# St Mun's Primary Relationships and Respect Policy

To be reviewed Jan – Apr 2027

**Policy Statement:**

At St Mun's Primary School, we are committed to ensuring that every child and adult is treated with dignity, respect and compassion. As a Catholic school community, our relationships are rooted in the Gospel values of **Integrity, Justice, Wisdom and Compassion**, and in our school values of **Faith, Respect, Honesty and Kindness**.

Our vision is to be a family characterised by **FAMILY:**

**Faith, Ambition, Motivation, Inclusion, Love and Yearning to Learn.**

This vision underpins all aspects of school life and guides our commitment to creating a safe, nurturing and inclusive environment where every child can flourish academically, socially, emotionally and spiritually.

We recognise the inherent dignity of every individual as created in the image of God. We therefore actively promote positive relationships and challenge all forms of bullying, prejudice, discrimination and exclusion.

This policy is underpinned by:

- The United Nations Convention on the Rights of the Child (UNCRC)
- Curriculum for Excellence
- Getting It Right for Every Child (GIRFEC)
- Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People
- Argyll and Bute Council Anti-Bullying Guidance

The rights, wellbeing and voice of every child remain paramount in all actions taken under this policy. Articles 2, 3, 12, 19, 28 and 29 of the UNCRC are central to our approach.

**St Mun's Primary Relationship and Respect Policy Aims to:**

- Promote a culture of Faith, Respect, Honesty and Kindness throughout the school community.
- Ensure that every child experiences a sense of belonging within our school family.
- Uphold the Gospel values of Integrity, Justice, Wisdom and Compassion in all relationships and interactions.
- Foster positive, respectful and nurturing relationships between all members of the school community.
- Protect and promote children's rights in line with the UNCRC.
- Develop children's understanding of equality, inclusion, diversity and social justice.
- Raise awareness of bullying behaviour and its impact.
- Prevent bullying behaviour through proactive learning and positive relationships.
- Respond effectively and proportionately when bullying behaviour occurs.
- Provide appropriate support for all children involved in bullying incidents.
- Empower children to be active participants in creating a safe and caring school community.

**Definition of Bullying:-**

Bullying is a behavior that centers round the areas of fear, discrimination, intimidation, harassment and social exclusion. It impacts on a person's capacity to feel in control of themselves and leaves them feeling hurt, threatened, frightened or left out. This behaviour can harm physically or emotionally and, although the actual behaviour may not be repeated, the threat will usually be sustained over a period of time.

**Please note: -** When talking about bullying behaviour in schools, it is important not to label children as 'bullies' or 'victims'. This can be disempowering and unhelpful in changing behaviour and supporting recovery from the impact of bullying. All children need help to understand why bullying behaviour is wrong, in order that they can change it. Labelling an **action** as bullying behaviour is a more effective way of motivating a child to change that behaviour. We prefer, therefore, to talk about a child being 'involved in', 'displaying' or 'experiencing' bullying behaviour.

**Bullying Behaviour: -**

The following examples typify bullying behaviour, though it should be noted that it is not an exhaustive list and that there may be other behaviours that can be classed as bullying behaviours: -

- Being called names, teased, put down, threatened or intimidated by racist, homophobic or sexist remarks
- Being hit, tripped, pushed, kicked or sent a tormenting look
- Having belongings taken or damaged
- Being ignored, excluded, or having rumours spread about you
- Receiving unkind written notes, including abusive messages electronically, e.g. via text, emails or social networking sites
- Being made to feel not in control of yourself
- Being targeted because of who you are or who you are perceived to be

**Impact of Bullying Behaviour:-**

Bullying behaviour can occur anywhere (schools, home, community, virtual world etc). Although it can affect people in different ways, we know that it often leaves them feeling helpless, frightened, anxious, depressed or demeaned. Some common signs and symptoms that bullying behaviour has taken place, include:-

- Experiencing changes in mood and behaviour
- Suffering from increased anxiety
- Having scratches and bruises that can't be explained
- Not wanting to go to school
- Having trouble with school work
- Changing the route that is taken to school
- Not wanting to go out and play with friends
- Having torn or damaged clothing

- Having belongings go missing
- Experiencing headaches, stomach aches and other pains
- Experiencing changes in eating patterns
- Becoming easily upset
- Becoming ill-tempered
- Becoming fearful when electronic messages are received
- Spending more time or changing behaviour online

It is important to note that, whilst these signs can indicate that bullying behaviour has occurred, they can be signs of a number of issues that affect a child and require investigation. It is not helpful to automatically assume that a child displaying one of these signs, is a victim of bullying behaviour.

**Approaches To Prevent Bullying Behaviour: -**

St Mun's Primary, is proud of its welcoming environment and the supportive, caring and friendly ethos that permeates throughout the school. All staff, pupils, parents and carers are aware of the negative effects that bullying behaviours can have and contribute towards ensuring that we work in an environment in which there is a mutual respect for all members of the community.

The following approaches help to minimize the potential for bullying behaviour occurring:

- The school community promotes and lives our core values of Faith, Respect, Honesty and Kindness. These values are embedded within learning, teaching, assemblies, prayer, celebrations, restorative conversations and everyday interactions. Children are encouraged to demonstrate these values consistently and to recognise them in others.
- Through our Catholic ethos, children learn about the Gospel values of Integrity, Justice, Wisdom and Compassion, helping them to develop empathy, forgiveness, fairness and respect for the dignity of all people.
- The school vision of Faith, Ambition, Motivation, Inclusion, Love and Yearning to Learn is regularly referenced and informs our expectations for behaviour, relationships and inclusion.
- Children's rights are explicitly taught through a rights-based approach. Learners understand their responsibility to uphold both their own rights and the rights of others.
- Curriculum for Excellence experiences and outcomes support children to develop resilience, emotional literacy, respectful relationships, inclusion and responsible citizenship.
- Children are encouraged to recognise injustice, challenge discriminatory behaviour and become active agents of positive change within their community.
- Restorative approaches are used to support relationship building, conflict resolution and meaningful learning when difficulties arise.

- Children throughout the school have helped devise ground rules on how they should interact with each other and what they should do if they experience bullying behaviour.
- Activities such as role-play, art work, drama and literature, in addition to work covered in health and wellbeing and school assemblies, provide further reinforcement that bullying behaviour is wrong and help develop an empathetic approach towards victims of bullying.

- Children are taught to negotiate relationships, socialise appropriately and find non-bullying strategies to deal with conflict, in an effort to create an environment where bullying behaviours are not accepted.
- Children are extended love, praise and recognition of achievement. This should enable them to build up the self-esteem, active engagement and sense of purpose necessary to develop the resilience to cope with the challenges they will face throughout their lives.
- Children attend workshops run by a range of organisations including RSPCC, Childline and visiting theatre groups.
- Internet Safety Training is provided to pupils and staff.

**In The Event of Bullying Behaviour Having Occurred**: -

- Reported incidents will be taken seriously and investigated.
- Staff will know the correct procedures to follow.
- Pupils will know that any incidents of bullying behaviour must be reported.
- Children will know that they will be listened to in a comfortable, safe environment in which they will receive the full attention of an adult.
- The fact that bullying behaviours are not acceptable and that they have the right to feel safe, will be reiterated to the child.
- Appropriate action, in line with school policy, will be taken.
- Children will be monitored so that any repeat of the behavior can be quickly identified.
- Incidents of bullying behavior will be recorded.

**Pupils who are displaying bullying behaviour: -**

Children who are displaying bullying behaviour require help and support. Although behaviour will require correction and where appropriate, sanctions will be applied, it is only by addressing issues concerning the nature of the behaviour of the perpetrator, that bullying behaviour can be stopped. It is our aim, therefore, to identify the feelings that cause people to act in the way they do. We then work with them to help them develop alternative ways of responding to their feelings. It is hoped that in doing this, children can begin to repair relationships that have fragmented.

> **Please note: -** In line with Argyll and Bute Policy, incidents of bullying behaviour will be recorded on SEEMiS. This will include details of the incident, investigative procedures that were carried out and action taken.

**Rights-Based Approach**

At St Mun's Primary, children's rights are central to all aspects of school life.

We are committed to ensuring that children:

- Are treated fairly and without discrimination.

- Feel safe, respected and included.
- Have meaningful opportunities to express their views.
- Are listened to and taken seriously.
- Have access to support whenever concerns arise.
- Learn in an environment where diversity is valued and celebrated.

In line with Articles 2, 12, 19, 28 and 29 of the UNCRC, children are supported to understand both their rights and responsibilities as members of our school family.

**The Role of School Staff**

All staff have a responsibility to model and promote the school's values of Faith, Respect, Honesty and Kindness and to embody the Gospel values of Integrity, Justice, Wisdom and Compassion in their interactions with children, families and colleagues.

**Head Teacher -** The Head Teacher is responsible for ensuring that: -

- The school has a Relationships Policy.
- All staff are aware of the contents of the policy and their role within it.
- Incidents of bullying behaviour are investigated and recorded.
- Appropriate actions are taken, when bullying behaviour has occurred.
- Staff receive appropriate training.
- Staff have the opportunity to discuss strategies and procedures.
- Communication is made with parents.
- The Parent Council, parent/carers, volunteers and pupils are informed of the procedures to be followed in the event of bullying behaviour.

**Staff -** As part of their remit, all members of staff will: -

- Be aware of the school Relationship and Respect Policy and actively work to implement it.
- Act as models of good behaviour by adopting positive relationships and methods of communication when dealing with any member of the school community.
- Help promote and foster positive relationships amongst children.
- Understand and follow anti-discriminatory, anti-bullying and child protection policies.
- Investigate an incident if bullying behaviour is suspected or reported.
- Inform relevant members of staff: head teacher/principal teacher, class teacher of children displaying or experiencing bullying behaviour.
- Help ensure that an appropriate strategy for combatting the bullying behaviour has been adopted.
- Be observant when talking to or supervising pupils.

**The Role Of Parents/Carers:-**

- Parents and carers should be included in the consultation and development of the school's Relationship and Resect Policy.
- They should be aware of the school policy.
- Feel comfortable about sharing any concerns they have.

- When a child has been involved in an incident of bullying behaviour, their parents or carers will be informed and the school will actively seek their support in implementing an appropriate resolution.

**Curriculum for Excellence**

Through Curriculum for Excellence, children develop as:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Our anti-bullying work contributes directly to these four capacities and supports children to become compassionate, respectful and active members of society. Through learning about wellbeing, relationships, inclusion, diversity, equality and children's rights, learners are equipped to contribute positively to both the school and wider community.