Relationship Policy Draft



Craigowl

Primary

School

DRAFT

Feb 26

Review Feb 27

Rationale

At Craigowl Primary we create a positive ethos where children can feel welcomed and supported and ready to learn. We promote high standards of pupil behaviour and children are guided to make positive choices within a supportive, whole school relationship policy that is understood by all stakeholders. We see the school community as an extension of the family, and we aim to develop relationships in an atmosphere of trust. Our whole school ethos is centred around ensuring our young people feel loved, know how to be loving and know that they are loveable.

The minimum expectations of all learners are:

To be ready.

To be safe.

To show respect.

Our approach to promoting positive relationships and behaviour is strengthened by the United Nations Convention on the Rights of the Child (UNCRC) and the Wellbeing Indicators detailed in Getting it Right For Every Child (GIRFEC). Our school policy is in line with South Lanarkshire Council's guidelines "Promoting Positive Relationships and Understanding Distressed Behaviours (2019) and the Scottish Government's "Better Relationships, Better Learning, Better Behaviour" (2013). This document reflects the key policy drivers of the Scottish Government.



We also take guidance from the overall vision of our local authority found here.

DRAFT

Responsibilities and expectations

The promotion of positive behaviour is the collective responsibility of all learners, parents/carers and members of school staff.

Learners

We encourage all children to strive for their best and to demonstrate our school values whenever possible. Children understand their rights and responsibilities, and they recognise the importance of behaving in ways that respect the rights of others.

Pupils are actively involved in creating their Class Charter, giving them ownership of shared expectations. They also participate in restorative conversations, ensuring their voices are heard and supporting them to reflect on their actions. Children are encouraged to take responsibility for their behaviour and to use available supports and strategies to deepen their understanding of their emotions.

Every child's achievements are celebrated, and their hard work, positive behaviour, and strong relationships are consistently recognised.

Staff

All staff share responsibility for fostering positive relationships across the school. Adults will treat children with respect and understanding, modelling the behaviours and attitudes we expect pupils to show towards others. Staff are expected to demonstrate and promote the school's values at every opportunity.

Teaching staff will establish well-organised classrooms and consistent routines that support positive behaviour. We recognise that some children may require additional support, and staff will work with parents/carers and relevant agencies to develop formal or informal behaviour support plans where needed.

Staff will continue to recognise and celebrate pupils' achievements through assemblies, certificates, the house system, over and above cards, positive stickers and the wider achievements board.

Parents and Carers

We recognise the vital role parents and carers play in supporting their children's learning. Families are encouraged to read and discuss the school's relationship policy and values with their children, and to talk at home about behaviours—whether in school, the local community, or online—that reflect these values.

Children make the greatest progress when they see staff and parents/carers working in partnership. By working together with families, and with other agencies where appropriate, we can address challenges effectively and provide consistent support.

We urge parents and carers to speak with the class teacher or a member of the senior leadership team if anything at home may impact their child's wellbeing or behaviour at school, so that we can offer the right support when it is needed.

DRAFT

Supporting Positive Behaviour

Craigowl Primary follows our own behaviour blueprint to support positive behaviour (appendix 1)

We have a variety of strategies which we use to ensure consistency across the school including, consistent use of scripting, highlighting positive behaviour, Give Me Five, our House System, Golden Owl Awards, whole school Social Goals and Drop-Zones.

House System – All children and staff are part of a house group (Caird, Camperdown, Clatto, Claypotts). Together, each group works together to earn house points. House point scores are revealed at our weekly assemblies.

Golden Owl Awards – Golden Owl certificates are awarded to a child from each class at our weekly whole school assemblies. These awards celebrate children's achievements in school.

Social Goals – Our whole school social goals aim to help children manage emotions and communicate effectively, while fostering a sense of belonging and community.

Drop-zones – These areas in both the lower and upper school are used to support regulation, helping children to be ready to learn.

Inclusive Practice Framework should be embedded in all learning environments.

Nurture referral system found here

Positive message home - there will be occasions that children go above and beyond in other ways which are not specifically linked to our values. These should be recognised and the good news shared with someone at home. These positive messages will either be shared face to face at the end of the day or by a phone call home.

In addition to this, all staff should ensure their classroom meets the Good Practice Checklist.

DRAFT

Playground Charter

At Craigowl Primary we want to ensure that all of our children have a positive, safe, and respectful environment where they can play. Our UNCRC Rights Respecting Group worked together with staff to create the Craigowl Primary School Playground Charter which can be found here



Anti Bullying

Craigowl has a separate anti-bullying policy which is in line with the local authority guidance found here

Curriculum

Curriculum for Excellence promotes health and wellbeing as a responsibility of all, to ensure that achieving good outcomes for all children and young people is a priority.

As part of our Health and Wellbeing curriculum we aim to help children understand their emotions, what may trigger an emotional response, how this feels physically and what strategies can be applied to help them manage their emotions and behaviours.

We are proud at Craigowl to promote the four capacities of Curriculum for Excellence.

All children are given opportunities to understand the world and Scotland's place in it, allowing them to become **responsible citizens**. We learn about sustainability through class learning and extra-curricular activities which are based around regular events focusing on sustainability in school and the wider community.

We understand that all children come to school with different experiences, so our planning is based around ensuring that learning is active and equitable for all children to access. This promotes motivation and engagement, resulting in **successful learners**.

All children are actively involved in contributing to decisions about life in school. Children are given opportunities to give ongoing feedback on matters which affect them such as learning and the culture and ethos of the school. Groups such as the UNCRC and Eco groups play and active role in allowing children to become **effective contributors**.

We understand the importance of children growing into **confident individuals**. To achieve this, lessons are planned to meet the needs of all learners, and all children are valued and included throughout all aspects of school life.

DRAFT

Appendix 1

Craigowl Primary School

Positive Relationships Blueprint (DRAFT)

Our Consistencies

· Morning meet and greet

· Everyone's responsibility

· Acknowledge positive behaviour

· Calm and consistent approach

Expectations

· To be ready

· To be safe

· To show respect

· To be loved

· To be loving

· To be loveable

Celebrating Success

· Over and above card

· House points

· Assemblies

· Golden Owl

· *Positive sticker*

· *Wider achievements board*

We are loved. We are loving. We are loveable

It is ok to make a mistake. You are safe. We love you.

Shared Boundaries

1. Reminder of expectations
2. Second reminder of expectations
3. Redirect (work station, around room)
4. Third reminder of expectations
5. 10 min Drop-Zone
6. Repair and reset
7. Blue Card
8. Phone call home

Microscript

1. Personalise—' I have noticed'
2. Connect behaviour to expectation
3. Remind pupil of past positive behaviour
4. Identify consequence
5. Share timeline for check in
6. Reminder of value statement

Restorative

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done?
5. In what way?
6. What do you think you need to do to make things right?