Craighbank Primary School

Wellbeing and Relationships Position Statement

Review Date: October 2020
This position statement was created by staff, pupils and parents. It underpins our nurturing, compassionate, respectful and inclusive ethos within Craigbank Primary School.

AIMS AND RATIONALE

In Craigbank Primary School, we aim to promote a positive ethos through a climate of mutual respect and openness. Everyone works together, to ensure our learners, staff and parents benefit from a culture which promotes growth mindset, resilience, trust, compassion and mutual respect, all of which recognise the children’s rights.

All adults in our school understand the importance of strong relationships with our learners based on trust.

"Without trust a child cannot accept comfort, experience joy nor experience curiosity” Baylin & Hughes 2017

The health and wellbeing approaches have been created, taking account of the age and stage of the pupils, in line with the Curriculum for Excellence, the Well-Being Indicators (SHANARRI), Getting It Right for Every Child and the United Nations Convention of the Rights of the Child.

LEARNING AND TEACHING APPROACHES

The learning and teaching approaches include the six key organisers of Health and Wellbeing within the Curriculum for Excellence:

- Mental, emotional, social and physical wellbeing
- Planning for choices and change
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationship, sexual health and parenthood

All learning and teaching is taught through various teaching strategies; whole class, group, individual and assemblies. Health and Wellbeing is the responsibility for all staff and is taught at early, first and second level.

Staff promote self-esteem through positive feedback and reward good choices in behaviour. To promote positive behaviour, we use the Go for Green system within each class, which uses a visual traffic light representation of their choices in behaviour. Pupils, whose choices are not appropriate engage in a reflection time to develop skills and identify next steps. This is sent home for review by parents following the period of reflection.
Children earn house points for good choices in behaviour and manners outside class as well as helping others. House captains and vice captains are chosen from our senior pupils, they are required to be role models for the other pupils, where they demonstrate an ethos of respect.

Pupils are recognised for achievement out with school and this is celebrated at weekly assemblies and on the Special Achievements board.

We inform parents early if we have any concerns about a child. The school operates an 'open door' policy and we firmly believe that by working together with parents we will be able to continue to overcome any issue.

**PPROMOTING A POSITIVE ETHOS**

Promoting a positive ethos within school encourages children and staff to further develop skills in becoming successful learners, responsible citizens, effective contributors and confident individuals both in and out with school.

These skills should help children and staff:

- Treat others with respect, kindness, fairness, courtesy and compassion
- Be aware of the impact their actions have on other people and themselves
- Take responsibility for their own actions
- Treat their environment with respect

**We promote a positive ethos in a number of ways:**

- Staff know the children well, as individuals, and provide support where it is needed, both in the classroom and in the playground.
- We have high expectations of all our children, and their choices in behaviour. All staff model positive attitudes towards the children and their families and treat everyone with respect and compassion.
- Class and school charters reflect individual's rights and the respect for everyone's rights.
- We actively encourage parents and cares to share in their child's learning.
- Pupils are aware that they are able to discuss any worries, concerns or issues with any staff member at any time.
- We actively promote the nurturing approach throughout the school. Staff have been trained and follow the six principles of nurture. Learners indicate their wellbeing through input on an emotional check-in chart and use ‘time to talk’ cards to facilitate 1:1 discussion. Mindfulness is an integral part of the class timetable aiming to raise self-awareness and enhance self-regulation. For those requiring additional health and wellbeing skill development, all members of staff provide input to ensure that relevant learners are identified for nurture group and that the nurture group experiences are appropriate to their needs.
- We use restorative approaches when pupils find themselves in disagreement and conflict with other children. This enables children to reflect on their choices in behaviour and its impact on others.
• Reported incidents of bullying are treated very seriously. Bullying is defined as: *Persistent intentional behaviour which causes stress to a person emotionally, physically or mentally, where a person is made to feel insecure, threatened or inadequate.*

The staff throughout the school use restorative approaches to help the pupils to deal with disagreements and conflict and inform parents early to deal with most incidents. However, repeated incidents or incidents of a more serious nature are dealt with by the senior management team. Our response to bullying has, at its core the value of restoring and repairing relationships. It emphasises tolerance, care and respect for other people.

• We seek pupil’s, staff’s and parent views to ensure everyone’s viewpoint is taken into account within the school.

The whole school community has the responsibility to help create a safe learning environment, where children, staff and parents can be confident they will be treated with respect and compassion.