- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Our Prevention

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 create an environment where bullying cannot thrive. There are a range of strategies and programmes being used throughout Scotland that can improve relationships and behaviour, promote equality and challenge inequality, and develop emotional wellbeing to help prevent and address bullying.

These focus on:

- Anti-bullying professional learning
- Recognising and Realising Children's Rights
- Restorative Approaches
- Creating inclusive and supportive learning environments
- Solution Oriented Approaches
- Nurturing Approaches
- Mentoring and peer support (including Mentors in Violence Prevention [MVP])
- Curriculum for Excellence

Our Communication

What we expect of our young people

- Treat people with respect and not engage in bullying behaviour
- Be aware of anti-bullying policies and practices in schools/clubs/groups attended
- Where safe and appropriate, challenge bullying behaviour



PROMOTING POSITIVE BEHAVIOURS POLICY



- Share concerns with peers/trusted adults if appropriate to the individual
- Work collaboratively to help ensure bullying cannot thrive.
- Share concerns with peers/trusted adult/named person (where available).

Your role as a member of staff

- Understand both local and organisational anti-bullying policy and procedures
- Be aware of the values and principles of Respect for All and act in accordance with them in terms of preventing and responding to bullying behaviour
- Act in accordance with the relevant professional standards and codes of conduct, e.g., GTCS.
- Act as positive role models to establish open positive and supportive relationships
- Listen and take children and young people seriously
- Engage with parent(s)
- Share concerns appropriately within your organisation/service and seek support where appropriate
- Take action to promote equality and diversity and children's rights
- Work collaboratively to help ensure bullying cannot thrive
- Treat people with respect

Your role as a parent/carer

- Be aware of anti-bullying policies and practice in any school/clubs/groups attended by their child or young person
- Work collaboratively to help ensure bullying cannot thrive
- Share concerns about their child as early as possible with appropriate teacher/practitioner/ coach
- Engage through school Parent Forum/Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice
- Treat people with respect
- Promote positive respectful relationships
- Listen and take children and young people seriously
- Sharing concerns about their child as early as possible with appropriate teacher/named person.



PROMOTING POSITIVE BEHAVIOURS POLICY



Our Response

When responding to incidents or accusations of bullying our approach is to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

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

Our Reporting and Monitoring

We use systems and processes to record and monitor incidents and overall levels of bullying behaviour. The recording and monitoring strategies that will be used for management purposes are in line with Data Protection guidelines.

Once recorded, communication between school and parents is essential to ensure positive outcomes for all.