

Scotstoun Primary Relationships Policy Session 24-25

Vision

At Scotstoun Primary School, we want a nurturing community where every child feels like they belong, kindness flourishes, creativity thrives, respect is promoted and learning is a lifelong passion.

We want Scotstoun Primary to be a special place where every child feels like they are part of a big family, where we all care for and support each other.

Kindness is something we value in every interaction, and we believe in being nice and helpful to one another. When we are kind, it makes us and others feel happy.

We recognise the creativity in every child and encourage them to use their imagination. Through a variety of opportunities, we promote open mindedness and creativity fostering a love for learning.

Respect is important to us. We treat everyone with fairness and dignity no matter how different we may be. We listen to each other, understand different points of view creating an atmosphere of mutual respect among children, staff, our families and the wider community.

Values at Scotstoun Primary School



Purpose

As a primary school our ultimate goal is to instil a lifelong love for learning in our children. We believe that education is a journey of discovery. We explore new topics, discover fascinating things and develop skills which will help us throughout our life.

Aims – Our Why

At Scotstoun Primary we aim to create a place where all children feel like they belong, where kindness, creativity, respect, and learning are the keys to a happy and exciting educational journey.

For our children:

- We will work together to provide learners with interesting learning experiences which support and challenge, inspire and engage and which involve lots of fun, laughter and excitement.
- We will provide opportunities to equip pupils with life-long skills to enable them to succeed and become motivated, ambitious, aspirational citizens of the future.
- We will create an environment where learners' skills, talents, interests and creativity are nurtured and celebrated. We will recognise success, praise effort and recognise achievements.
- We will support pupils to become resilient and respectful individuals, who can work collaboratively, showing social confidence, critical thinking and adaptability to prepare them for success in school, and in the wider world of work.

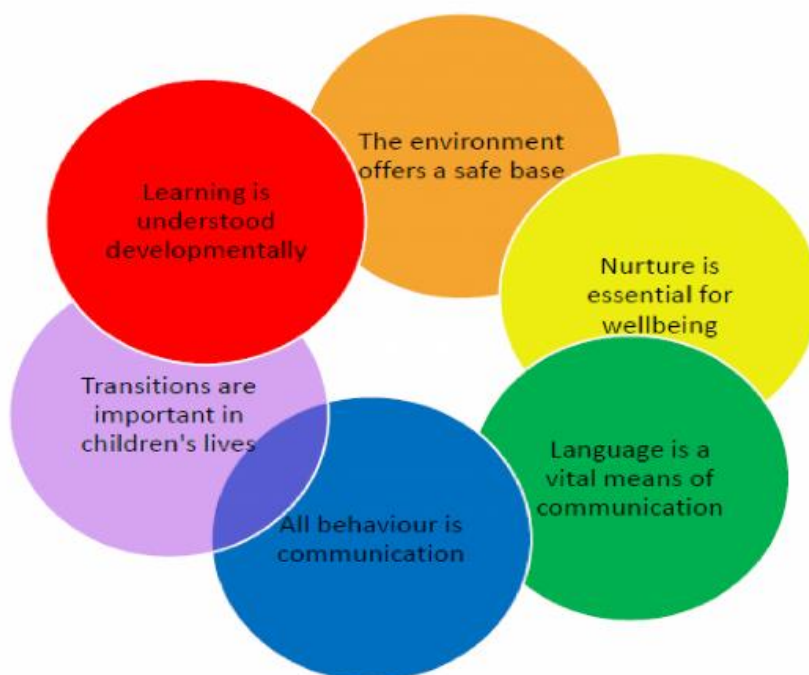
For our families:

- We will work in partnership with our families and other agencies to enable everyone to take an active role in making our school the best it can be.
- We will provide opportunities for families to work collaboratively with the school, recognising different faiths, cultures and beliefs.
- We endeavour to foster an ethos of mutually trusting and respectful relationships between staff, learners and families.
- We will communicate effectively and regularly with families, and all other stakeholders, ensuring that they feel included.
- All members of our school community will ensure that our values are supported, upheld and at the heart of everything that we do.

Rationale- what we will do

Relationships and effective communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice.

6 Nurture principles



Our relationship policy will be shared and supported by all staff, and all other stakeholders.

Our staff will:

- Work to promote and uphold the relationship policy.
- Create safe, secure, flexible and caring environment.
- Have high expectations of all children.
- Model respectful language, communication and relationships consistently.
- Follow restorative methods to ensure consistent and fair approach across the school.
- Provide a rich, stimulating, varied and challenging curriculum, which aims to foster a high level of learner engagement.
- Provide enriching opportunities for pupils to be actively engaged in their learning, setting their own next steps and ensuring that all learners are supported and challenged to make continued progress and experience success.
- Staff will, in collaboration with learners, create a class charter that reflects the school values and is linked to the UNCRC.
- Encourage, praise and listen to learners.

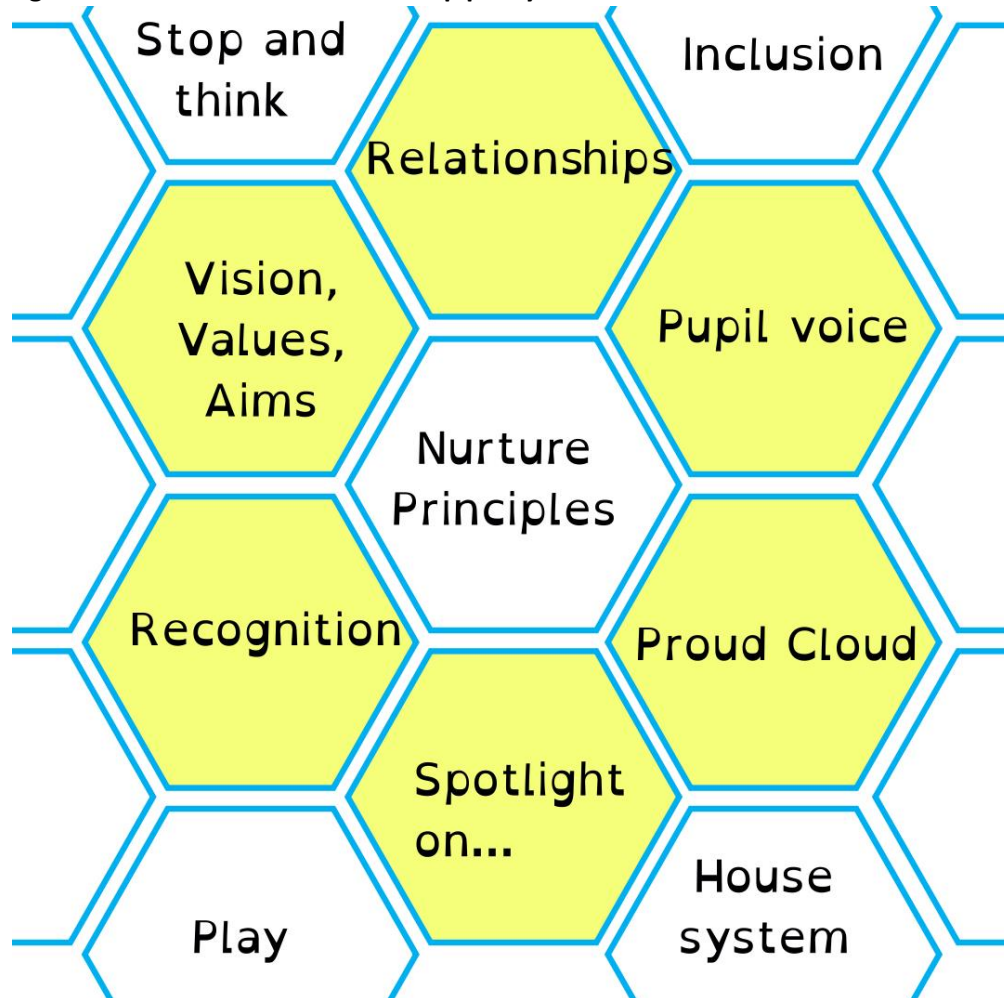
Our families will:

- Promote and uphold the relationships policy
- To ensure staff are aware of any additional needs or changes in personal circumstances which may affect their child's behaviour or needs.
- To address issues to the class teacher in the appropriate manner, trusting that the matter will be investigated, addressed and appropriate action will be taken.
- Work with the school to support their child's positive behaviour.

Our children will:

- Participate in the life and ethos of the school.
- Feel accepted by their peers and the school community.
- Make progress in their learning.
- Uphold the values of the school and adhere to their class charter.

Jigsaw: What makes our relationship policy?



Support

The UNCRC states that “Discipline in schools should respect children’s human dignity” (Article 28). In order to protect the rights of our children, we believe it is important to build clear consequences for negative behaviours into this policy.

This policy has been created in consultation with all stakeholders. Therefore, with support, clear boundaries and a focus on celebrating positive behaviour, all members of the school community will have a clear understanding of what is expected and the consequences resulting from negative, undesirable or inappropriate behaviours.

The following system has been agreed:

In the first instance, if the behaviour is fixable- the child is encouraged to fix the offence. For example, if a child writes on the desks, then they would be asked to clean it up themselves.

Stage 1 – Verbal Reminder

The negative behaviour will be identified, questioned e.g. Can you stop and reflect please? Is that kind? The pupil will be reminded of the school values.

Stage 2 –Discuss repeated behaviours or concerns with line manager to discuss next steps. For example, this may result in a message on See-saw, or phone call from Senior Leadership Team (SLT) or class teacher.

Stage 3 –Phone call from SLT to discuss next steps. In some situations, this may lead to a home-school diary being put in place or it may result in a meeting with families/staff.

Stage 4 – Consultation Meeting

If the strategies in place have not been successful in promoting positive behaviour, a consultation meeting will be held. The meeting will involve school staff, families and, where appropriate, the child. The purpose of this meeting is to discuss any factors that may be impacting the child and to identify steps that can be taken to make a positive impact learning and behaviour.

Specific Incidents

Specific incidents e.g. report of fighting, swearing etc will be investigated thoroughly to establish the facts of the incident as best we can. Once this has been done, children involved will be spoken to, appropriate action taken and both sets of parents must be called by SLT.

Additional Consequences

- Conversation with Head Teacher.
- A period of reflection
- Restorative measures such as writing a letter of apology or conversation facilitated by an adult
- Adaptations to school day
- Daily/weekly reports to parent/carers

Exclusion: 2.1 Legal Context

If all other interventions are evidenced as have been exhausted, exclusion may be an appropriate intervention to support learning and wellbeing with the aim of improving outcomes.

Under Regulation 4 and 4A of the Schools General (Scotland) Regulations 1975 (as amended), it is the education authority which has the power to exclude children from school. The Education (Scotland) Act 1980 places a duty on education authorities to make appropriate education provision when a child or young person is excluded. These powers (to exclude and make appropriate provision during exclusion) can be devolved by education authorities to senior management within a

school. Regulation 4 and 4A provides that an education authority shall not exclude a child or young person from school unless the authority:

- “...is of the opinion that the parent/carer of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school”; or
- “...considers that in all the circumstances to allow the pupil to continue his attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there.”

Excluding a child or young person for any other reason/purpose has no legal basis.

(Revised Management Circular No. 8, August 2018.).

Getting it right for every child

FAIR ISN'T
everybody getting the
same thing.....

FAIR IS
everybody getting
what they need
In order to be
SUCCESSFUL.

While these are standard procedures for supporting learners, each child is an individual and so each situation will be dealt with in a manner appropriate to the needs of the child and their family.

We ensure that our children will receive support for any additional support needs using Glasgow's Staged Intervention Model.

Promoting Positive Behaviour

To promote positive behaviour we use a variety of methods throughout the school.

Whole school recognition systems promoting positive behaviour and achievements

- **Proud Cloud**

All classrooms will have a proud cloud display that will be updated weekly by children with pupils. Once a term, the teacher will choose two from the display to be presented with certificates in a celebration assembly.

- **House point system**

Pupils can be awarded one or two house points from any staff members for displaying positive behaviour of any kind. These are collected by P7 pupils and each term, one house will receive a 'House Treat' for collecting the most points. These points will be displayed in the hall.

- **Class Charter**

Each class begins a new session by creating a Class Charter, which is based on the UNCRC and the school values. The Class Charter is at the heart of creating responsible citizens and should be referred to frequently throughout the year in order to help promote a positive classroom ethos.

Personal classroom behaviour strategies

- In addition to this, class teachers will use their own method for promoting positive behaviour in class. This could be through table points, punch cards or other reward systems.

Additional Policy Links

Better Relationships, Better Learning, better Behaviour (Scottish Government)

<https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>

Included, Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions (Scottish Government)

[https://education.gov.scot/improvement/self-evaluation/Included,%20engaged%20and%20involved%20part%202:%20A%20positive%20approach%20to%20preventing%20and%20managing%20school%20exclusions%20\(2017\)](https://education.gov.scot/improvement/self-evaluation/Included,%20engaged%20and%20involved%20part%202:%20A%20positive%20approach%20to%20preventing%20and%20managing%20school%20exclusions%20(2017))

Getting in Right for Every Child (Scottish Government)

<https://www.gov.scot/policies/girfec/>

Policy Review

Evaluation of this policy will focus on the impact on all members of the school community including, staff, children and families.