



## Our Relationships

### A Quick Guide for Parents and Carers

At Rothsay Joint Campus, we believe that positive relationships are the foundation of a thriving school community. Our approach focuses on wellbeing, ensuring that every child feels safe, respected, and ready to learn.

#### Our Vision and Values

Our vision is simple: *Belong, Learn, Thrive*. We are a Rights Respecting School where the views and wellbeing of our young people are at the heart of everything we do.

We live by our 5 core values:



Kindness



Respect



Resilience



Creativity



Ownership

**Kindness** - We care for others, include everyone, act with empathy, and treat people with compassion.

**Respect** - We show fairness, dignity and mutual respect across ages and roles, and we listen and value each other's voices.

**Resilience** - We keep going when things are difficult, learn from mistakes, and adapt to change with courage.

**Creativity** - We explore ideas, solve problems, think imaginatively and enjoy learning.

**Ownership** - We take responsibility for our learning, our actions, and our choices.

#### A Relational & Restorative Approach

The school uses a "relationships-focused" approach. Key features include:

- **Understanding "Distressed" Behaviour:** We use the term "distressed" instead of "challenging" to view behaviour in the context of a child's circumstances and needs.
- **The Three R's:** To help a child learn and reflect, staff follow a sequence: **Regulate** (calm the child), **Relate** (connect through a sensitive relationship), and **Reason** (support them to reflect and problem-solve).
- **Restorative Conversations:** When conflict occurs, staff use gentle discussions to help children understand what happened, how others felt, and what to do the next time.
- **Natural Consequences:** While there are clear boundaries, consequences are designed to be proportionate and collaborative. While we avoid punitive measures, exclusion remains a necessary tool in serious circumstances to ensure the safety and rights of all pupils and staff.



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## The Staged Approach for Support

We understand that it is natural for individuals to push boundaries, but, when this happens, we are committed to reinforcing boundaries in an attuned manner. For most children, a gentle nudge or reminder is all that is needed. If challenges continue, we follow these stages:

1. **Check-in:** Assessing the child's emotional state.
2. **Reminder:** A private, encouraging reminder of our values.
3. **Caution:** A second private reminder with support to improve.
4. **Reset:** A 1:1 discussion to regulate, reflect, and re-engage.
5. **Referral to PT/Lead:** If previous steps are unsuccessful, or the pupil is reaching stage 4 regularly, they will be referred to PT/Lead for further support.
6. **PT/Lead Referral to SLT:** If previous steps are unsuccessful, or the pupil is reaching stage 5 regularly, they will be referred to the Senior Leadership Team (SLT) for further support.

## **Celebrating Success: "Above and Beyond"**

The school actively celebrates pupils who consistently meet or exceed expectations through a range of activities such as:

- **Merit Postcards:** Issued for upholding school values; parents/carers receive an email notification when a merit is awarded.
- **Certificates & Awards:** Including "Star of the Week" (P1-3), "Excellent Effort" awards (P4-7), and "Pupil of the Month/House Award/Year Head Award" (Secondary).
- **Achievement Assemblies:** Weekly (Primary) and termly (Secondary) event celebrating winners of certificates and awards.
- **Achievement Walls:** Used in Pre-5 to display and celebrate achievements.
- **Facebook Posts:** We share news of pupil achievements on our Facebook page to share with our wider school community.

## **How Parents and Carers are Involved**

- **Communication:** Parents are kept informed through emails about merits, Seesaw posts for Pre-5/Primary, and direct conversations during Pre-5 collection.
- **Partnership:** In cases where further intervention is needed, we will engage directly with families to develop supportive plans.
- **Policy Review:** This policy is reviewed annually in consultation with parents and carers.



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## One Page Overview



# Our Relationships

## Belong • Learn • Thrive



At Rothesay Joint Campus, positive relationships are at the heart of our community.

Everyone is expected to:

- 1 Uphold and promote our shared values.
- 2 Develop, maintain and restore positive relationships when challenges arise.
- 3 Respect the rights, voices and wellbeing of others.

### Our Values



#### Kindness

- > Care for others & include everyone.
- > Act with empathy.
- > Treat people with compassion.



#### Respect

- > Show fairness, dignity and mutual respect.
- > Listen and value each other's voices.



#### Resilience

- > Keep going when things get difficult.
- > Learn from mistakes.
- > Adapt to change with courage.



#### Creativity

- > Explore ideas and solve problems.
- > Think imaginatively.
- > Enjoy learning.



#### Ownership

- Take responsibility for our:
- > Learning
  - > Actions
  - > Choices

### Merits

Awarded to pupils who consistently meet or go 'above and beyond' our expectations in line with our school values.

### Staged Approach

1. Check-in
2. Reminder
3. Caution
4. Reset
5. Teacher/Practitioner Referral to Principal Teacher/Lead
6. Principal Teacher/Lead Referral to Senior Leadership Team

### Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. How did you feel?
4. How do you think others felt?
5. What can we do next time?



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