



Strathdon Primary School

Respect for All Policy and Guidance



Introduction

As a proud Rights Respecting School we at Strathdon School work to maintain a rights respecting ethos underpinned by our values of respect, care, honesty, respect, achievement and happiness. We promote these values on a daily basis and use a restorative approach to behaviour management when these values are not met.

All stakeholders at school are committed to achieving the values designed in consultation with children, staff and parents.

Aims

- To create a safe and happy environment for children to thrive.
- For children to develop a sense that they are rights holders and that the adults at school are their duty bearers.
- To instil school values of respect, care, honesty, respect, achievement and happiness.
- To promote positive behaviours and relationships.
- To ensure that everyone has an understanding of behavioural expectations at school.

Expectations

We expect all staff to be duty bearers for the pupils in our care. We must:

- Work to do what is best for the children.
- Model language and behaviour.
- Create a warm, safe environment.
- Celebrate success.
- Respond to negative behaviour fairly and consistently.

Pupils at Strathdon create a class and playground charter to ensure that each child feels safe and respected at school:

We will:

Have a voice
 Be kind
 Show manners
 Be hard working
 Be respectful
 Listen
 Be responsible
 Be helpful
 Be trusting

How can parents help?

- Celebrate effort and success.
- Share in success outside of school as well as inside.
- Work in partnership with the school if there any concerns.
- Encourage the child to discuss and share any worries.



What does good learning look like at Strathdon School? Rights Respecting Charter

Key articles that reflect the values at Strathdon School:

Managing Behaviour

At Strathdon we have 3 main rules to remember – Ready, Responsible, Safe. We find we can fit most behaviours into one of these rules. They are spoken about regularly and pupils know why they are important.

We have high expectations of behaviour and are very proud of our pupils' behaviour in and out of school.

We focus on positive behaviours first and celebrate over & above behaviours (for example pushing in chairs, tidying up a mess others may have made etc.).

Minor negative behaviours should be dealt with by the class teacher in a calm way (for example a word or a look). Restorative conversations should be held to make sure the pupil understands why the behaviour was unacceptable, who it has affected and what can be done to put it right.

If the behaviour continues there should be a consequence (e.g., a letter of apology or missed playtime). If appropriate, the headteacher and the parents should be informed, and incidents recorded in pastoral notes.

Restorative Practice

As well as using restorative practice to deal with inappropriate behaviours in school, it can also be used to help solve disagreements and upsets between the children.

Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild/repair relationships. These discussions often involve children affected by negative behaviours also, with staff supportively guiding dialogue and mediating.

Questions we may ask during a restorative discussion are: When things go wrong...

1. What happened?
 2. What were you thinking about at the time? What are you thinking now?
 3. How do you think it made _____ (Name) feel?
 4. How would you feel if it happened to you?
 5. What do you think you need to do to repair the harm/to put things right?
- When someone has been harmed...

1. What happened?
2. How did it make you feel? How are you feeling now?
3. What has been the hardest thing for you?
4. What do you think has to happen to make things right?

Bullying

Bullying is taken very seriously at Strathdon School. We all have a responsibility to work together to maintain an environment free from bullying.

This behaviour can include; repeatedly:

- *being called names, teased, put down or threatened face to face/online*
- *being hit, tripped, pushed or kicked*
- *having belongings taken or damaged*
- *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).*

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, Scottish Government, 2017.

We strongly encourage incidents to be reported to a member of staff. This can be done in complete confidence, and everyone will be listened to. All reports of bullying will be investigated thoroughly, and, in many cases, problems are resolved at this stage.

However, if bullying is happening the following procedures apply:

- The Head Teacher will be informed of all incidents of bullying and will become involved as necessary.
- Incidents of bullying will be recorded on SEEMiS and in the school's bullying file.
- Parents of victims will be informed of the investigation and the outcome.
- Parents of the perpetrator will be informed of incidents and will be given an opportunity to discuss their child's behaviour and any sanctions imposed.

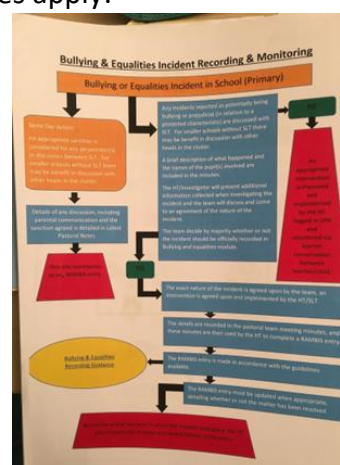


Figure 1: Aberdeenshire Council Bullying Recording and Monitoring - Bullying and Equalities: Recording and Monitoring Bullying Incidents in Schools (RAMBIS) June 2019

**Appendix 1 – [Bullying & Equalities Incident Recording & Monitoring](#)**

Reviewed by	Details	Date
F. Field	Reviewed	April 2023

Revision	Details	Date
2.	Reformatting of document	May 2023