



Hallglen



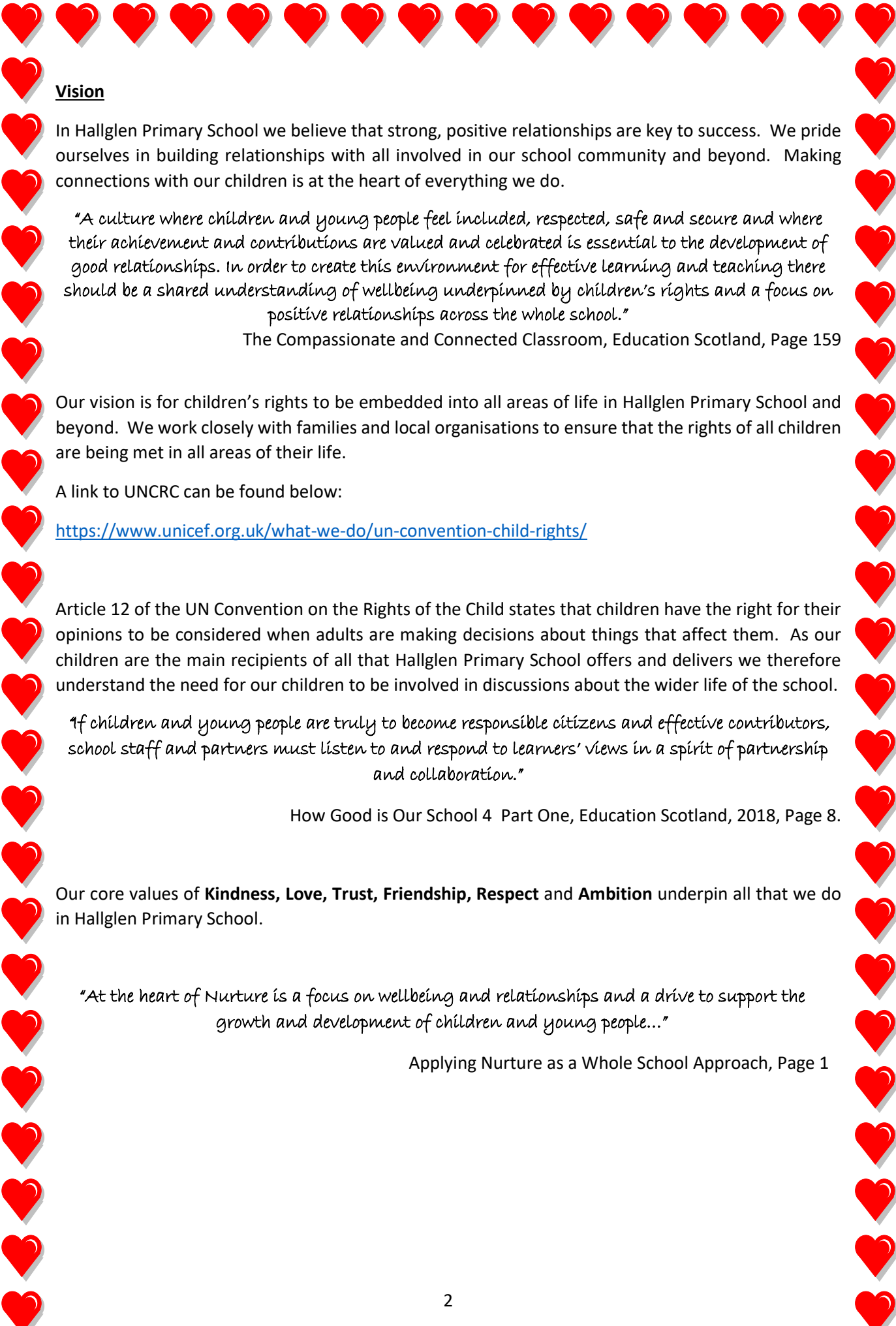
Primary School



Children's Rights and Relationship Agreement

Happy Pupils Succeed





Vision

In Hallglen Primary School we believe that strong, positive relationships are key to success. We pride ourselves in building relationships with all involved in our school community and beyond. Making connections with our children is at the heart of everything we do.

"A culture where children and young people feel included, respected, safe and secure and where their achievement 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."

The Compassionate and Connected Classroom, Education Scotland, Page 159

Our vision is for children's rights to be embedded into all areas of life in Hallglen Primary School and beyond. We work closely with families and local organisations to ensure that the rights of all children are being met in all areas of their life.

A link to UNCRC can be found below:

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Article 12 of the UN Convention on the Rights of the Child states that children have the right for their opinions to be considered when adults are making decisions about things that affect them. As our children are the main recipients of all that Hallglen Primary School offers and delivers we therefore understand the need for our children to be involved in discussions about the wider life of the school.

"If children and young people are truly to become responsible citizens and effective contributors, school staff and partners must listen to and respond to learners' views in a spirit of partnership and collaboration."

How Good is Our School 4 Part One, Education Scotland, 2018, Page 8.

Our core values of **Kindness, Love, Trust, Friendship, Respect** and **Ambition** underpin all that we do in Hallglen Primary School.

"At the heart of Nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people..."

Applying Nurture as a Whole School Approach, Page 1

Methodology

How do we promote relationships in Hallglen Primary School?

Relationship-based approaches support professionals to understand that children's behaviours can communicate what they think and feel, but are sometimes unable to articulate, and recognise that their early experiences have shaped these thoughts, feelings and behaviours. A relationship-based approach can also support those within the school community to develop compassion and empathy with others.

The Compassionate and Connected Classroom, Education Scotland, Page 7

Through the co-creation of our School Charter, Playground Charter, Dining Hall Charter and Classroom Charters children are clear about expectations in school and what they can expect from the Duty Bearers (adults around them) to ensure that their rights are being upheld in school. These Charters have been agreed by all pupils and adults, and are clearly displayed and frequently revisited to support with children's rights being embedded into all areas of life in school.

Below is a link to our Charters:

1. School Charter
2. Dining Hall Charter
3. Playground Charter

<https://sway.office.com/jr6rwim27QouClFA?ref=Link>

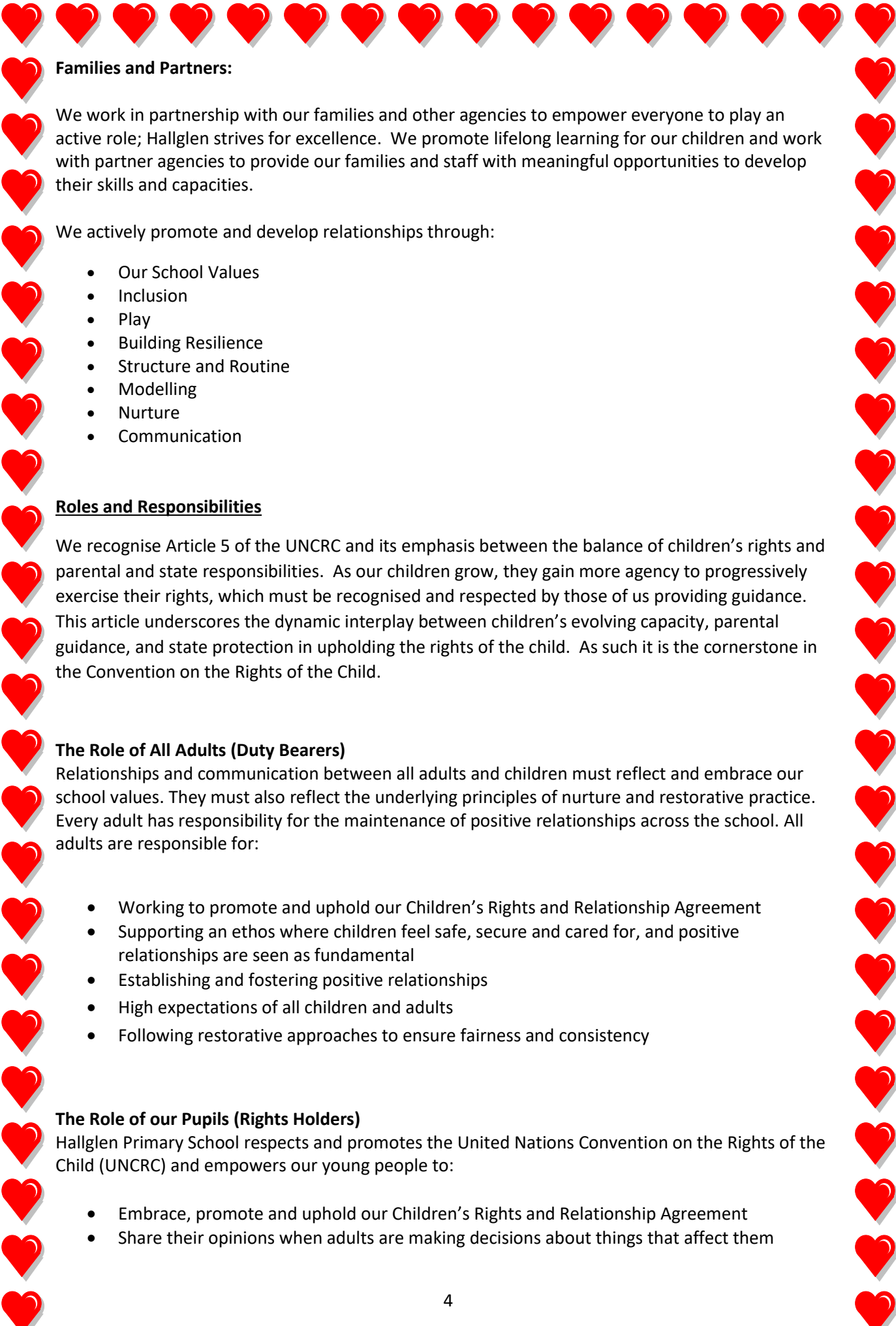
Classroom Charters can be found on *Class BlueSky Pages*.

Each class is encouraged to recognise children who are demonstrating our Hallglen Values through a variety of different strategies including:

- Frequent discussions around Charters, adapting as required
- Work on developing our community's understanding of Children's Rights
- Regularly checking in with all children to ensure they have a trusted adult who they can speak to in school
- Whole school assemblies
- High expectations and consistency from staff
- Specific, bespoke support for those experiencing barriers to learning, including access to our Wellbeing Hub and multi-agency professionals
- Communication with parents
- Everyone being involved and committed to the same values and vision for our school

Aims

We aim to nurture and develop skills and capacities, encouraging pupils to share these with others. We celebrate success, praise effort and recognise achievements and work together to provide stimulating learning experiences which support and challenge, inspire and excite and involve lots of fun, laughter and creativity.



Families and Partners:

We work in partnership with our families and other agencies to empower everyone to play an active role; Hallglen strives for excellence. We promote lifelong learning for our children and work with partner agencies to provide our families and staff with meaningful opportunities to develop their skills and capacities.

We actively promote and develop relationships through:

- Our School Values
- Inclusion
- Play
- Building Resilience
- Structure and Routine
- Modelling
- Nurture
- Communication

Roles and Responsibilities

We recognise Article 5 of the UNCRC and its emphasis between the balance of children's rights and parental and state responsibilities. As our children grow, they gain more agency to progressively exercise their rights, which must be recognised and respected by those of us providing guidance.

This article underscores the dynamic interplay between children's evolving capacity, parental guidance, and state protection in upholding the rights of the child. As such it is the cornerstone in the Convention on the Rights of the Child.

The Role of All Adults (Duty Bearers)

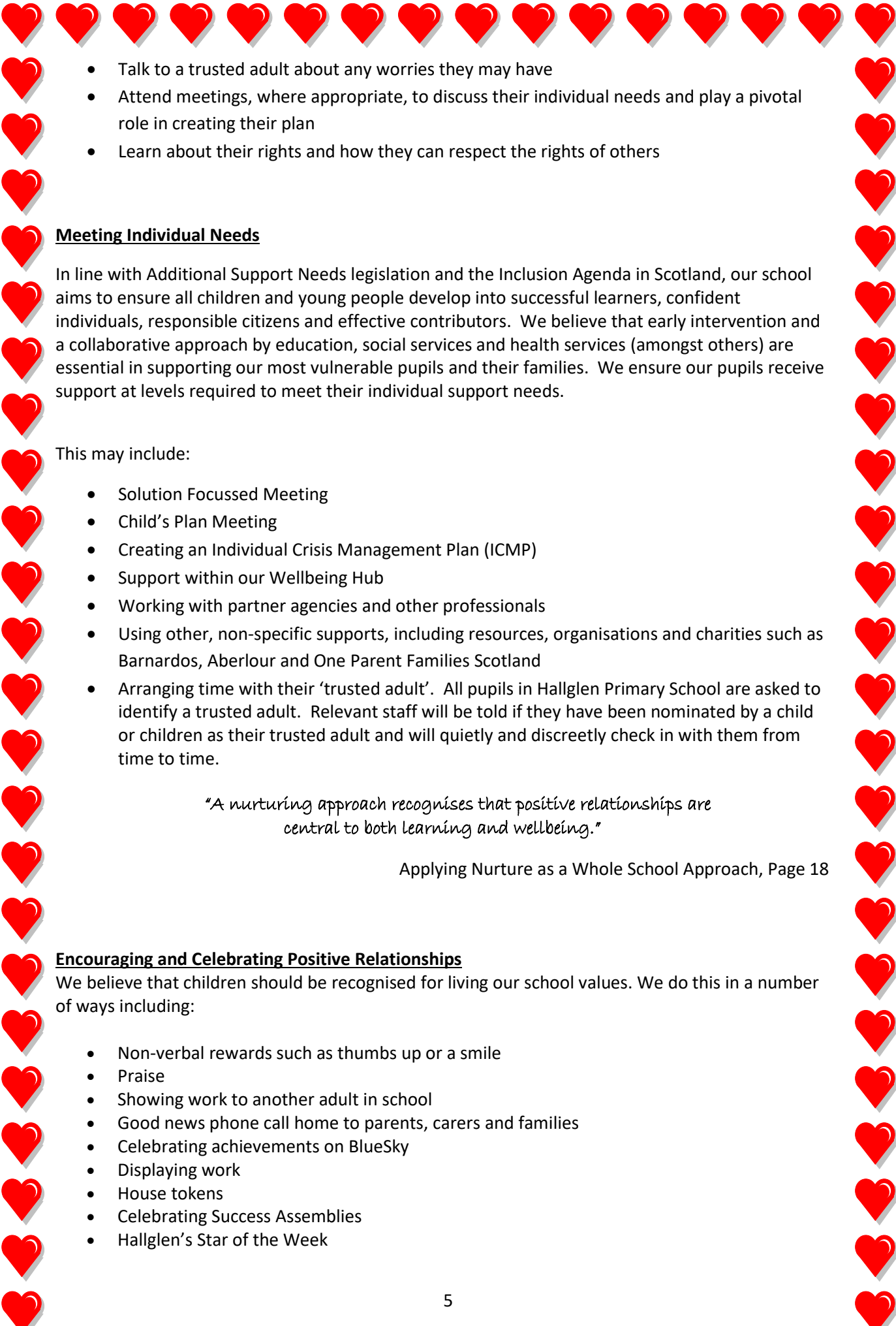
Relationships and communication between all adults and children must reflect and embrace our school values. They must also reflect the underlying principles of nurture and restorative practice. Every adult has responsibility for the maintenance of positive relationships across the school. All adults are responsible for:

- Working to promote and uphold our Children's Rights and Relationship Agreement
- Supporting an ethos where children feel safe, secure and cared for, and positive relationships are seen as fundamental
- Establishing and fostering positive relationships
- High expectations of all children and adults
- Following restorative approaches to ensure fairness and consistency

The Role of our Pupils (Rights Holders)

Hallglen Primary School respects and promotes the United Nations Convention on the Rights of the Child (UNCRC) and empowers our young people to:

- Embrace, promote and uphold our Children's Rights and Relationship Agreement
- Share their opinions when adults are making decisions about things that affect them

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- Talk to a trusted adult about any worries they may have
 - Attend meetings, where appropriate, to discuss their individual needs and play a pivotal role in creating their plan
 - Learn about their rights and how they can respect the rights of others

Meeting Individual Needs

In line with Additional Support Needs legislation and the Inclusion Agenda in Scotland, our school aims to ensure all children and young people develop into successful learners, confident individuals, responsible citizens and effective contributors. We believe that early intervention and a collaborative approach by education, social services and health services (amongst others) are essential in supporting our most vulnerable pupils and their families. We ensure our pupils receive support at levels required to meet their individual support needs.

This may include:

- Solution Focussed Meeting
- Child's Plan Meeting
- Creating an Individual Crisis Management Plan (ICMP)
- Support within our Wellbeing Hub
- Working with partner agencies and other professionals
- Using other, non-specific supports, including resources, organisations and charities such as Barnardos, Aberlour and One Parent Families Scotland
- Arranging time with their 'trusted adult'. All pupils in Hallglen Primary School are asked to identify a trusted adult. Relevant staff will be told if they have been nominated by a child or children as their trusted adult and will quietly and discreetly check in with them from time to time.

"A nurturing approach recognises that positive relationships are central to both learning and wellbeing."

Applying Nurture as a Whole School Approach, Page 18

Encouraging and Celebrating Positive Relationships

We believe that children should be recognised for living our school values. We do this in a number of ways including:

- Non-verbal rewards such as thumbs up or a smile
- Praise
- Showing work to another adult in school
- Good news phone call home to parents, carers and families
- Celebrating achievements on BlueSky
- Displaying work
- House tokens
- Celebrating Success Assemblies
- Hallglen's Star of the Week

Now that we have established our school values, at the start of every year, we ask the children to tell us what *Kindness, Love, Trust, Friendship, Ambition and Respect* will look like, feel like and sound like as part of their Class Charter.

Supports for Children Not Respecting the Rights of Others

The UNCRC states that “Discipline in schools should respect children’s human dignity” (Article 28).

In order to protect the rights of our children, we believe it is important to build clear steps for addressing behaviour that is not respecting the rights of others. Through adopting a restorative approach we support our children to think about what they can do to help resolve a situation.

Staff are skilled in and committed to using the following:

- De-escalation strategies
 - Low arousal techniques
 - Reminders of expectations
 - Encouraging children to access a quiet space in the classroom or area
 - Hallglen Hub support
 - Children may be offered support to co-regulate with skilled and sensitive adults
 - Supporting with repairing any harm that has been done. We use a restorative approach to help us do this. It does not always have to be a member of staff who asks the questions, a pupil can also assist. First we ask if what was happening was reflective of our values of Kindness, Love, Trust, Friendship, Respect and Ambition and how it impacted on the rights of others.
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- We may then go on to use the following Restorative Questions:
 - What happened?
 - What were you feeling/thinking at the time?
 - How might this have made other people feel?
 - Who else has been affected and how?
 - What should we do to put things right?
 - If this happened again, how could you do things differently?

Talking through these Restorative Questions gives the pupil an opportunity to talk about what happened and to put it right. Sometimes this lets the pupil see that something they didn’t think would hurt or harm actually has upset someone – even if they didn’t mean for that to happen. These questions also give the opportunity to identify actions to move on and start over.

Getting It Right For Every Child (GIRFEC)

Whilst the above are standard procedures for supporting children, each child is an individual and so each situation will be supported in a manner appropriate to the needs of the child and their family. GIRFEC (Getting it Right For Every Child) is one of the key frameworks in Scottish Education and it aims to put the child at the centre. The Wellbeing Indicators (SHANARRI) recognise the importance of putting every child's wellbeing at the heart of all assessment and planning.

"(GIRFEC) recognises that children and young people have different experiences in their lives, but that every child and young person has the right to expect adults to allow them to grow and develop and reach their full potential."

The Compassionate and Connected Classroom, Page 6

From the moment children join us at Hallglen Primary School the SHANARRI principles underpin our assessment and planning for their wellbeing.

For further information on GIRFEC and SHANARRI click the link below:

<https://www.gov.scot/publications/shanarri/>



Summary

In Hallglen Primary School, we are committed to establishing, maintaining and promoting an ethos of positive relationships, which in turn foster the best outcomes for all members of our school community.

At the heart of a Curriculum for Excellent are the four capacities that our Children's Rights and Relationship Agreement seeks to develop for all:

