


LEARNING
ACHIEVING
WORKING TOGETHER

Renfrew High School




Our Values are our Actions


Renfrewshire's Nurturing Relationships Approach

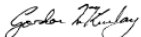
In recognition of progress on the RNRA journey
Renfrew High School

has been awarded

Renfrewshire's Nurturing Relationships
Level 4 Gold Award








We are a nurturing community with relationships at the heart of all that we do


Gordon H. H. H. H.
Head of Schools, Renfrewshire Council

22/06/20
date of award

THE RNRA JOURNEY

 LEVEL 1 Jade We are committed to developing nurturing relationships	 LEVEL 2 Ruby We are involving our community in our nurturing relationships approach	 LEVEL 3 Amethyst We are integrating nurturing relationships into our policy and practice	 LEVEL 4 Gold We are a nurturing community with relationships at the heart of all that we do
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Renfrewshire Council

VALUES

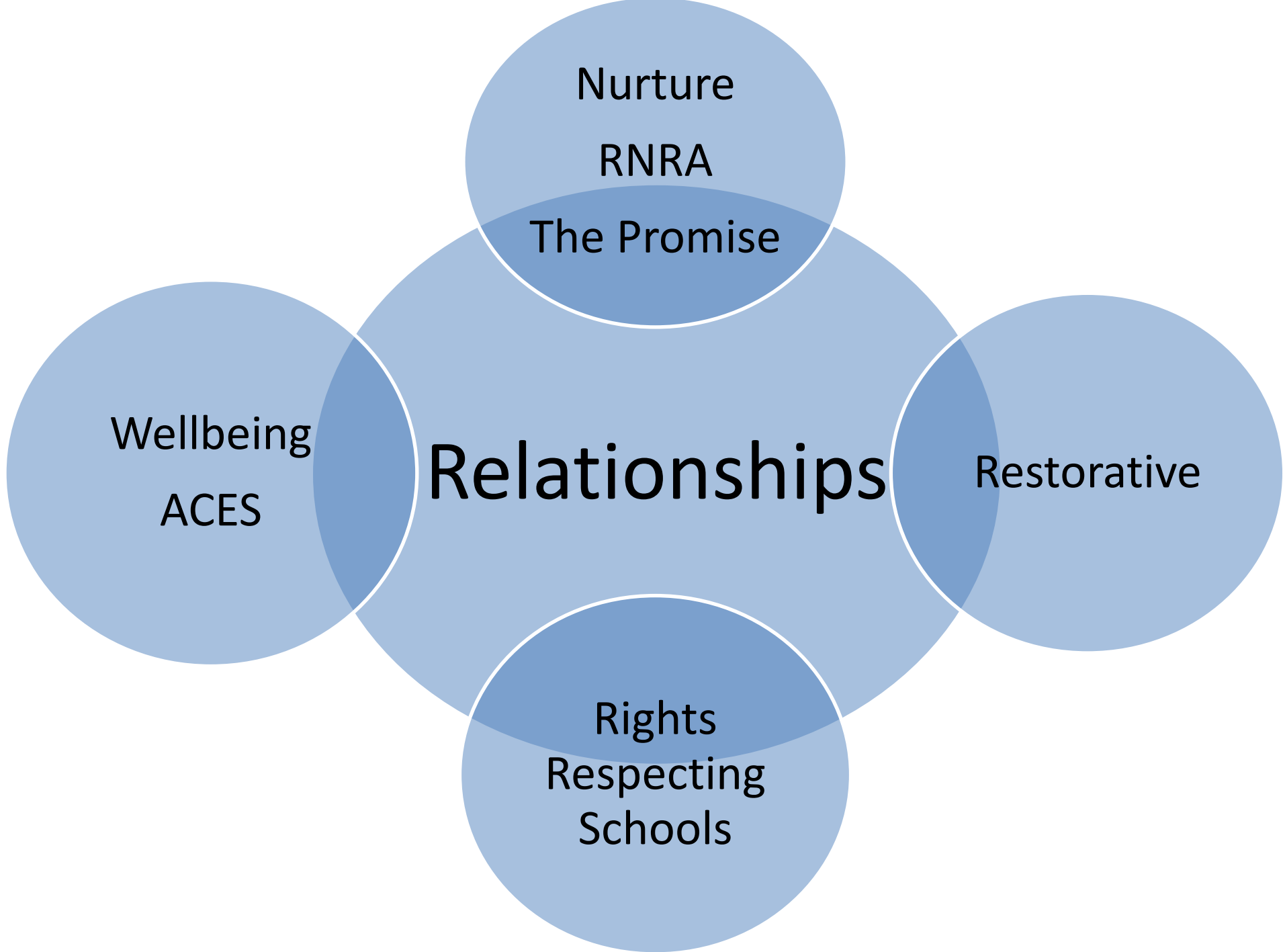
CARE
FAIRNESS
RESPECT
TRUST

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The Improvement Journey



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Nurture

RNRA

The Promise

Wellbeing

ACES

Relationships

Restorative

Rights

Respecting

Schools

The Philosophy



“POSITIVITY
— BREEDS —
Positivity”

STRIVE FOR
PROGRESS
NOT
PERFECTION

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The Reality



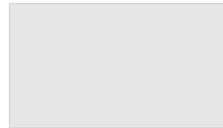
CONTEXT



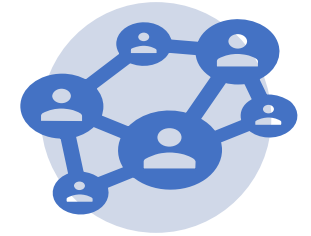
CLARITY



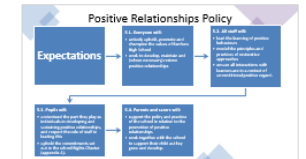
FLEXIBILITY



TRAINING



RELATIONSHIPS



Journey Through The Principles



Working Together Whole School Approach – Our Role

"To make meaningful connections with pupils. Help children develop vital social skills to develop confidence and self-respect and to take pride in behaving well and achieving." - ASNA

"To lead by example and approach each interaction from a place of compassion and care" - DHT

"Our aim is to take our nurture journey forward by always looking at how we can improve as a school and take the whole school community with us in this journey" - Member of the Nurture Group

"To support pupils who can sometimes be quiet or withdrawn, we try to build relationships and help to build their confidence.....encourage pupils to try different options from the menu" - Canteen Staff

"My role is to set the standards within my department about how we treat our young people" - Principal Teacher

"I develop a nurturing atmosphere in my room by considering the environment and understanding that all behaviour is communication" - Class Teacher

Training

Staff

- Restorative
- RNRA – All Staff/Core Group
- LGBT – All Staff/Core Group
- Circle Framework
- ASIST
- What's the Harm
- MH First Aid
- SafeTALK

Young People

- MVP
- Hearty Lives
- Mindfulness Mentors
- Mental Health Ambassadors
- Peer Pals
- Pupil Parliament
- Heart Start
- Mental Health Award

Positive Relationships Policy

Expectations

5.1. Everyone will:

- actively uphold, promote and champion the values of Renfrew High School
- work to develop, maintain and (where necessary) restore positive relationships.

5.2. All staff will:

- lead the learning of positive behaviours
- model the principles and practices of restorative approaches
- ensure all interactions with learners are in a context of unconditional positive regard.

5.3. Pupils will:

- understand the part they play as individuals in developing and sustaining positive relationships, and respect the role of staff in leading this
- uphold the commitments set out in the school Rights Charter (appendix 4).

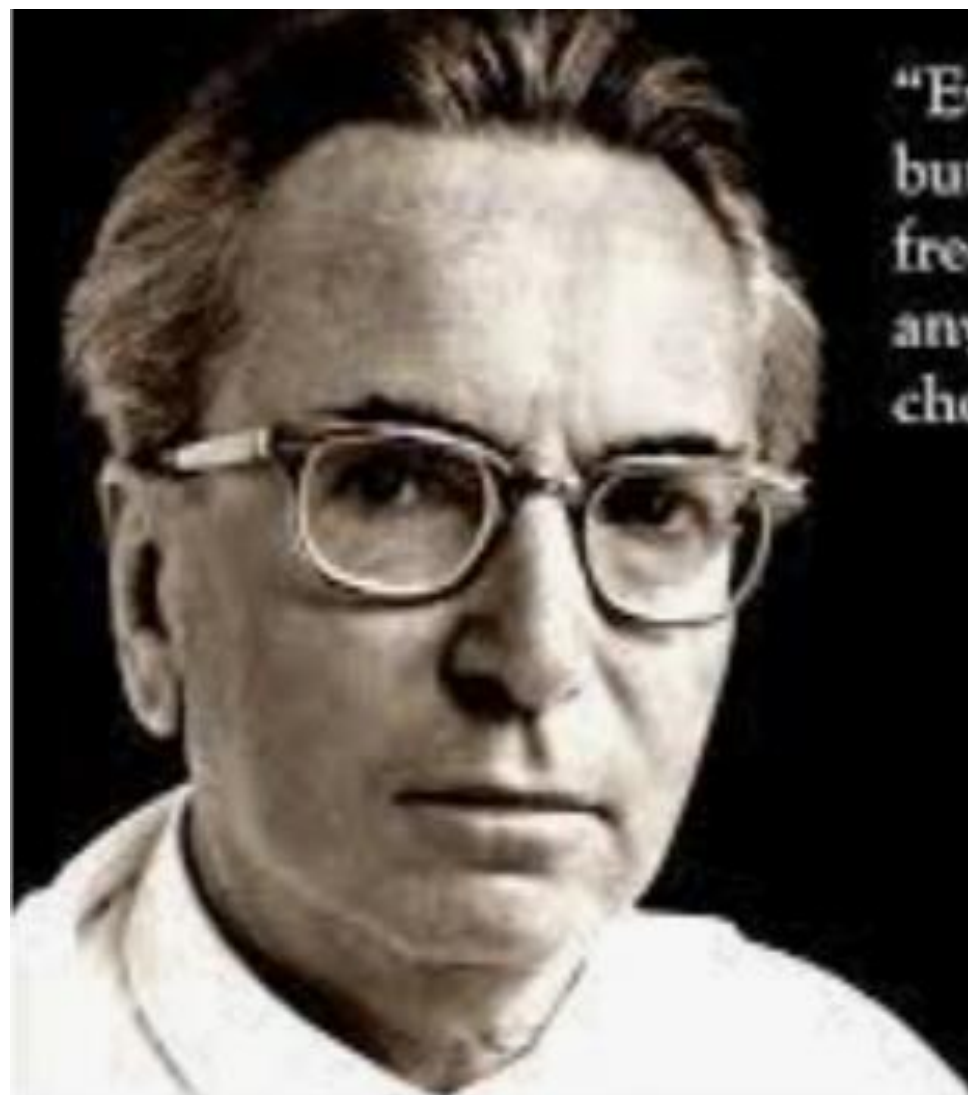
5.4. Parents and carers will:

- support the policy and practice of the school in relation to the promotion of positive relationships
- work together with the school to support their child as they grow and develop.

Article 2 Without Discrimination			Article 6 Survival and Development		
Learners will	Together we uphold respect for everyone while encouraging others to do so	Adults will	Learners will	Together we are helping and caring for each other	Adults will
<ul style="list-style-type: none"> not take part in any forms of bullying report any forms of bullying or discrimination not keep it a secret - pass it on to an adult 		<ul style="list-style-type: none"> listen to what pupils are telling us deal with any incidents sensitively and privately promote non-discrimination create a safe environment. 	<ul style="list-style-type: none"> accept and be thankful for the help we receive cause no danger to others 		<ul style="list-style-type: none"> provide opportunities for help and support always look after the child's best interests
Article 12 Children's Voice			Article 29 Goals of Education		
Learners will	Together we are showing respect and trust for each other	Adults will	Learners will	Together we are promoting the value of fairness	Adults will
<ul style="list-style-type: none"> get involved in the life of the school listen to each other try to make our voice heard through the House system or other committees 		<ul style="list-style-type: none"> be available for pupils listen to pupils in matters affecting them 	<ul style="list-style-type: none"> respect our staff have a sense of responsibility take advantage and appreciate the opportunities and activities offered by the school not disturb lessons. ask for help try our best 		<ul style="list-style-type: none"> respect our learners provide help when needed be willing to offer extra opportunities for pupils take time to support learners if they need it

Where are we now?





"Everything can be taken from a man but one thing: the last of the human freedoms—to choose one's attitude in any given set of circumstances, to choose one's own way."

Viktor E. Frankl

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