



Ethos and Relationships Policy

Education Scotland states: “The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents of children and young people”.

Our school exists to provide a safe, happy, aspirational learning environment for every young person and to uphold our school values in all aspects of the curriculum. Fundamental to this is that everyone has the right to be respected; young people have the right to learn and teachers to teach; to that end we have the highest expectations of all our young people and staff. We provide the opportunity for each individual to express their unique skills, attributes and capabilities to achieve at the highest level in all of their endeavours.

Our school values are:

Ambition **Belonging** **Compassion** **Trust**

These values are central to our school ethos.

Ambition

Belonging

Compassion

Trust

Ambition

We build on our young people's knowledge, enthusiasm and achievements to enable ambition to grow.

Belonging

By knowing and understanding our young people and their families, we create a nurturing, inclusive environment.

Compassion

We set aside prejudice and listen fully to understand each individual and show them kindness and consideration.

Trust

We build trust through consistency, fairness, openness and honesty in a positive and supportive environment.

We seek to create a positive learning environment in which every individual understands their expectations and responsibilities. Our approach to our young people is underpinned by the SHANARRI principles of ensuring they are Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

We want all young people, parents and staff in our school to feel safe, secure and valued in accordance with our anti-bullying policy and teaching delivered through the Personal Social Education programme. We have a duty to promote equality and eliminate racist and discriminatory behaviours.

We want our young people to be healthy; we actively promote the care and welfare of others. Physical, mental and emotional health and well-being is the responsibility of all staff. We work in partnership with catering services and outdoor learning partners to encourage our young people to make appropriate lifestyle choices. We support our young people in promoting positive mental health, supporting them in times of stress and liaising with agencies such as CAMHS when required.

We want our young people to be active; to that end we provide at least two periods of Physical Education per week in addition to a wide range of extra-curricular activities and residential and non-residential outdoor learning opportunities.

Our school has a nurturing approach and is fully inclusive; taking care of a range of needs and differences. All our young people may need additional support at times

due to family circumstances, health or disability, or social or emotional factors. We are proactive in providing support and professional advice from specialist agencies as required and will review learning plans with young people and their families to ensure we are offering the right support.

We want our young people to achieve to the highest standards and will set them challenging targets. United Nations Convention on the Rights of the Child Article 29 states; “Children’s education should develop each child’s personality, talents and abilities to the fullest.” Young people will be recognised for their attainment and wider achievement through promoting positive behaviour schemes, award ceremonies, Head Teacher awards and assemblies. Each young person’s progress will be tracked and monitored throughout school, with mentoring provided at key stages. Our focus throughout is on literacy, numeracy and health and wellbeing for all.

We respect our young people and expect them to show understanding, empathy and respect to others, including their peers, staff and members of the wider community. “Curriculum for Excellence cannot be delivered without good relationships and positive behaviour” (Education Scotland). Views from all those involved in our school community are welcomed, listened to and acted upon as appropriate. Our young people have many opportunities to discuss their ideas and raise concerns in class, focus groups and through their active school council.

To further encourage young people to ‘have a voice’ in our school, we share a commitment to ensuring all staff and students understand their own rights and the rights of others. To do this we participate fully in the UN’s Rights Respecting School Award. Our participation in this award scheme creates opportunities for young people in our school to both understand and actively engage in preserving their own rights and the rights of others.

We work to provide the conditions for young people to prosper both in school and in the wider community. Our focus is to enable young people to make positive choices about their behaviour by encouraging self-discipline and self-regulation.

A range of specific policies exist to support young people, staff and parents in understanding their responsibilities and shared expectations. We adopt a restorative approach to social emotional and behavioural learning. Such an approach focuses upon acknowledging and repairing the harm caused by one individual to another and involves all in our school community, which may include our Area Inclusion Worker along with other professional agencies to provide additional support.

The “Standards in Scotland’s Schools etc. Act 2000” (Section 15) gives every young person in Scotland the right to have their educational needs met within their local mainstream school. In line with North Ayrshire Council policy, educational provision is open to all young people, regardless of sex, age, religion, race, disability or any other potential barrier and all reasonable measures will be taken to ensure that the

Ambition

Belonging

Compassion

Trust

curriculum is available to every child. Staff will endeavour to meet the needs of all our young people following the principles of inclusion and partnership working with young people, parents and other agencies to ensure we are Getting it Right for Every Child and by putting in place any support which is required and by use of the Staged Intervention process.

We want our young people to develop self-confidence, self-esteem and positive views about themselves and their school. We believe they identify with the school by attending regularly, by wearing the appropriate school uniform; by taking on leadership roles and responsibilities, including using their talents to help others—prefects, school and house captains, pupil council representatives, sports leaders, peer supporters, buddies and by participating in extra-curricular clubs, wider achievement opportunities and leadership roles.

Our young people are asked to engage in challenging learning which stretches their abilities and encourages them to strive towards ever higher goals. Parents have a crucial role to play in supporting our young people in their aspirations by contributing fully to their experience in school, encouraging them in all their endeavours and taking an active interest in their learning. The Scottish Schools (Parental Involvement) Act 2006 aims to encourage and support more parents to become involved in their child's education. We ask parents to contact the school to discuss any minor concerns through Pastoral Support and Year Heads (Early years Practitioner, Class Teacher and Depute or Head Teacher in the Primary) for a speedy resolution. Parents' enquiries and requests will be dealt with in a sensitive way. Questions may also be presented to the Parent Council for discussion at one of the regular meetings. Parents are advised however that individual personal complaints should not be raised through this forum due to the need for confidentiality. We comply with North Ayrshire complaints procedures.

Young People

Expectations

- To have an education appropriate to my needs
- To be respected
- To be safe
- To be listened to
- To be nurtured
- To be challenged and supported
- To be trusted
- To be included

Responsibilities

- To be ready to learn
- To respect others
- To care for others
- To listen to others
- To be a school ambassador
- To try my best
- To meet all reasonable requests
- To include others

Staff

Expectations

- To be respected by the wider school community
- To be safe
- To be listened to
- To be challenged and supported
- To be trusted
- To be included

Responsibilities

- To meet the requirements of the relevant standard for registration
- To provide an appropriate education for each young person
- To ensure lessons are well planned and differentiated to meet the individual needs of all learners
- To ensure clear learning intentions and success criteria are shared and understood by learners
- To provide assessment approaches which support learning and provide clearly identified next steps for all learners
- To provide engaging and relevant lessons which have appropriate pace and challenge
- To lead lessons enthusiastically
- To respect young people and their parents
- To include and listen to all young people and parents without discrimination
- To provide a positive role model
- To maintain a safe, nurturing environment for all
- To respond promptly to requests from young people, staff and parents
- To be an ambassador for the school
- To encourage development
- To praise appropriately
- To develop a growth mindset in themselves and others