



Boghall Primary School and Nursery



Positive Relationships Framework

Introduction

This Positive Relationships Framework sets out the standards and practices within Boghall Primary School and Nursery to establish, develop and embed excellent relationships across our school community. Building excellent relationships is key to all of the work that we do and should be present in all aspects of our curriculum and practice within the school.

Our Health and Wellbeing curriculum is core to teaching children about the importance of relationships and sets the standards of what is expected across the school and we work to develop and embed excellent relationships across the 4 aspects of the curriculum:

- Ethos and life of the school
- Curriculum subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Principally, the ethos and life of the school is where we set the Vision, Values and Aims and culture of the school, we believe that we are a nurturing school who know and understand our children as individuals and aim to develop the whole child to ensure that each child develops as:

- Successful Learner
- Confident Individual
- Effective Contributor
- Responsible Citizen

Within this framework you will see how we aim to embed excellent relationships through our daily interactions and our curriculum.

Contents

Section 1	Vision, Values and Aims	Page 3
Section 2	Our Nurturing School	Page 5
Section 3	HWB Curriculum	Page 7
Section 4	Targeted Approaches	Page 18

Vision, Values and Aims

Our Vision, Values and Aims are central to all of the work we do within Boghall Primary School and Nursery and fundamentally excellent relationships are key to ensuring that our children achieve their potential whilst at school, therefore you should be able to see and feel our Vision, Values and Aims coming through all of the work we do in building, embedding and sustaining excellent relationships.

Our Vision for our Learning Community

Our vision is to dream, believe and achieve!

We are committed to being a learning community renowned for the respect we show each other, in all that we do and in an environment where everyone is welcome, valued and supported. Our learning and teaching will be of the highest quality and fun for all pupils, providing challenge and enjoyment and developing confidence to realise their full potential.

We seek excellence in developing happy, independent, kind individuals with a positive attitude in a nurturing and engaging environment in partnership with parents/carers and the local community.

Our nursery moto is 'Hand in hand, together we can'. Through the work we do in our nursery we are committed to providing playful, challenging activities that have purpose and develop our children's of abilities and encourage each child to play in a safe, confident way whilst exploring risk taking. We endeavour to support all children in their learning according to prior learning and continue to monitor progress throughout the early years

We will actively encourage the motivation and resilience needed for lifelong learning into the world of work.

Our core values include:

- Trust
- Respect
- Nurture
- Ambition
- Inclusion

We aim to:

- Have trusting relationships and maintain our Gold Rights Respecting School where we value each other's rights. We see the importance of being global citizens and supporting others.
- Ensure a calm, positive and safe environment based on good behaviour, self-discipline and respect for others.
- Develop our curriculum to ensure children's creativity and ambition that enables them to develop the critical skills and positive attitudes for successful learning.
- Develop children's positive mindset to challenge themselves and show endeavour and celebrate the achievements and attainment of all.
- Work in partnership with parents/cares and other establishments or partners who support the work we do.

We are proud to be part of the Boghall Primary and Nursery Community.

Our Nurturing School

Our aim in developing our nurturing school is firmly embedded within our approach to Getting it right for every child and the UNCRC rights of the child.

Firstly, what is a nurturing approach in a school context?

Dictionary definitions of Nurture include:

1. 'the care and attention given to someone or something that is growing or developing' (Merriam-Webster, 2016:11)
2. (i) Care for and protect someone (thing) while they are growing, (ii) Help or encourage the development of, (iii) Cherish (Oxford English Dictionary, 2016: 12)

Marjory Boxall gave the following description of a Nurture Group: "The emphasis within a nurture group is on emotional growth, focusing on offering broad-based experiences in an environment that promotes security, routines, clear boundaries and carefully planned, repetitive learning opportunities. The aim of the nurture group is to create the world of earliest childhood, build in the basic and essential learning experiences normally gained in the first three years of life and enable learners and young people to fully meet their potential in mainstream schools." (Boxall, 2002: 13)

The Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Within Boghall Primary and Nursery our nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have an impact on development. It recognises that all members of the school community have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible.

Our nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles which have been adapted by Education Scotland and are outlined below:

- Children's learning is understood developmentally (NP 1)
- The environment offers a safe base (NP 2)
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication (NP 4)
- All behaviour is communication (NP 5)
- Transitions are important in children and young people's lives (NP 6)

Our nurturing approach is applied at both the universal and targeted level and promotes inclusive, respectful relationships across the whole school community; including: learners, staff, parents/carers and partners.

Health and Wellbeing Curriculum

Our Health and Wellbeing curriculum is the natural place to start teaching children about the importance of relationships and set the standards of what is expected across the school, the 4 aspects of the Health and Wellbeing curriculum play different and interconnected parts in developing our relations; they include:

- **Ethos and life of the school**, the practices that will be embedded across the school.
- **Curriculum subjects**, the programmes and courses in the Health and Wellbeing that teach children about developing and maintain positive relationships.
- **Interdisciplinary learning**, how we provide children with opportunity for challenge and application in using their interpersonal skills, working with others and respecting differences.
- **Opportunities for personal achievement**, providing opportunities for children to celebrate their successes and achievements both in and outside of school.

Section 3 of our Relationships Framework sets out the principles we are trying to achieve and core practices within the ethos and life and life of the school and Health and Wellbeing curriculum and gives examples of how we provide opportunities for children to use their interpersonal skills and develop relationships across the school through interdisciplinary learning and opportunities for personal achievement.

Ethos and Life of the School

The following practices are used and embedded across the school.

Daily check-ins

Principles, why do we do this:

- To provide an accessible and visual way to check in with pupils throughout the school day.
- To prompt discussion with pupils with aims to support expression and emotional literacy whilst supporting pupil development of assessing what they need to support that 'feeling'.

Practice, how do we do it:

- P1-P5, complete daily check-ins often through colours and books linked to emotions for example; "The Colour Monster". Classes provide an area or display which is accessible yet sensitive to learners needs and emotions. Teachers and other trusted adults monitor this area throughout the school day and also encourage its use if they recognise a change in emotion of one of their learners.
- P6-P7, focus on pupils showing what they 'need' for a successful day. As well as verbal check-ins during smart start, learners also have access to areas or displays such as "What would you like your Teacher to know" boxes and trees for posting messages on.

Trusted Adult

Principles, why do we do this:

- Developing positive relationships and nurturing practice throughout the school.
- Provide each child with a number of adults they can talk to and share their feelings.
- Promoting self-regulation and problem solving approaches.
- To assess seriousness of a matter.

Practice, how do we do it:

- All classes explored the principles of My Trusted Adult, named 5 different adults and represented these on a hand, which are updated termly to reflect on any changes in relationships.
- Discuss whether the issue is it a 'big deal' or 'little deal' with a consistent use of language throughout the school.
- Develop our pupil's problem solving strategies through staff helping the pupil to find a strategy rather than 'fixing' the problem or issue for them.
- Promoting the use of restorative practice to bring pupil-pupil and staff-pupil relationships back to equilibrium.

Promoting Positive Behaviour

Principles, why do we do this:

- To work together to provide a positive learning environment in which each pupil is valued and supported
- To work in partnership with pupils, parents and the wider community for the benefit of all
- To be solution-orientated in our approach and support children to problem solve and build resilience.
- To support our commitment to the United Nations Convention on the Rights of the Child, including the directly teaching our pupils about these rights.

Practice, how do we do it:

Headteacher's Awards - whole school - when a pupil makes special effort with something or is living the values of Boghall then they may be nominated for a Headteacher's Award and awarded at Assembly.

Positive visits- whole school - pupils can be sent with a purple 'positive visit' card to an adult or class of their choice. Teachers may give these for a particularly good piece of work/homework or for effort/improvement in certain areas. Outstanding pieces of work may warrant a visit to HT or DHT to receive a special certificate or to make a phone call home.

Magic Munchie Monday – whole school - Children who have been showing the school values are selected to enjoy a cup of hot chocolate and a biscuit with the SLT.

School Values Balloon – whole school - Children are selected to win a value balloon if they are consistently showing the school values.

Recognition Boards – whole school - each class has a recognition board where a target is set each day/week and children who are meeting this target are displayed on the board.

House Points- whole school - pupils will be given tokens for collecting house points. Each token is worth 10 house points. This can be rewarded for good behaviour and effort.

Within the classroom other reward systems may be in operation. Pupils should be involved in the devising of the rewards and sanctions used in the classroom through the development of their class charter in August. Classroom rewards can be: Stickers, Class points chart, Praise, Tokens, Star Pupil, VIP pupil etc. The rewards and recognition do vary and are used to support and recognise the standard of behaviour expected before an award is given or extend the period over which good behaviour is expected. We also have individual systems in place to support specific pupils to give positive recognition to success but also effort.

Managing challenging behaviour

When dealing with challenging behaviour, there is a consistent process followed by every staff member:

Step 1 – Verbal warning by member of staff and reminded of expectations

Step 2 – Thinking time in a safe space within the classroom. The member of staff will then have a conversation after the thinking time to set expectations for the remainder of the lesson.

Step 3 – Reflection time with a member of SLT. If behaviour has not improved after thinking time, the pupil will be asked to have reflection time with SLT at the nearest break time. Reflection time sheet is filled in with the pupil and sent home to the parent.

House System

Principles, why do we do this:

- Develop relationships across the school.
- Promote and reward teamwork.
- Promote and rewarding endeavour.
- Promote and reward good role models.
- Provide opportunities for pupil leadership.

Practice, how do we do it:

- Issue house points
- P7 Captains/vice captains
- House rewards

Growth Mindset

Principles, why do we do this:

- To reinforce and develop a positive attitude towards learning.

Practice, how do we do it:

- Covered first weeks back after summer and reinforced as part of emotional literacy programme throughout the session.
- Flipping the language – I can try rather than I can't etc.
- Developing problem-solving approach to dealing with challenges and developing coping strategies when things are 'hard'.

Equalities

Principles, why we do this:

- To support our children and young people to “develop their self-worth and respect for others, acknowledge diversity and understand that it is everyone’s responsibility to challenge discrimination” (CFE HWB responsibility of all)
- To ensure that Boghall Primary School is a welcoming and safe environment for all children, staff, parents and the wider community where we are all accepted and valued as individuals.

Practices, how we do this:

- All staff will model expected behaviours, showing respect to those who enter our school.
- Diversity is valued and celebrated within Boghall Primary School and, where appropriate, pupils are given the opportunity to share their background, (culture, Religion, etc.)
- Ensuring every pupil has the right to an education, encouraging the child’s respect for Human Rights (Article 29, UNCRC).
- Acting on any opportunity to make appropriate links to equality matters and the UNCRC across the curriculum. Programmes such as Newsround may help to open discussion around Equalities themes which are current affairs.
- Providing high quality opportunities for learning in and through HWB where pupils can develop their sense of self.
- Providing high quality RME and Social Studies lessons with a clear progression from Early to Second level where pupils will develop their knowledge and understanding of people, places and cultures other than their own.
- Staff training on equalities and relationships such as Gender Balance and Equalities, Developing the Young Workforce, Girls in STEM, Scotdec and the RSHP resources.
- Continue to develop our knowledge of LGBT matters, drawing on advice and support from partners such as TIE and LGBT Youth Scotland. We will continue to follow Scottish Government legislation regarding Equalities.

Anti-bullying Policy

West Lothian Council Education Services adopts the Scottish Government's published document Respect for All 2017. West Lothian Council is committed to providing a safe, supportive environment for all people in all educational establishments.

Here at Boghall Primary School and Nursery, our values are: Trust, Respect, Nurture, Ambition and Inclusion. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. Our anti-bullying policy follows the guidance set-out within West Lothian

In Scotland, bullying is defined as:

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respectme, 2015)

Bullying includes both online and face to face bullying, it is behaviour that happens 'to' someone and it will impact upon them.

Bullying is a breach of children's rights. In Boghall Primary School we are commitment to challenging all types of prejudice-based bullying and language.

The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation.

Any bullying related to these characteristics is unacceptable.

When it is not bullying

It is important for children to discuss how they feel and help them develop resilience to manage their relationships. We know that children will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children have the ability to bounce back from this type of behaviour.

Strategies used in Boghall Primary School and Nursery to prevent and reduce bullying may include:

- Delivery of teaching about bullying which includes and involves pupils in their learning.
- Teaching about and through Children's Rights (UNCRC), through Rights Respecting Schools.
- Promote positive relationships, behaviour and role models.
- Professional Learning for staff about bullying using resources from Respect Me.
- Looking at the Wellbeing Indicators, feelings and discussing with pupils the kinds of behaviour that causes hurt to others.
- Encouraging the pupils to think positively about differences.
- Supporting pupils with additional support needs to understand that bullying is wrong and what to do about it.
- Reading stories that introduce pupils to people from multi-national backgrounds through pictures and positive role models.
- Reading stories that positively promote different families, including same sex parents.
- Inviting parents and other members of the wider community into school to participate in aspects of school life and be involved in policy development.
- Ensuring through discussion that pupils have the opportunity to raise and discuss any matters that are troubling them such as name-calling, bullying, unequal access to certain activities etc.
- Encouraging pupils to resolve personal animosities and tensions which have found expression in an incident, through, for example, conflict resolution, Circle Time, group work etc.
- Looking at historical topics which raise issues of discrimination and how it affects society.
- Dealing with discrimination which often underpins bullying behaviour.
- Organise anti-bullying awareness weeks and anti-bullying games.
- Involve and consult with all members of the school community regarding behaviour and anti-bullying procedures.

How we will respond to incidents in Boghall Primary School and Nursery:

- allegations of bullying are taken seriously
- response will be prompt
- initial response will be one of support rather than immediate consequences
- restorative processes will be considered to support the person experiencing bullying behaviour and the person displaying it
- involve children in the conversation throughout the process
- confidentiality in any investigation and outcome
- referral to outside agencies where appropriate

If the investigation shows a need for restorative action to be taken with the pupil(s) involved in bullying behaviour, the following measures will be taken:

- convey seriousness and unacceptability of this type of behaviour at all times
- explain to the pupil(s) involved in bullying behaviour that his/her actions have an adverse effect on the pupil who experiences it and help him/her/them to consider the consequences of what he/she/they has/have done
- involve other members of staff who work with the pupil(s) involved in bullying behaviour and those experiencing it
- if appropriate and including pupils in the conversation, contact parents/carers of the pupil(s) experiencing and involved in bullying behaviour.
- where appropriate and including pupil(s) discuss the issues with parents/carers and inform them of action taken. Wherever possible seek their support and involve the pupil in the process.

Recording and monitoring

All incidents of bullying and equalities involving children should be reported to a member of SMT and will be reported on SEEMiS, in accordance with the authority SEEMiS guidelines. A record of the action taken will also be included, so all parties can be confident that procedures and practices have been correctly followed.

SMT will exercise professional judgment on the validity of a reported incident, but attention will be given to the feelings of the person experiencing bullying behaviour. The perception of the child will be taken into account during the process of investigation. If, after investigation, an incident is **not** substantiated, then it will be reported on SEEMiS as “unfounded”.

SMT will monitor incidents and put in place appropriate responses when incidents arise.

Curriculum

The programmes and courses used in the Health and Wellbeing curriculum subject that teach children about developing and maintain positive relationships.

Emotional Literacy

Principles, why do we do this:

- Support children to understand themselves and their emotions and recognise the emotions of others.
- Develop a culture where it is ok to talk about your emotions – helps with building relationships and resilience.
- Build emotional language and understanding in children
- Develop emotional competence; this refers to the important social skills that allow children recognize, interpret, and respond constructively to emotions in themselves and others.
- Provide children with simple steps which enhance children’s knowledge and understanding of different emotions and feelings they may experience throughout their lives.
- Help children understand that all emotions are valid even those that fall under the ‘negative’ category are valid.
- Identify triggers of how your body may act because of emotion.
- To support self-regulation.

Practice, how do we do it:

- Emotion Works used as a core programme - that emotional literacy is a way of ‘being’ not just ‘doing’. This pedagogical approach which incorporates both teachers, teaching approach and the learning environment in which they and the class create together.
- Discuss the emotion – increasing vocabulary to allow children express the different they experience on a daily basis throughout their learning.
- Use of different cogs throughout each stage of the school. P1-3, Emotion words, body sensations and triggers and P4-7, P1-3 cogs and Behaviour strategies/regulation strategies.
- Use of Boughall Primary and Nursery bank of vocabulary for emotions.
- Trusted adult incorporated into Emotion Works.
- Books (early years), Colour Monster, Lucy’s Blue Day, The Invisible String, While We Can’t Hug.
- Books (upper), class novels (discussions).
- Circle time; check in either at the beginning of the week or end.
- Star of the Week – children tell the star of the week something they like about them.
- Journals; cogs in the back this, for personal reflections. Playground problem- discussions with teachers.
- Morning check-ins in each class tailor to that specific classes needs.

Relationships, Sexual Health and Parenthood

Principles, why do we do this:

- To improve the quality, relevance, consistency and coverage of RSHP education.
- To provide a Relationships and Sexual Health Programme, RSHP, that reflects a modern and inclusive Scotland where we value and respect the human rights of everyone.
- To protect children and young people from harm and supports them to understand that friendships and personal relationships should be healthy, happy and safe.

Practices, how do we do it:

- Our RSHP curriculum has been in place for some years, it is part of Curriculum for Excellence. This is a new resource, designed to help us to deliver the existing RSHP curriculum. Content is up-to-date and engaging and meets the needs of learners with additional support needs, including mild to moderate learning disabilities.
- Part of our learning at Boghall Primary School is about relationships, being safe, growing up, their bodies, how human life begins, pregnancy, birth and being a parent/carer – we use the RSHP resource and website to support this.
- The resource helps teachers to source material that is age and stage appropriate, so that they can focus on building relationships with learners.
- The resource is made up of a series of Activity Plans that describe how a teacher can approach an aspect of RSHP education. The Activity Plans are supported by PowerPoints or other resources the lesson might need.
- The resource is accessible and open to everyone; parents and carers can see what is being delivered in school.

Self-Regulation

Principles, why do we do this:

- To support and promote children to manage their own emotions and behaviours.
- Allow children to be in control of their emotions and keep themselves and others safe.
- Develop strategies to cope with unexpected and tough situations
- Develop skill for learning, life and work.

Practice, how do we do it:

- Incredible 5-point Scale
- Thinking time and Reflection time
- Calm boxes
- Check in sticks/stations
- The Zen Den
- Bands – emotion bands children can wear
- Social stories
- Distractions
- Self – Tailored Positive Behaviour plans
- Safe spaces
- Fidget toys
- Ear defenders

Conflict Resolution

Principles, why do we do this:

- Develop life skill of dealing with conflict.
- Build sense of empathy.
- Build resilience to overcome personal challenges.
- Embed ethos of mutual respect
- Ensuring school is a safe and happy place for everyone.

Practice, how do we do it:

Restorative conversations

- Prompt cards with process to work through: SCRAM – used consistently by all staff
- Shared language used across the school, using the following

Key Questions:

How are you feeling? Why?

What were you thinking?

What have you been thinking about since?

What can we fix/resolve this?

What will you do differently in the future?

Staff are encouraged to voice concerns and worries:

- SLT 'open-door' policy
- All opinions listened to and matter
- Reflection time in a safe calm place
- All parties given equal opportunity to share their take on events
- Using Emotion Work cogs to scaffold discussions

Interdisciplinary learning

Where we provide children with the opportunity to use their interpersonal skills, work with others and respect differences.

Staff at Boghall use the Curriculum for Excellence planning principles of: breadth, depth, challenge and enjoyment, relevance, coherence and personalisation and choice to plan learning experiences that naturally make links in learning and through a range of approaches to learning and teaching allow children to develop both their independence and teamwork.

At times the interdisciplinary links are made through direct curriculum links for example Science, Technology, Engineering and Maths, STEM, or other curriculum areas. Links are also made through identification of skills for learning, life and work.

Our approaches to supporting to developing excellent relationships as described in the sections above allow children to develop the social, emotion and physical wellbeing at the same time as developing their relationship and specifically resilience in managing relationship, especially when presented with a difficulty.

Opportunities for personal achievement

The opportunities available for children to celebrate their successes and achievements both in and outside of school.

Show and tell culture in every class. Learners are encouraged to share medals, certificates, photos of their personal achievements. These moments are valued and celebrated by all. These achievements may also be celebrated during Whole School Time and Assembly.

Good News Board. Learners are encouraged to share photos of momentous moments in their life such as the birth of a sibling and winning an award outside of school.

We have a “Celebrating Successes” part during each assembly where learners are recognised for receiving in school awards such as Values balloons, Magic Munchie Monday and Positive Visits.

Targeted Approaches

At times through our assessment and planning of children with additional support needs, individuals and groups can be highlighted in need of support in developing through relationships. There are a range of ways we support children to develop these skills; including:

- Nurture group
- Lifeskills groups
- School improvement groups
- Outdoor learning
- Forrest Schools
- Partnership working e.g. DASAT

Consultation included:

- Staff development session
- Staff consultation group
- Pupil Council
- Whole School Together Time
- Parent Council
- Parent/carer questionnaire

Published date: June 2021

Review date: Session 2025/26