

# Blairdardie Primary School

## Promoting Positive Relationship Strategy



January 2023

*"Children do not lose their human rights by virtue of passing through the school gates"  
(Committee on the Rights of the Child, General Comment on 'The aims of education', 2001).*

*Learning without limits at Blairdardie Primary School - There is a consistently high expectation of all children regardless of age, gender, ethnicity or social background.*

*All pupils are encouraged to improve on their own achievements and not to measure themselves against others.*

*Parents and carers are also encouraged to view their own children in this light.*  
**Promoting Positive Relationship Strategy**

## 1. Strategy Statement

Our vision for Blairdardie Primary School is to provide a consistent, high quality learning environment where every child is nurtured and included. We want all children to feel valued, happy and safe and make progress with their learning. We aspire to deliver learning experiences of the highest quality, inspiring confidence, respect, resilience, responsibility and achievement for all. Our core values are; **Honesty, Hard Work, Respect, Caring for Others** and a **Positive Healthy Attitude**.

We believe in establishing and maintaining a positive learning culture, where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect.

Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with respect, dignity and consideration. Our Promoting Positive Relationship Strategy underpins the rights and responsibilities which are at the core of our beliefs of a Rights Respecting School.

- ✓ Honesty
- ✓ Fairness
- ✓ Trust
- ✓ Loyalty
- ✓ Tolerance
- ✓ Diligence
- ✓ Kindness
- ✓ Politeness
- ✓ Perseverance
- ✓ Patience
- ✓ Respect for others, for authority and for property

To ensure that high standards of behaviour are engendered in our pupils and maintained consistently throughout the school, the school expects all pupils, with parental/carer support, to abide by the Promoting Positive Relationship Strategy.

The school has a positive approach to managing behaviour, known as 'Promoting Positive Relationship Strategy'. The fundamental aim of our Promoting Positive Behaviour Strategy is to enable our children to be aware of their behaviour as it affects others' rights and to take ownership of their behaviour in regard to the rights of others. These aims also enable positive workable relationships and enable a co-operative teaching and learning climate.

## **What is bullying?**

Bullying is something which happens in the context of a relationship. It can be subtle or it can be blatant. It can cause short-term suffering or it can go on for years. It can be for clearly identified reasons, such as race, actual or perceived sexual orientation, differences in ability, physique, social class or for no clearly defined reason. It is always damaging and it must always be taken seriously and addressed. It may be:

**Verbal** - name calling/abusive comments

**Social** - ignoring/excluding

**Written** - on paper, graffiti, text, e-mail, social media or cyber bullying

**Material** - stealing or damaging possessions/extortion

**Psychological** - pressure to conform

**Physical** - physical assault

Bullying can broadly be defined as any behaviour in which an individual or group exerts power in an abusive or negative way which results in the harming or demeaning of another individual or group. It is normally, but not necessarily, a process that is repeated over a period of time and people can feel bullied even when those displaying bullying behaviour are not conscious of the harm they are causing or are wilfully seeking to hurt or demean.

At Blairdardie we refer to "those experiencing bullying behaviour" and "those displaying bullying behaviour".

All bullying behaviour is aggression and a misuse of power in order to hurt others. It is important to understand the difference between bullying behaviour and other types of behaviour and how these may overlap e.g. fighting or a disagreement with 2 people of the same strength (physically and/or emotionally) is usually a one-off way of dealing with conflict. Bullying behaviour is also different from play fighting which is marked by pretend play, laughter, smiles, restraints and turn-taking. Equally, the ebb and flow of relationships is part and parcel of growing up. It is important to be aware that if there is a change or perceived change in the balance of power it could turn into bullying behaviour. The role of a caring adult in observing, challenging and supporting young people through these situations is important to ensure a positive experience for all and the development of crucial life skills.

## **2. Communicating the Promoting Positive Relationship Strategy to the School Community**

The school will ensure that pupils are aware that they are expected to adhere to the school values and high standards of behaviour. Engage in an 'Anti Bullying Week'. The Promoting Positive Relationship Strategy is communicated through day to day teaching, assemblies/school gatherings and notices around the school. The strategy will be published on the school website and a copy will be given to all new families as they join the school community.

## **3. Behaviour Outside School**

The school's Promoting Positive Relationship Strategy allows the school to regulate pupils' behaviour where the pupils are not in school or in the charge of the school e.g. in the immediate vicinity of the school or when clearly identifiable as a member of the school. Pupils may be outside school on school business including for example school trips and educational visits, sporting activities etc. In such circumstances, breaches of the climate for learning policy will be dealt with as if they had taken place in the school as there is the exception to be a Rights Respecting citizen.

## 4. The System

### Underpinned by 5 pillars of practice:

- Consistent, calm, adult behaviour
- First attention for best conduct
- Relentless Routines (from the moment they arrive to the moment they leave)
- One to one support.
- Restorative follow-up

### At Blairdardie Primary School, all staff:

- Meet and greet our children.
- Make learners feel important, valued and, like they belong.
- Refuse to shout.
- Give first attention to those doing the right thing.
- Take the fame out of being badly behaved.
- Make a point of recognizing and praising behaviour that is over and above.
- Use positive notes and a recognition board.

## We have a Rewards- House System where children are recognised for positive behaviours.

### **Introduction**

Our new school House System has been developed and introduced to support the following:

- To embed a deeper sense of our school values, this will promote inclusion, pride and positive behaviour.
- To include children (a sense of belonging) immediately upon joining Blairdardie Primary School and build on the sense of school community.
- The importance of providing more opportunities for our children to take responsibility and develop leadership skills.
- To engage in friendly competition, this will promote team building, to understand and accept rules and greater sportsmanship.
- To motivate and engage all children, every child will be viable to participate.
- The House system acts as a link between the different age groups in the school, providing them with opportunities for working, playing and learning together.

### **The House System**

Staff and children in the school become a member of one of the four Houses. Each House has a Captain and Vice-Captain who have a responsibility to lead a House.

Cumbræ House - yellow

Bute House - red

Arran House - green

Inchmurrin House - blue

Children quickly form loyalties to their House and achieve a true sense of belonging.

## **House Captains/ Vice Captains**

These children will have specific duties to carry out representing their house and role modelling appropriate behaviour to their peers:

- Taking part in assemblies.
- Promoting their house across the school to help motivate pupils to do their best.
- Where necessary calling and holding house meetings in order to motivate their members.
- Meeting with a member of the school's Senior Leadership Team (termly).
- Representing their house at school events.
- Regularly updating the house board with running totals throughout the year.
- Demonstrating a responsible attitude to school life and setting a good example for others to follow.

**House Points are given to pupils who try to adhere to school rules in a positive manner**

Students can also add to their house totals through earning house points for excellent work and effort and a range of other smaller activities organised throughout the year.

Demonstrating the school values

- Honesty
- Respect
- Hard Work
- Caring for Others
- Positive Healthy Attitude

All members of staff can reward children for presenting these values in the school environment. One silver coin will be given out as a reward and a gold coin will be for over and above behaviour. Children will place their coin in their House System Container at the entrance to the dinner hall.

- Silver coin = 1 point
- Gold coin = 3 points
- Head Teacher gold star coin = 5 points

House points cannot be taken away- catch children being good and celebrate success.

## House Rewards

The House rewards will be broken into term winners and overall year winner.

- Term 1 winner- August to October
- Term 2 winner- October to December
- Term 3 winner- January to April
- Term 4 winner- April to June
- Overall winner

Prizes will be announced when winning House is announced. House Cup will be awarded and engraved each year.

## House system Ethos

If we constantly reward minimum standards then children will strive for minimum standards. If we reward children for going over and above then there is no limit to their excellent behaviour. Using the term 'Over and above' needs to be repeated often and marked with the children. Blairdardie Primary School has a rich and varied curricular and enrichment programme for children to participate in, ranging from community and charitable work, to musical, dramatic, sporting and artistic activities. There are so many ways in which our children engage in the wider life of the school that it seems only fitting to ensure that the House System is used as a vehicle to reward children participation. The House System aims to build relationships, foster a sense of pride and encourages children to take on the leadership of all house activity, and a chance to give back to school life. Providing children, a platform to work with, communicate and engage with children from all stages of the school. The House System will support a stronger school community that all children, parents, carers and staff feel they actively belong to. It will help support a greater sense of the excellent school we actively present for the children and that we are all aware and feel part of that journey.

**Tea with Ht** -is targeted for children who behave impeccably (regularly going above and beyond) but are too easily forgotten. It will be a chance to celebrate their efforts and to reward them.



## Recognition Boards

A recognition board is for routinely advertising the expectations/behaviour that you do want rather than highlighting the children not meeting your expectations.

You write at the top of the board the expectation/behaviour on which you want to focus. Eg. One voice at a time, keep hands and feet to yourself, speak politely etc. When you see the children demonstrating the expectation/behaviour well, write their name (put up their name) on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning expectation/behaviour and moving in one direction. Pursue the expectation/behaviour that you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize or reward. At the end of the lesson/half day/day the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours - one doesn't cancel out the other.

### **Also consider the following:**

- Not removing names once they are on the board. Learners who disrupt are dealt with privately.
- Learners can nominate others to be put on the board.
- Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
- Recognition Boards need to be refreshed hourly, daily or weekly depending on the age of the children and context in which you are working.
- Recognition Boards are for effort, not for achievement. Your highest achievers might always be high achievers however they only get their name on the board when they have shown the required effort.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours/expectations.

The following is a process for all to follow both in class and outwith. We will consider further how best to manage those children who continue to require time out and those children whose behaviour is unsafe in the playground.

### 5 Steps to Manage Behaviour

	Step	Action
1	Reminder	A reminder of the school values/rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Warning	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, "Think carefully about your next step".
3	Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
4	Reflection Time	Time out will generally begin with in the classroom, <b>followed by</b> with a member of SLT. It is time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at a breaktime or a more formal restorative meeting with pupil or family member.

## **Master Classes**

### **Introduction**

A key priority of the National Improvement Framework is to improve children's Health and Wellbeing. This also includes improving employability skills and developing skills for life, learning and work, ensuring positive school leaver destinations for all pupils. Blairdardie has prioritised master classes and will implement these as part of a whole school approach. This will ensure that each child will receive a varied positive learning experience, promoting health and wellbeing.

### **Master Classes**

- Master classes will focus on a range of curricular areas and skills for life learning and work.
- Master class activity groups will consist of children P1-3 and P4-7
- All staff will be responsible for delivering these classes
- Children will have the opportunity to experience a wide variety of activities
- These classes will run throughout each term

### **Master Class Aims**

These classes will ensure that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. Blairdardie learning environment supports children

- developing their self-awareness, self-worth and respect for others
- meeting challenges, managing changes and building relationships
- experiencing personal achievement and building resilience and confidence
- participating in a wide range of activities which promote a healthy lifestyle
- reflecting on strengths and skills to help make informed choices when planning next steps.

**During break and lunchtimes**, the same system (5 Steps to Manage Behaviour) will be used however when a child is at step 4 and at the point of needing time-out in another room or with a member of the SLT or, for specific serious incidents involving dangerous or disrespectful behaviour, children will be asked to wait in designated area to discuss their behaviour/incident with a member of the SLT.

### **5. Tracking Behaviour and Managing Persistent Breaches of the School Behaviour Strategy.**

The school monitors breaches of the school Prompting Positive Behaviour Policy.

Children who are continually on time out will be identified and a member of the Senior Leadership Team will contact the parents/carers in order that a partnership approach can be established to improve their behaviour.

If improvement does not happen, the pupil will be raised at the regular SLT Pupil Support Meeting where a more holistic approach will be discussed, including the support from outside agencies where appropriate.

## **Comments & Complaints**

In Blairdardie Primary School we aim to have positive relationships across our school community. However, if you have a comment or complaint about any aspect of school life, please contact the Headteacher in the first instance.

Glasgow City Council complaints procedures are available:  
<https://www.glasgow.gov.uk/index.aspx?articleid=16133>

Customer Care Team  
Customer & Business Services  
Glasgow City Council  
City Chambers  
Glasgow G2 1DU

Tel: 0141 287 0900

e-mail:

[customercare@glasgow.gov.uk](mailto:customercare@glasgow.gov.uk) or [education.customercare@glasgow.gov.uk](mailto:education.customercare@glasgow.gov.uk)

The above website also includes information on data protection and freedom of information.

