



Renfrewshire's  
Nurturing  
Relationships  
Approach

# Pupil Voice

## in St Andrew's Academy:

sustained change underpinned  
by the UNCRC Rights of the Child



RNRA CONFERENCE 2026  
Renfrewshire's Nurturing  
Relationships Approach



**ST. ANDREW'S ACADEMY**  
Our community of Faith and Learning

# Work Hard. Be Kind.

## OUR VALUES. OUR VOICE. OUR FUTURE.

Our motto is more than words - it shapes our culture, our policies and our priorities.

The six strands of "Work Hard, Be Kind" form the foundation of our policies and the work of our Pupil Parliament committees.



Pupil voice is embedded at a strategic level to drive meaningful policy contributions and real change.

## EMBEDDING PUPIL VOICE AT A STRATEGIC LEVEL FOR POLICY CONTRIBUTIONS





Renfrewshire's  
Nurturing  
Relationships  
Approach



# ST. ANDREWS ACADEMY GOLD

*Our Journey to*

**EMBEDDING THE SIX NURTURE PRINCIPLES**

“ Together, we are creating a nurturing community with relationships at the heart of all that we do. ”

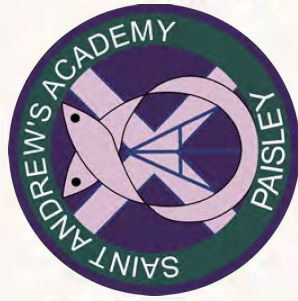


## THE SIX NURTURE PRINCIPLES



*Nurture is the foundation of everything we do.*





# 2022-2023 - Gold Accreditation Feedback



## Next steps

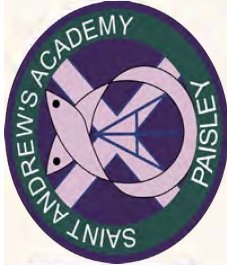


- The school should continue to extend the good work they are already doing and begin to gather information to decide on which Nurture Principle to develop practice around next.
- Pupil Engagement Across the school – own the change?





Remfresshire's  
Nurturing  
Relationships  
Approach



# The Lundy Model of Pupil Participation



PUPIL VOICE.  
REAL IMPACT.

*At the heart of our Pupil Parliament*

Our Pupil Parliament is based on the principles of the Lundy Model of Pupil Participation. It ensures that pupils are meaningfully involved in decisions that affect them.



## SPACE

Pupils must be given a safe and inclusive space to share their views.



## VOICE

Pupils have opportunity to express their views and be heard.



## AUDIENCE

There is always someone with the responsibility to listen.



## INFLUENCE

The views expressed by pupils influence decisions and action is taken.



*Empowering pupils. Strengthening our school. Shaping our future.*



Nurture.



Relate.



Empower.



Inspire.



Renfrewshire's  
Nurturing  
Relationships  
Approach



# THE LAUNCH OF OUR PUPIL PARLIAMENT



A new chapter for pupil voice.  
A stronger future for our school.



Our Pupil Parliament was launched to amplify pupil voice and drive positive change across St. Andrew's Academy.

## OUR SIX COMMITTEES



## LAUNCH DAY HIGHLIGHTS



Inspiring assemblies to introduce our vision and values.



Launch of our six committees – led by our pupils.



Empowering every voice to shape our school community.



Pupil voice. Real impact. A school shaped together.



Renfrewshire's  
Nurturing  
Relationships  
Approach



# Our PUPIL PARLIAMENT COMMITTEES



Six committees. One vision.  
Empowering every voice  
to make a difference.

Led by pupils.  
Supported by staff.  
Driving real change.



Attendance, engagement and  
learner connection.



Attainment, aspiration and  
achievement.



Wellbeing, nurture and  
learner support.



Rights, relationships and  
positive culture.



Equality, diversity and  
inclusion.



Community, identity and  
participation.



Pupil voice. Real impact. A school shaped together.





# Pupil Views

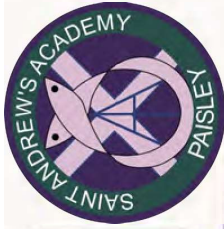




# Anti-Bullying Assembly



Renfrewshire's  
Nurturing  
Relationships  
Approach



**Anti-Bullying Assembly**

By The St Andrews Rights Ambassadors





## Bullying Affecting Rights

Many of the Human Rights are affected by the act of bullying. These include:

- ♡ The Right to Participation
- ♡ The Right to Education
- ♡ The Right to Protection from Harm
- ♡ The Right to Health



## Role of Rights Ambassadors with this problem

We create and deliver assemblies to all year groups to raise awareness about how bullying affects the rights of pupils.

Everyone has the right to feel safe, respected, and valued at school (Article 19 – the right to be protected from harm). These assemblies help our school community understand that standing up against bullying isn't just kindness – it's protecting each other's rights.






Respect.



Support.



Speak up.



Stand together.



# Pupil Parliament

## Our Impact in Action

A look at the incredible work our committees have led and the difference we've made together.



OFFICIAL



Renfrewshire's  
Nurturing  
Relationships  
Approach



Watch our  
Pupil Parliament  
in action!



- Love
- Kindness
- Respect
- Equality
- Faith
- Learning

# Our Rights Ambassadors



Renfrewshire's  
Nurturing  
Relationships  
Approach



A pupil-led group championing human rights, respect, equality and social justice for all.

Set up in January 2025 – an independent group from Pupil Parliament for Rights journey.

Weekly meetings during lunch times.

Set up after achieving bronze in December 2023.

An independent group with a powerful purpose – driven by pupils, for pupils.



What this means for our pupils and why it is important

- ♥ To protect
- ♥ To give independence
- ♥ To provide pupils with social awareness
- ♥ To have respect for others
- ♥ To empower them and give them the tools to be able to stand up for themselves against injustices
- ♥ To allow pupils to thrive and be nurtured within the school but also to prepare them for a positive destination when they leave.

Rights. Respect. Responsibility. **Real change.**





# Culture Day

Celebrating the rich diversity of our school community through culture, traditions, food, music and fun!



Different cultures.



One community.



Stronger together.

# Junior PSE Lessons



Renfrewshire's  
Nurturing  
Relationships  
Approach



## International Human Rights Day

♡ UNCRC ♡

10th December 2025

### Why is the UNCRC important?

The UNCRC is important because it recognises children as individuals with specific human rights, establishing a universal standard for their protection. It is universal, meaning that every child no matter their ethnicity or economic background is protected by these rights. It not only provides a legal basis for protecting children from exploitation, violence, and neglect, it also ensures they are treated fairly and have access to essential services like healthcare and education.



Every right.



Every child.



Every day.

### Starter Task

In your jotter/show me board, write down all the rights that you are entitled to.

Use the images to help you with some of your rights!



### Group Task

Using either whiteboards or paper you should:

- Clearly explain what your right is and give an example of it.
- Give 3 reasons your right is important – you should fully explain your reasons.
- Present this as a poster or on a whiteboard



# Rights Posters



Renfrewshire's  
Nurturing  
Relationships  
Approach



## 6 Rights of the Child



### Be safe from Violence

The right to live free from any form of harm, abuse, or neglect, including physical, mental, sexual and emotional violence.



### Protection of identity

The right for individuals to have their name, nationality, and family relationships protected from unlawful interference.



### Right to health

The right to access quality health services and the condition necessary for a healthy life, like adequate housing and a clean environment.



### Right to Relax and Play

Human right to rest, relax, and take part in cultural and artistic activities.



### Freedom of expression

The right to freely express ideas, opinions, and information through medium without fear of censorship or punishment.



### Right to education

Human right to learn and access existing educational institutions without denial.



Know your rights.

Use your voice.

Make a difference.





Renfrewshire's  
Nurturing  
Relationships  
Approach



# S3 Parents & Carers Evening



## RRSA SILVER AWARD

**RRSA SILVER AWARD**  
The RRSA Silver Award is a national award for young people aged 14-19 who have demonstrated exceptional skills in their community and social activities. It is a recognition of their achievements and the positive impact they have made on their communities.

**What is the RRSA Silver Award?**  
The RRSA Silver Award is a national award for young people aged 14-19 who have demonstrated exceptional skills in their community and social activities. It is a recognition of their achievements and the positive impact they have made on their communities.

**What We've Achieved So Far!**  
We have been successful in our first year of the award, with many young people achieving the award. We have also been successful in our fundraising efforts, which have allowed us to support our community projects.

**What's Coming Next?**  
We are looking forward to our second year of the award, and we are confident that we will continue to make a positive impact on our communities. We will be working on new projects and initiatives, and we will be looking for more young people to join our team.





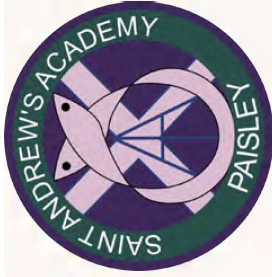
**Nurture Core Group**  
**Priority 2025-26**

# **Care & Push**



♡ Respect. | ♡ Support. | ☆ Speak up. | ♡ Stand together.





# Nurture Principles Working Groups



Please look at the packs provided with information on each Nurture Principle

Take 5 mins to synthesise the information down to the

- **key messages**
- and perhaps some **examples** of what we do in our everyday practice/what we provide in our establishment?

Feedback: provide the group with a reminder 😊





# Two Pillars of Nurture



**Care**

**Push**



- Attunement
- Warmth
- Connection
- Empathy

- Structure
- Expectations
- Press
- Warmth





# Two Pillars of Nurture



**Care**

**Push**



How good are  
we at care?

How good are  
we at push?





Example:

# Learning is understood developmentally

Care

- Adults are 'warm demanders' who support learners to grow and improve in both their attainment and wellbeing. Learning is differentiated according to this understanding.
- Developmental needs are met through pupil-teacher relationships, in class support, and targeted interventions from Pupil Support
- Staff in SAA are very supportive of targeted intervention

Push

- Boundaries are discussed and shared with young people.
- High (but reasonable) expectations
- Individualised targets/stretch targets for high achievers





# The environment offers a safe base

## Care

- Classrooms have Time in Toolkits, some bases have Nurture Nooks
- The Pupil Support Corridor is welcoming
- Teachers endeavour to welcome learners and create environments that are safe and productive

## Push

- Pupils need to take responsibility regarding boundaries and taking responsibility
- More aware and accepting of consequence – for example disrupting a lesson
- Interventions available – making pupils aware of these and pushing them towards better outcome





# Nurture is essential for wellbeing



## Care

- Relationships!
- Merits
- Opportunities
- Supports



## Push

- Teachers should use positive relationships to show pupils when they push boundaries there are consequences
- Structured support – not unlimited e.g. Nurture Nook
- Using consequences such as demerits – Friday round up





# Language is a vital means of communication



≡ **Care** ≡

- Language of community charter used consistently

≡ **Push** ≡

- Promoting growth mindset and building resilience
- Opportunities for self management and relationship management





# All behaviour is communication

**Care**

- Teachers understand the 'iceberg' and the causes of behaviours
- Practice is trauma informed

**Push**

- Use of language – being able to move on
- High expectations
- Setting boundaries
- Setting time limit on supports





# The importance of transitions



## Care

- New classes- 'getting to know you'
- P7 transition well supported
- Passes/supports/visual TTs are available
- Pre-warnings given for exams/prelims/tests etc

## Push

- Expectations sent from day 1 – consistency across departments
- Lateness is issue – push on first 5 mins of lesson. Making pupils aware of 2/10/15 min boundary.
- Clear timings of day and expectations (each pupil given timetable)





# Next steps...



1

St Rose's Pupil Parliament group have a focus on Pupil Support – they will be asked to contribute their views on the headings provided and have their say on what they think the direction of travel should be.



2

At this point, we will combine the 'care' and 'push' resources and present to staff at DMs.





## Nurture Core Group

- Time in toolkit- mindfulness boxes
- Time in instead of time out - Nurture Nooks
- Community Charter
- Pupil Track
- Termly Wellbeing Surveys
- Visual Timetables and signage
- Teresa Room - Wellbeing hub
- Non-Violent Resistance



## Wellbeing Supports

- Emotional Regulation Support- Zones of Regulation
- Bereavement Support- Seasons for Growth
- Self Esteem support - MissMsMrs
- Support for Learning - too much to put in!



- Inclusion team- too much to put in!
- Mirin Room - Lego Therapy, War Hammer, Mindfulness
- Behaviour support-Mankind



Just a few things we've worked on...



## Pupil Led Initiatives

- S1 Peer Supporters
- UNCRC Ambassadors
- P7 Transition helpers
- Mentors in Violence Prevention
- Anti Bullying Ambassadors
- Pupil Parliament
- Restorative Practice - scripts and ERT
- CIRCLE framework
- Charity Group - Christmas Appeal



WHAT IS NEXT?



## Training and Procedures

- Staged Intervention Framework - tied to SHANNARI indicators
- ASSIST Suicide training
- Exchange Counselling
- Cognitive Behavioural Therapy Training
- Promise keepers



# Pupil Parliament

## Update & Plans for the Future



Renfrewshire's  
Nurturing  
Relationships  
Approach



As our Pupil Parliament continues to grow, our next steps focus on strengthening the connection between pupil participation, the articles of the UNCRC, our school values and the identity of our house communities.

Through this work, we aim to ensure that pupil voice continues to shape the culture, relationships and future direction of St Andrew's Academy.



### LINKED TO THE UNCRC

Our committees are each linked to an article of the UNCRC, ensuring our work is grounded in rights, respect and equity for all.



### CONNECTED TO OUR VALUES

Our work reflects and strengthens our core values of Love, Kindness, Respect, Equality, Faith and Learning in everything we do.



### ROOTED IN OUR HOUSE SAINTS

We take inspiration from our six house saints and their virtues, which guide us to lead with compassion, courage and service to others.



### DRIVEN BY PUPIL VOICE

Pupil voice remains at the heart of every decision we make, shaping initiatives that create a positive impact across our school.



### BUILDING A BETTER FUTURE

Together, we are building a school community where every voice matters and every young person can thrive.



## Our Values



Love



Kindness



Respect



Equality



Faith



Learning



Pupil voice.

Stronger together.

Shaping our future.

