

Blairdardie Primary School

Promoting Positive Relationships Strategy



"The promotion of positive relationships and behaviour in schools is essential to ensuring all children and young people develop the four capacities at the centre of Curriculum for Excellence. Research has demonstrated that investing time and resources into improving relationships and behaviour in establishments leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term." (Education Scotland, 2022)

Our vision

At Blairdardie Primary School, our vision is to provide a consistently high-quality learning environment where every child is nurtured and included. We want all children to feel valued, happy, safe, and to make progress with their learning.

Rationale

Glasgow City Council's Vision is "A world class learning city founded on nurture principles" (**All Learners, All Achieving, Glasgow City Council, 2025**). We know that relationships and relational practice underpin all educational guidance and advice practice in Scotland. Consequently, we agree that this must underpin our whole school ethos and practice.

As a Rights respecting school, we agree that "all approaches to behaviour should be underpinned by a commitment to upholding and promoting children's rights, as set out in the UN Convention on the Rights of the Child (UNCRC) (**Scottish Government, 2025**).

We understand and agree that all adults in our school have a responsibility to build and nurture positive relationships with all children under our care. We intend to develop and maintain a "school culture rooted in shared values, clear expectations, and consistent practice..." in order to create a positive, inclusive and safe environment for all members of our school community (**Scottish Government, 2025**).

Finally, we agree with the Scottish Government that 'Consequences' are an essential part of a supportive learning environment. They are about reinforcing expectations and boundaries, promoting responsibility, and helping children and young people learn prosocial skills that allow them to actively contribute to and benefit from their school community" (**Scottish Government, 2025**).

Our Blairdardie Approach

- Consistent and calm adult behaviour.
- First attention for positive behaviour choices.
- Relentless routines (from the moment children arrive until the moment they leave).
- One-to-one support.
- Restorative follow-up.

At Blairdardie Primary School, all staff:

- Know and are committed to put into practice the Nurture Principles.
- Are aware of and refer to Children's Rights when planning teaching and learning, and when having restorative conversations with children.
- Meet and greet children at the classroom door.
- Make children feel important, valued, and, that they belong.
- Refuse to shout.
- Give first attention to those demonstrating our school values.
- Remove the fame from making poor behaviour choices.
- Make a point of recognising and praising behaviour that is over and above.

5 Steps to Promote Positive Behaviour

	Step	Action
1	Reminder	A reminder of our school values and expected behaviour, delivered privately wherever possible. Repeat reminder, if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Warning	A clear verbal warning delivered privately, wherever possible, making the child aware of their behaviour choices and clearly outlining the logical consequences if they continue. Use the phrase, "Think carefully about your next step".
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of positive behaviour.
4	Reflection Time	Time out will generally begin within the classroom, followed by with a member of SLT, starting with a Principal Teacher. It is time for the child to regulate and look at the situation from a different perspective.
5	Repair	This might be a short discussion at breaktime or a more formal restorative meeting with the child and/or family member.
Throughout these steps, staff should reference the Rights of the Child and others' Rights that might be impacted as a result of the child's choices.		

Our School House System recognises and rewards pupils for demonstrating our School Values.

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 and Vice Captains

These children will have specific duties to carry out representing their House and to model appropriate behaviour to their peers, including through:

- Participating in regular assemblies.
- Promoting their House across the school to help motivate pupils to do their best.
- 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 and organising exciting rewards.
- Demonstrating a responsible attitude to school life and setting a good example for others to follow.

House Points are given to pupils who demonstrate our school values.

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.

Our refreshed School Values are:

- Honesty
- Responsible
- Hard work
- Kindness

All members of staff can reward children for demonstrating our 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 = 5 points

House Rewards

House Rewards will take place regularly during every school term.

- 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

Rewards 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, 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 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.

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.

Masterclasses

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. This also is in line with the UNCRC articles 29 and 31; the right to have an education that helps a child's mind, body and talents be the best they can, and the right to access culture and arts. 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.

1. 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 regularly needing support 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

At Blairdardie Primary School, we aim to promote and 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 or education.customercare@glasgow.gov.uk

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