

# Southdale Primary School

## Promoting Positive Relationships Policy



At Southdale Primary School we work in partnership with parents, carers and the wider community to create a positive ethos and environment for effective learning and teaching. All staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and wider community. Fundamental to this are good relationships developed within a positive ethos and climate of mutual respect and trust based on our shared values of Respect, Responsible, Trust, Kindness and Creativity.

### **Whole School Approaches**

#### **GIRFEC and UNCRC Children's Rights**

We recognise the importance of promoting and protecting children's rights. As a Rights Respecting School we create a community where children are valued and included, their achievements are celebrated and their voice is heard. Class Charters are created by learners alongside their class teachers to outline the expectations and agreed standards of behaviour in classrooms. These relate directly to Children's Rights from the UNCRC. These are referred to regularly to redirect behaviours that do not meet the school expectations of Ready, Respectful and Safe.

#### **Nurturing Principles**

At Southdale Primary School, we use a whole school nurturing approach. This approach supports relationships, wellbeing, attainment and achievement. As a nurturing school we strive to promote positive wellbeing and build positive relationships through the six nurturing principles:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives.

See Appendix 1 for Nurturing Classroom Checklist

## **Our Curriculum**

We follow a whole school HWB programme to ensure breadth, depth and progression across all stages. Measures of support in our school are in line with our Curriculum Rationale and will include National and Local factors:

- A Curriculum for Excellence (HWB Pathways and Programmes)
- GIRFEC (Getting it right for every child)
- UNCRC (The United Nations Convention on the Rights of the Child)
- Nurturing Approaches
- Restorative Approaches
- Trusted Adult Approaches
- Trauma Informed Training Materials

Our yearly overview details termly coverage for Health & Wellbeing throughout the year:

- ✓ Term 1 – Safe and Healthy
- ✓ Term 2 – Achieving and Nurtured
- ✓ Term 3 – Active and Respected
- ✓ Term 4 – Responsible, Included and RSHP

## **Creating a Positive and Inclusive Community**

### **Emotional Wellbeing**

It is the expectation that every class has an opportunity for children to check in with their teacher as they begin their school day. This will vary for age to stage and physical or digital strategies. At a glance, staff can capture how their pupils are feeling and can be responsive to their needs.

### **Trusted Adult Approach**

At Southdale we have adapted a ‘trusted adult’ approach. We recognise that some pupils feel more comfortable speaking to a specific adult. Every child has a named adult who they can talk to if they are worried or upset and all members of staff are a valued part of this approach.

### **House Points & Class Targets**

Learners can be awarded House Points for showing our school values of Respect, Responsibility, Kindness, Creativity and Trust. House Points can be awarded by any member of staff in the school. Learners can also be given House Points for demonstrating the following Skills and Strategies.

<ul style="list-style-type: none"><li>• Literacy Skills</li><li>• Numeracy Skills</li><li>• Creativity Skills</li><li>• Resilience Skills</li><li>• Social Skills</li></ul>	<ul style="list-style-type: none"><li>• Growth Mindset Strategies</li><li>• Technology Strategies</li><li>• Formative Assessment Strategies</li><li>• Outdoor Learning Strategies</li><li>• Metacognition Strategies</li></ul>
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House Points are collated in classes and displayed weekly. The totals are collected from each class at the end of the week by the Pupil Leadership Team and are announced at whole school assembly. Furthermore, classes set a target for the amount of points they want to accumulate over the week and if the class meet this they will be awarded an extra break time. This ensures that the whole class is celebrated and learners are working towards a common goal. This also ensures targets and rewards are manageable and accessible to all. Opportunities to work in Houses promotes positive relationships with peers from out with their class and staff from other levels across the school.

**Individual Awards and agreed forms of recognition**

At the end of each week class teachers select learners to be celebrated for demonstrating the values, skills and strategies above. Learners are given a certificate and House Points during whole school assembly. This is tracked to ensure all learners have opportunities to experience this success. Each term certificates are awarded based on curricular areas being focussed on. At the end of each school year staff nominate learners to be celebrated at our Annual Awards Ceremony. Learners can visit Senior Leadership Team to share their achievements and be recognised for their efforts and behaviour regularly.

<b>Our Expectations</b>	<b>Visible Consistencies</b>	<b>Recognition</b>
<p>Demonstrate our school values and expectations of Ready, Respectful and Safe</p>	<ul style="list-style-type: none"> <li>• Persistently catching learners displaying the school expectations and values</li> <li>• Identifying and supporting children who are not meeting expectations</li> <li>• Praising learners in public and reminding in private</li> <li>• Consistent language</li> <li>• Following the agreed steps to manage distressed behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrating Success Wall Display in each class</li> <li>• House Points given by all staff</li> <li>• Star of the Week</li> <li>• Celebrating Success Assemblies</li> <li>• Annual Awards Ceremony</li> <li>• Finer Diner</li> <li>• Positive Postcards from all staff</li> <li>• SLT Visits</li> <li>• House Rewards</li> <li>• Cloakroom of the Week</li> <li>• Fantastic Friday</li> <li>• Southdale Shoutouts</li> <li>• Southdale Snapshot</li> <li>• Class Total Extra Breaks</li> <li>• Mystery Envelope</li> </ul>

**Restorative Approaches**

At Southdale we promote a climate in which children have opportunities to understand the triggers and the consequences of their behaviours and accept responsibility through restorative conversations. In some circumstances the restorative conversation may involve other children. More serious incidents may require class teachers to hold a formal meeting and involve parents or families where appropriate.

### **Our agreed steps to regulate and repair**

In class we follow the following steps when a child is not following the agreed expectations of behaviour

1. Reminder of expectations – ‘Remember we need to stay safe by.....
2. Redirection of behaviour – moved on to different task, moved from current area
3. Record - Formal warning – to take place privately, where possible, and incident to be recorded on the data tracker

After these steps have been taken, if the learner’s behaviour continues, we will follow the following steps

4. Restorative Break – Restorative conversation/activity to take place supported by SLT or teaching staff at the next break time.
5. Review Resolution – Class or Trusted Adult to check in and remind of expectations

### **Restorative Break**

During a Restorative Break, staff and learners will have protected time to discuss and reflect on the agreed school expectations and the strategies to support them in achieving these moving forwards. Learners will have their snack and use the toilet as normal. Learners will complete a slip outlining the reason leading to the restorative break and their next steps, in line with the school values. This will be sent home to parents/carers. If a learner attends Restorative Break three times in one term, class teachers will arrange a meeting with parents/carers to discuss this, and a targeted approach may need to be explored.

### **Regulation**

At Southdale, we understand that some children can struggle to regulate their emotions. This may be due to worry, trauma, a change of events or other reasons. It is therefore important to teach regulation skills and to provide strategies for children to help regulate their thoughts, feelings and behaviours. We use the Zones of Regulation framework to teach the children how to regulate their feelings and manage the social situations around them.

### **Distressed Behaviours – Trauma Informed**

As a nurturing school, we recognise that all behaviour is communication and at times ‘*one size does not fit all*’ and some children need personalised support. We respect the dignity of each child and believe that staff should model calm, respectful communication and use de-escalation strategies where possible, to resolve a situation involving a distressed child. We know our children as individuals and we work as a team to ensure that teaching strategies and learning environments are appropriate to their needs. Some of our children with Additional Support Needs (ASNs) have an individual behaviour response plan which should be followed during times of distressed behaviour.

### **Anti-bullying**

Being bullied impacts on children's wellbeing and can affect their participation, attainment and inclusion. At Southdale we ensure that children feel safe and build strong and positive relationships with peers and adults through implementing our Anti-bullying Policy (see Appendix 2, 3 and 4).

### **Equality and Diversity**

At Southdale we are committed to creating an environment for the whole school community that demonstrates our shared values of Respect, Responsibility, Trust, Kindness and Creativity. Our school recognises and celebrates difference within a culture of respect and fairness and aims to meet the needs of every child through implementing our Equalities and Diversity Policy (see Appendix 5 & 6).

## **Appendix 1**

### **Nurturing Classroom Checklist**

#### **1. Children's learning is understood developmentally:**

Lessons and tasks are clearly differentiated to suit the needs of each learner	
Learners have access to a variety of resources to support their learning	
Regular E&E meetings held to identify further supports/interventions for our learners	

#### **2. The classroom offers a safe base:**

There are clear routines visible in the classroom, for example, welcome, visual timetable, class roles etc	
The classroom has designated safe areas that children can go to if they find the general classroom areas overwhelming or challenging. Children and young people have a choice in how they use these areas	
The classroom is kept tidy and free of clutter for health and safety reasons, to ensure an aesthetically pleasing environment and to set a good example for children	
Resources are clearly labelled and easily accessible to encourage independence and children are taught to tidy up after themselves.	
There is a clear furniture layout which allows an appropriate amount of space for activities.	

#### **3. The importance of nurture for the development of wellbeing:**

An emotional check-in system is available for children to use on a daily basis.	
Nurturing snack is timetabled daily.	
Every child has a designated trusted adult.	
Trusted adult booking system in place and time allotted for trusted adult conversations to take place.	
Children's HWB tracked through GIRFEC WBI self-reporting survey.	

#### **4. Language is a vital means of communication**

Use of warm and welcoming language	
Opportunities for listening and talking regularly planned for	
Restorative conversations held after a conflict or incident to allow children a chance to communicate how they feel/explain what has happened	
Shouting is avoided. Calm, respectful communication and use of de-escalation skills employed where possible, to resolve a situation involving a distressed child. (A child who is shouted at is more likely to exhibit problem behaviour, thereby eliciting more shouting. It's a negative cycle.)	

**5. All behaviour is communication**

De-escalation techniques put into practice during times of distress.	
Consider reasons for negative or distressed behaviour	

**6. The importance of transition in children's lives**

Talk about up and coming change and transitions in a positive and exciting way, and acknowledge and help children express their feelings and emotions about the change.	
Use stories as an opportunity to explore transitions.	
Think about the way the situations overlap, not just abrupt endings and beginnings. For example, moving from one activity to another involves getting resources ready, which children could be involved in as part of the transition process	

## **Appendix 2**

### **Anti-Bullying Policy**

# **Southdale Primary School**

## **Anti-Bullying Policy**



### **Southdale's Approaches to Anti-Bullying**

At Southdale Primary School we aim to ensure that children and young people feel safe and build strong and positive relationships with peers and adults.

Being bullied impacts on children's and young people's wellbeing and can affect their participation, attainment and inclusion. We have worked with our pupils, staff and Health and Wellbeing Family champ to develop the following guidance to support the management of bullying incidents.

### **Approaches to Prevent Bullying**

Bullying happens in the context of relationships. Promoting healthy and respectful relationships, where we ensure that we respond to all forms of prejudice and promote equality will develop emotional wellbeing to help prevent and address bullying. All school staff are aware of the local authority and school's guidance on anti-bullying. Staff also have access to support and training via respectme.

### **Definition**

There is no legal definition of bullying, however, respectme ([www.respectme.org.uk](http://www.respectme.org.uk)) provides the following statement:

*"Bullying is face to face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in. The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying Behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."*

Respect for All provides examples of what bullying is, what is not bullying behaviour and supports for prejudice based bullying. (See Appendix 3 and Appendix 4 for our anti bullying poster outlining our own definitions and appropriate actions and approaches towards bullying behaviour)

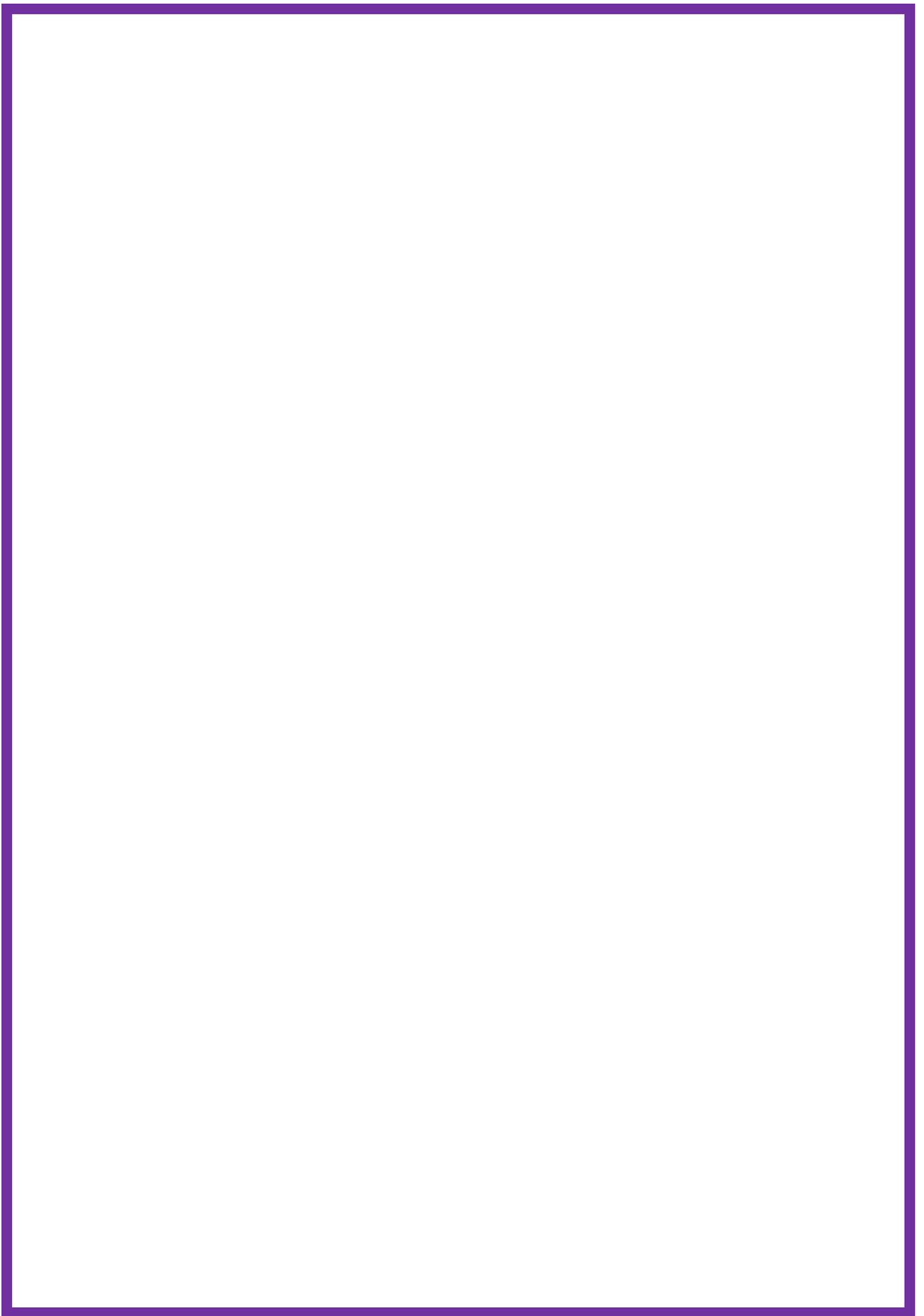
### **Investigating and Identification Procedures**

All staff in Southdale Primary School take children seriously when they talk about bullying. We have a transparent approach to addressing bullying by having open and honest conversations, investigating reported incidents and deciding if the incident should be treated as bullying. We have a 'One Trusted Adult' approach which allows our learners to have discussions with an adult they are comfortable with and trust.

### **Communicating, Recording and Monitoring**

Following an investigation that confirms a bullying incident has been alleged or has taken place, the Senior Leadership Team will co-ordinate the following procedures:

- Communicate clearly with the children and young people involved, their parents, carers and all relevant staff
- Add this to the individual pupil's chronologies on Pastoral Notes
- Record on SEEMis Bullying and Equalities Module which is used to record all bullying and racial incidents in schools Link on Sharepoint: [Bullying Equalities Manual V2.4 \(3\).pdf](#)
- Identify and note when to review and monitor the supports put in place





## Southdale Primary School – What is bullying behaviour?

### Appendix 3

RUDE / MEAN behaviour	What does it look like?	What can I do about it?	What can the adults do about it?
<p>RUDE / MEAN behaviour is someone unintentionally hurting someone else's feelings</p> 	<ul style="list-style-type: none"> <li>• Making faces or 'dirty looks' at someone</li> <li>• Leaving someone out</li> <li>• Making impolite comments about someone that upsets them</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the person 'I don't like that'</li> <li>• Ask the person to 'Stop please'</li> <li>• Tell the person 'You have hurt my feelings by doing that'</li> <li>• Speak to a friend about how you feel</li> <li>• Let an adult know how you feel</li> <li>• Let a Peer Mediator in the playground know how you feel</li> </ul>	<ul style="list-style-type: none"> <li>• Speak to the other person and help them understand how their behaviour has made you feel</li> <li>• Help the other person to think of solutions to make things better or stop this from happening again</li> <li>• Support you to feel better when you are upset</li> </ul>
CONFLICT	What does it look like?	What should I do / say?	What can the adults do about it?
<p>CONFLICT is two people both being unkind and intentionally hurtful; physically, socially or emotionally)</p> 	<ul style="list-style-type: none"> <li>• Two people repeatedly teasing each other</li> <li>• Two people repeatedly pushing, hitting or kicking each other</li> <li>• Two people repeatedly calling each other mean names</li> <li>• Two people repeatedly telling lies about each other</li> <li>• Two people repeatedly spreading rumours about each other</li> <li>• Two people repeatedly, deliberately leaving each other out</li> </ul>	<ul style="list-style-type: none"> <li>• Report what has been happening to an adult</li> <li>• Stay away from the person you have conflict with</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a mediation session to try to resolve the conflict between the two people and come to an agreement with how to move forward</li> <li>• Put a plan in place to limit contact between the two people who have conflict</li> <li>• Speak to all other adults in the school to make them aware of the situation and what everyone has agreed to do</li> <li>• Support and check in with the two people who have conflict regularly to ensure things are not escalating again</li> </ul>

BULLYING behaviour	What does it look like?	What should I do / say?	What can the adults do about it?
<p>BULLYING behaviour is when one person is intentionally hurtful; physically, socially or emotionally towards another person</p> 	<ul style="list-style-type: none"> <li>• One person intentionally teasing another person</li> <li>• One person intentionally pushing, hitting or kicking another person</li> <li>• One person intentionally calling someone mean names</li> <li>• One person intentionally telling lies about another person</li> <li>• One person intentionally spreading rumours about another person</li> <li>• One person intentionally leaving another person out</li> <li>• One person intentionally breaking or vandalising someone else's property</li> </ul>	<ul style="list-style-type: none"> <li>• Immediately report what has been happening to an adult</li> <li>• Try to stay away from the person who is displaying bullying behaviour while adults can deal with this</li> </ul>	<ul style="list-style-type: none"> <li>• Log what has happened and set appropriate consequences for the behaviour</li> <li>• Formally record the incidents of bullying</li> <li>• Have a formal meeting with the other person's parents/carers to agree a plan to address this behaviour</li> <li>• Work with the other person help them they understand the impact of their bullying behaviour</li> <li>• Continue to log and monitor behaviour, regularly checking in with both people</li> <li>• Support you to feel better about what has happened</li> <li>• Work with you to help you feel safe and rebuild your confidence self esteem</li> </ul>

# Southdale Primary School Anti-bullying Strategy



'Bullying is both behaviour and impact; the impact is on the 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 and is behaviour that makes people feel hurt, threatened, frightened and left out. This can happen face to face and online'.  
(Respect Me 2025)



## **Appendix 5**

### **Equality & Diversity Policy**

# **Southdale Primary School Equality & Diversity Policy**



At Southdale Primary School, we believe that everyone in our school community is unique. Inclusion and Equality lead to improved outcomes for all learners. We are committed to making sure our school is a place where every learner, parent, and staff member feels safe, respected, and able to succeed, regardless of who they are. We promise to treat all people fairly and equally, celebrating the differences that make our school a unique and interesting place to learn.

We are committed to creating an environment for the whole school community that demonstrates our shared values of Respect, Responsible, Trust, Kindness and Creativity. Our school recognises and celebrates difference within a culture of respect and fairness, and aims to meet the needs of every child in line with the principles of Getting it Right for Every Child (GIRFEC). We work together with our children and young people, families and staff to ensure that inclusion and equality are part of all our activities (see Appendix 6 – Equality & Diversity poster)

Our policy aims to:

- Promote positive attitudes and behaviours towards equality and diversity
- Promote understanding of equality and diversity through the school curriculum and ethos
- Help the school to meet these aims and fulfil our legal obligations We are committed to meeting the statutory duties of the Equality Act 2010 and this policy includes information about how we will comply with our duties and also provides guidance about our approach to promoting equality and diversity.

We recognise that these duties also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998

### **Equality and Diversity**

**Equality** is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be. Equality of opportunity has a legal framework to ensure protected groups are not discriminated against.

**Diversity** is about recognising and valuing difference, where everyone is respected for who they are. Equality Act 2010 and schools The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of nine **protected characteristics**: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Our approach to equality and diversity is based on the following key principles:

- **Inclusion and Belonging:** We strive to ensure that all pupils, staff, parents, and visitors feel welcome, safe, and a valued part of our school community, regardless of their background or protected characteristics.
- **Fair Treatment and Opportunity:** We are committed to providing equal opportunities for all children to achieve their full potential, ensuring access to a broad and balanced curriculum, resources, and activities without discrimination.
- **Respect for All:** We teach children the importance of empathy, kindness, and respect for differences. Discriminatory language, bullying, harassment, or victimisation of any kind are unacceptable and will be addressed promptly and effectively.
- **Celebrating Diversity:** We actively celebrate the diverse cultures, families, beliefs, and abilities within our school community through our curriculum, assemblies, and daily interactions, preparing our pupils to be responsible citizens in a multicultural society.
- **Challenging Stereotypes:** We proactively work to challenge stereotypes and biases in all aspects of school life, promoting understanding and positive attitudes towards everyone.

### **Equalities and Diversity - Addressing Equality and Diversity through The Four Contexts for Learning**

Our school is committed to embedding equality and celebrating diversity through the holistic framework of Curriculum for Excellence's Four Contexts for Learning. We aim to develop all children and young people as successful learners, confident individuals, effective contributors, and responsible citizens, ensuring an inclusive environment where everyone feels valued and respected.

We achieve this by:

**Ethos and life of the school as a community:** Fostering a positive, inclusive ethos built on shared values of respect, responsibility, Kindness, Trust and Creativity, where every individual feels a strong sense of belonging. We actively challenge all forms of discrimination and prejudice and ensure all members of the school community, including staff and parents, are aware of and adhere to our anti-discriminatory practices.

**Curriculum areas and subjects:** Ensuring all planning and resources reflect the diversity of our school, the local community, and the wider world, actively challenging stereotypes. We provide all pupils with the opportunity to succeed and reach their highest personal achievement by ensuring equality of access and adapting teaching approaches to meet the needs of all learners.

**Interdisciplinary learning (IDL):** Planning connected learning experiences that allow pupils to explore complex social and ethical issues related to equality and diversity from multiple perspectives. SDGs provide meaningful contexts for children to understand different beliefs and cultures, appreciate their own, and develop informed views on why discrimination is unacceptable and how to challenge it.

**Opportunities for personal achievement:** Providing a wide range of opportunities both within and beyond the classroom that are accessible to all pupils, regardless of their background or protected characteristics. We recognise and celebrate the achievements of all learners, helping to build their confidence, motivation, and resilience through a variety of roles and activities within the school and wider community.

## Appendix 6 – Equality & Diversity poster



# Equality and Diversity Guidance Updated November 2025

At Southdale Primary School we are committed to upholding the rights and wellbeing of every child in our care. We believe that every child has the right to education, respect and equality, as outlined in the United Nations Convention on the Rights of the Child (UNCRC). Our school community strives to promote diversity, fairness and inclusion in all aspects of school life through our values of Respect, Responsibility, Trust, Kindness and Creativity.

## UNCRC Principles



- Non-Discrimination: Every Child in the school has the right to be treated equally and fairly, regardless of their background, race, gender, religion or ability.
- Best Interests of the Child: We make decisions and act in ways that are in the best interests of the child, ensuring their overall wellbeing and development.
- Respect for Views: Children's voices are heard and valued in our school community. We provide opportunities for them to express their opinions and be part of decision making processes.



## Equalities Principles

- Promoting inclusion: We are committed to creating an inclusive environment where every child feels safe, welcome, respected and valued.
- Tackling Discrimination: Our school actively addresses and challenges any form of discrimination, prejudice or bullying.
- Equity in Education: We strive to provide all children with equal access to opportunities, resources, ensuring that every child can reach their full potential.

## Pupil Voice: What did our pupils say...?



- "It is important for everyone to have the same chances so we need to treat others fairly and be respectful to them" (P7 learner)
- "Me and my friends look different, like different things, and think different... and that's what makes us the best team!" (P6 learner)
- "Everyone needs different things at different times, and that is ok! We need to make sure we respect each other because we are different" (P7 learner)

Our Equalities Policy will be regularly reviewed by our Equity Pupil Group at the end of each session