**Raising Attainment for All**

* School Values – Respect, Responsibility, Kindness
* School Values programme
* Values Ambassadors
* Respect, Responsibility and Kindness Bears
* Class Charters
* Community building activities
* Recognition boards
* House Points
* House rewards
* Friendship Friday’s
* Restorative Practice
* Achievement Assemblies
* Buddy programme
* Prefects
* Rights Respecting Schools Pupil Leadership group and award
* RAP 31 time
* Participation in Anti-bullying week
* Respect Me – Scotland’s anti bullying service resources

<http://respectme.org.uk/>

* Anti-bullying contracts
* Show Racism the Red Card
* Working with partner agencies

**Respect** yourself, others and the environment.

**Responsibility** for all your actions.

**Kindness** always.

#bethebestyoucanbe

**How we promote positive relationships   
2019 2020**

**Williamston Primary School  
 Positive Relationships 2019 2020**





A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children’s rights and a focus on positive relationships across the whole school community (Developing a positive whole-school ethos and culture –Relationships, Learning and Behaviour, Scottish Government, 2018)

At Williamston Primary school we promote positive relationships between all of  
our learning community through our core values of Respect, Responsibility and Kindness which were identified by learners, parents/ carers and staff. All staff are sensitive and responsive to the wellbeing of each individual learner and we consider each learner as an individual with his/her own needs, risks and rights.

We strive to work alongside our parents and carers to support our learners to develop positive relationships with their peers, staff and wider school community to prepare them for life in the wider world.

We welcome any parents or carers to contact the school via the school office if they have concerns.

Hope

**Positive Relationships**





<https://blogs.glowscotland.org.uk/wl/williamstonprimaryschool/>

Twitter accounts; @williamstonps @WilliamstonNurs

**The Restorative Approach**



**The Playground**

If a pupil does not follow the school values in the playground a Pupil Support Worker will initially have a conversation to ascertain the facts.  
Often a restorative conversation in the playground will resolve any issues that does not involve hitting or hurting.

If hitting or hurting does take place our Pupil Support Workers complete a slip stating what happened and who was involved. One copy gets given to the class teacher and the other to the DHT. The incident is then followed up and anyone who hit or hurt will lose their free time at the next morning break time. If incidents are more serious or they happen frequently parents/ carers will be informed and monitoring and further consequences may be put in place.

Slips are kept and feed into the TAP sheet.

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**The Classroom**

If a pupil does not follow the school values in the classroom, the class teacher will point out the unacceptable behaviour to the pupil and remind them what the expected behaviour is.  
If this behaviour continues the class teacher will issue a consequence. The behaviour, action and consequence would be recorded on the TAP sheet.  
SLT review TAP sheets weekly and will speak to pupils about recorded behaviours.

The **Restorative Approach** encourages pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

Restorative approaches help pupils understand the impact of their actions and how to put it right. By using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

**About Restorative Language**:

When our pupils find themselves in conflict or upset we will ask them:

*What happened?*

*What were you thinking when it happened?*

*What needs to happen to put this right?*

*What would you do differently next time?*

We might also say to our pupils:

*What would you think if this happened to you?*

*How can we put this right?*

*What could you do differently next time?*

*What other choice could you have made?*

*How could you make sure this doesn’t happen again?*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

**Possible consequences**   
Restorative conversation with teacher and peers, making an apology, loss of free time, contact/ meet parents/ carers, SLT involvement, internal exclusion, formal exclusion.

**RAP 31  
Article 31** of the UNCRC says that **children** and young people have the **right** to have fun in the way they want to, whether by playing sports, watching films, or something else entirely.  
The right to ‘Rest and Play’ is built into the P1 and P2 curriculum.  
**ALL** pupils from P3-P7 will take part in planned ‘Rest and Play’ activities with their class each Friday for 30 minutes.

**Anti Bullying**All bullying incidents are taken seriously, investigated and followed up in line with West Lothian Council’s anti bullying policy. All incidents are recorded.  
Pupils engage in anti-bullying lessons, activities and assemblies throughout the year and are encouraged to speak out.  
For further information WL Positive Behaviour and Anti Bullying – see links

<https://bit.ly/2t2KdWL>

<https://bit.ly/2khOcxs>

**RAP 31**

**TAP sheet**  
Class teacher records behaviours which happen in the classroom that do not follow our school values on a ‘TAP’ sheet. It stands for **‘Think and Progress’**. The teacher outlines the incident, the action taken and any consequences given, which could be;  
a restorative conversation, a personal target, call parent/ carer, meet with parent/ carer, SLT involvement, internal exclusion or formal exclusion.  
SLT follow up all incidents requiring SLT involvement throughout the week.

**TAP sheet**

|  |  |
| --- | --- |
| **House Points – Save or Spend?** | |
| **To encourage all houses to gain as many house points as possible, this session we have introduced ‘Save or Spend’ allowing all houses to gain house treats. They need to decide how to best spend the points they earn – go for a ‘cheaper’ treat or save up for a more ‘expensive’ one.** | |
| 300 points | 10 minutes extra playtime |
| 600 points | 30 minutes container toy time |
| 900 points | Dress down day |
| 1000 points | Movie |
| 1500 points | House Disco |
| 2000 points | House Fun Day |

**How did we do in school and nursery in 2017-2018?**

|  |  |  |
| --- | --- | --- |
| **How Good is Our School?**  Our School has demonstrated that it has capacity for continuous improvement and we evaluate continually in our practice and learning activities. | | |
| **Quality Indicators** | **School** | **Nursery** |
| Leadership of Change 1.3 | Good | Good |
| Learning, teaching and assessment 2.3 | Good | Good |
| Ensuring wellbeing, equality and inclusion 3.1 | Good | Good |
| Raising attainment and achievement 3.2 | Good |  |
| Securing children’s progress 3.2 |  | Good |