



*Ag Àrach Bun-sgoil Chondobhrait*

# Poileasaidh Airson Deagh Dhàimh Agus Modh Àrdachadh Anns An Sgoil



*Nurturing Condorrat Primary School*

## **Policy to Promote Positive Relationships and Positive Behaviour in Our School**

Updated April 2024

*Bruadair, Creid, Coilean  
Dream, Believe, Achieve*



## Adhbhar/Rationale

The development of a positive learning environment is essential if effective learning and teaching is to take place within our school. Effective learning and teaching are also dependent on the nurturing of positive relationships through the daily interactions between staff and learners and learners themselves.

This policy is based on the UNCRC (United Nations Convention on the Rights of the Child) articles, our school motto and school values which permeate all aspects of our school and its community-

1. Àrach/Nurture
2. Ag obair còmhla/Teamwork
3. Mòr eanchainn/Growth mindset
4. A faireachadh sàbhailte/Feeling safe
5. Urram/Respect
6. Coimhearsnachd toilichte/Happy community

## Amasan/Aims

- To value every child and develop a climate of mutual respect in our school as per the United Nations Convention on the Rights of the Child (UNCRC).
- To maintain high expectations of our learners and help them attain and achieve to the best of their ability.
- To work with partner agencies to promote a culture of mutual positive relationships and behaviour.
- To encourage good communication with families and early intervention to access support for our pupils when needed.
- To include our learners in planning to support their behaviour to ensure their voice is heard and their needs met.
- To work progressively to meet the needs of our learners and improve their attainment and achievement.
- To use nurturing approaches to support our pupils and their families encompassing the language of rights during interactions with learners and their families.
- To provide high quality training opportunities for all our staff to develop their understanding of emotional, social, and behavioural challenges.
- To provide a broad progressive education which supports our pupils to develop the social skills needed to interact positively with others.
- To promote an ethos of empathy and acceptance in our school community.
- To encourage all our staff to reflect on their practise to improve interventions and outcomes for our learners.



## A' Solarachadh Deagh Chultar agus Àrainneachd Sàbhailte

### Providing A Positive Culture and Safe Environment

Research has shown that the culture and ethos of a school and its community influences the outcomes for its learners. Like all other curricular areas, the promotion of positive relationships and behaviour involves planning, assessing, teaching, differentiating, and evaluating to meet our learners needs.

Here in Condorrat Primary school, our staff plan to meet the needs of their learners by firstly considering their classroom environment. This is done using the CIRCLE resource to evaluate classrooms and identify if there are any areas which could be adapted or improved to meet our learners needs. CIRCLE should also be used to support GIRFMe planning when planning to meet the needs of specific pupils.

## Ionnsachadh Gnìomhach

### Active Learning

By following our extensive skills-based curriculum, using active teaching, and learning approaches across all stages, we are ensuring that our learners are engaged in their learning and developing vital life skills. Active learning activities in our school -

- Provide progression in learning and develop skills.
- Engage and challenge our learners thinking.
- Encourage our learners to investigate and explore.
- Consolidate learning.
- Focus learning and teaching.
- Foster fun and enjoyment.

## Ar Curraicealam Slànachd agus Maith Dhaoine

### Our Health and Wellbeing Curriculum

Our holistic and progressive Health and Wellbeing curriculum covers all aspects of the Curriculum for Excellence whilst incorporating the Emotion Works resource to further bolster the emotional wellbeing of our learners. We recognise the importance of the nurturing principles and good relationships to help our pupils to feel more confident and have better self-esteem. This helps our pupils to show resilience when faced with personal challenges and to show more respect for others.



## Dòighean-obrach Leighis

### **Restorative Approaches**

The key principles of restorative approaches at Condorrat Primary school are -

- Staff and learners are responsible for their own actions and their impact on others.
- Staff and learners respect other people, their views, and feelings.
- Staff and learners empathise with the feelings of others.
- Staff and learners are treated fairly.
- Everyone in school is actively involved in decisions about their own lives.
- Issues of conflict are returned to the participants for them to resolve.
- Opportunities for reflective change are offered for pupils and staff.

Staff and pupils use restorative approaches to deal with behavioural issues and resolve conflicts. Restorative approaches may be preventative (help stop a situation occurring) or responsive (repair and issue which has arisen).

The school values and class/school charter are used to frame rights friendly restorative discussions.

## Dòighean Airson Deagh Mhodh Aithnicheadh

### **Rewards To Recognise and Encourage Positive Behaviour in our School Community**

We operate many means by which our learners may be rewarded for behaving well at school -

- Awards at assembly - Gold Board, Support staff award, Values award, Skills Award, Gàidhlig Gleusta award, Frames of Fame
- Praise - formal or informal
- Stickers
- Class points - individual or group
- Stamps
- Positive comments on pupil work
- Showing classwork to PT, DHT or HT
- Responsibilities- House captain, Vice-captain, Nature Ninja, Digital Leader, RRS Leader, Sports Leader, Playground Squad
- Representing the school at events.
- House system - points, house activities
- Class trips



## Dòighean-obrach Farsaing Airson Dèiligeadh Ri Mì-ghnìomhan

### Whole Staff Procedures for Dealing with Misdemeanours in the Class/Playground/ School Community

These sanctions may be used by any member of the school staff or visiting specialist to deal with misdemeanours of behaviour in our school community.

- Facial gestures - raised eyebrows, staring, shaking head.
- Verbal reprimand for inappropriate behaviour.
- Loss of points
- Threat of moving seat
- Move seat
- Time out - pupil must be supervised.
- Loss of privileges - clubs, trips, etc
- Support staff may discuss pupil behaviour with class teacher.

## Dòighean-obrach Airson Dèiligeadh Ri Modh Nach Eil Idir Freagarrach

### Staff Procedures for Dealing with Unacceptable Behaviour

(violence, bullying, racial/sexual/homophobic comments, harassment, spitting, fighting, vandalism/graffiti, swearing, aggression, stealing, repeated misdemeanours)

**\*\*Such incidents must be referred to the school leadership team immediately. \*\***

Sanctions for dealing with unacceptable behaviour -

- Loss of playtime or lunchtime - pupil will be supervised by a member of SLT during this time.
- Removal of privileges
- Behaviour reward chart
- A phone call to parent/guardian regarding behaviour
- A meeting with parent/guardian regarding behaviour
- Referral to outside agency for support - parent/guardian permission required.
- Internal exclusion within the school - pupil working under the supervision of a member of SLT.
- Exclusion



## A' Mothachadh Amannan Trioblaideach

### Raising Awareness of Times Within the School Day When Managing Pupil Behaviour May be More Challenging

To reduce the risks of challenging behaviours in our school, we have identified times during the school day when there is an increased risk of behaviour issues arising. To mitigate these risks, we have identified strategies to manage the risks more effectively.

<u>Time or Location</u>	<u>Strategies in place</u>
Lining up after the bell	<ul style="list-style-type: none"><li>• Class teachers bring their class in promptly after the bell.</li></ul>
Wet playtimes	<ul style="list-style-type: none"><li>• Support staff in areas.</li><li>• P7 monitors in all classes.</li><li>• Wet playtime activities for all classes.</li><li>• Remove any pupils who have caused problems previously. (SLT will supervise)</li></ul>
Dining hall	<ul style="list-style-type: none"><li>• SLT supervise each day in dinner hall.</li><li>• Staggered lunch times.</li></ul>
Playground	<ul style="list-style-type: none"><li>• Playground squad.</li><li>• Support staff supervising in playground.</li></ul>



## Artaigilin UNCRC

### UNCRC Articles

These are the main UNCRC articles incorporated into this whole-school policy.

#### Article 12

Tha còir agad gum bi beachd agad agus gun tèid èisteachd ris agus aire cheart a thoirt dhà.

You have the right to give your opinion, and for adults to listen and take it seriously.

#### Article 16

Tha còir agad gum bi beatha phrìobhaideach agad. Mar eisimpleir, foadaidh tu leabhar-latha a chumail nach fhaod duine sam bith eile fhaicinn.

You have the right to privacy.

#### Article 24

Tha còir agad gum faigh thu an t-slàinte as fhèarr a tha comasach agus gum faigh thu cùram agus fiosrachadh medigeach.

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

#### Article 29

Tha còir agad foghlam fhaighinn a bheir leasachadh air do phearsantachd, a bheir spèis do chàraichean dhaoine eile agus don àrainneachd.

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



## Stuthan Taic

### Support Materials

- [Promoting positive relationships and behaviour in educational settings | Resources | Education Scotland](#)
- Relationships matter.
- Relational approaches.
- Expectations and consequences
- The brain and emotional regulation.
- Regulate, Relate, Reason and Restore.
- Window of tolerance.
- Self-regulation.
- Co-regulation.
- Attunement - being aware and responsive to emotions.
- Active listening.
- [The Compassionate and Connected Classroom: A health and wellbeing curricular resource for upper primary | Resources | National Improvement Hub \(education.gov.scot\)](#)