



Culture and ethos - Improvement guides

Promoting positive relationships within a learning, caring and inclusive school community

A school is good to the extent that...

Staff demonstrate that they value children and young people by focusing on their learning, progress and attainment. They display children's work in classrooms and in some public areas.

Staff are committed and caring, and use praise to promote positive relationships and to improve learners' self-esteem.

A range of formal and informal activities contributes to the development of positive attitudes and self-assurance amongst learners. Activities both within and out of school hours are varied.

A school is excellent to the extent that...

Children and young people are proud of their learning, their progress, attainment and achievements. Their work is displayed well in classrooms, in public areas and, where possible, in the wider community. Achievements both within and outwith the school are recognised, valued and celebrated.

Staff's commitment to creating a positive and purposeful climate characterised by mutual respect, trust and confidence is strong. Interactions between all members of the school community are positive and focus on the needs of children and young people. Communications among staff and the school community are frequent, relaxed and friendly but also productive and focused on success.

Children, young people and staff develop self-confidence, self-esteem and positive views about themselves and their school, through taking part in an extensive and varied programme of activities both within and out of school hours. The world beyond the school is regularly used as a source of learning for all children and young people.



Promoting positive relationships within a learning, caring and inclusive school community

Children and young people are treated in a fair and inclusive manner, made aware of their rights and responsibilities and encouraged to respect and understand the views of others.

Children and young people have frequent opportunities to reflect on and to discuss their rights and responsibilities and to demonstrate concern for and acceptance of others. Respect for diversity and understanding of differences and values are given a high value in the life of the school. Children and young people are given encouragement to share their views and act as positive role models for others.

Staff and learners acknowledge diversity and difference. The curriculum includes information about different cultures, religions and viewpoints in society. Staff receive appropriate training and take action to prevent discrimination.

Staff and parents have a very good understanding of policies on equality and fairness and equal access to the curriculum. The curriculum and culture promote a positive appreciation of equity, equality, social justice and diversity in society. Diversity is promoted and celebrated within and outwith the school community.

The management of all aspects of inclusion is effective and well planned. The budget is sufficient and appropriate and staff agree about the broad allocation of resources and the delegation of responsibility.

Incidents of inequality, racism, sectarianism, bullying and discrimination are few but if they happen they are dealt with openly, promptly and consistently. Support facilities and accommodation are of a very high quality. They are located at the very heart of the school. Physical and human resources are allocated fairly to ensure equality of opportunity and access to the curriculum.

Children and young people learn to work in groups and know how to resolve conflicts or get help to do so. They also work productively with staff and are confident in accessing support and advice from adults.

Children and young people and staff work confidently with each other, for example, through arts and sports activities and activities such as charity work. A culture of active citizenship is fully embedded throughout the school.



Promoting positive relationships within a learning, caring and inclusive school community

Approaches to promoting positive behaviour are clear and consistent. Children and young people contribute to establishing, reviewing and revising the school's rules or code of conduct, as appropriate to their age or stage of development. They are clear about rewards and sanctions. Praise and reward are used to encourage good behaviour, as appropriate to the age and stage of the children.

All staff, learners and parents have high expectations of standards of behaviour. These standards are clear, unambiguous and shared by all. Children and young people demonstrate self-discipline in their interactions with staff and with each other and are protective and respectful of one another. They show understanding and empathy towards each other. Positive behaviour approaches are applied consistently. Appropriate behaviour is reinforced and praised and inappropriate behaviour is always challenged and discussed. Adults working in, or associated with the school uphold its standards and expectations. Learners and their families receive support through the provision of effective behaviour support programmes. Staff understand factors which affect the motivation of children and young people, and take action to improve and encourage an enthusiasm for learning and positive behaviour.