

BECOMING

# RESPONSIBLE CITIZENS



**FEBRUARY  
2024**

**READY  
RESPECTFUL  
SAFE**

**"WE LOOK OUT FOR EACH OTHER AROUND HERE"**

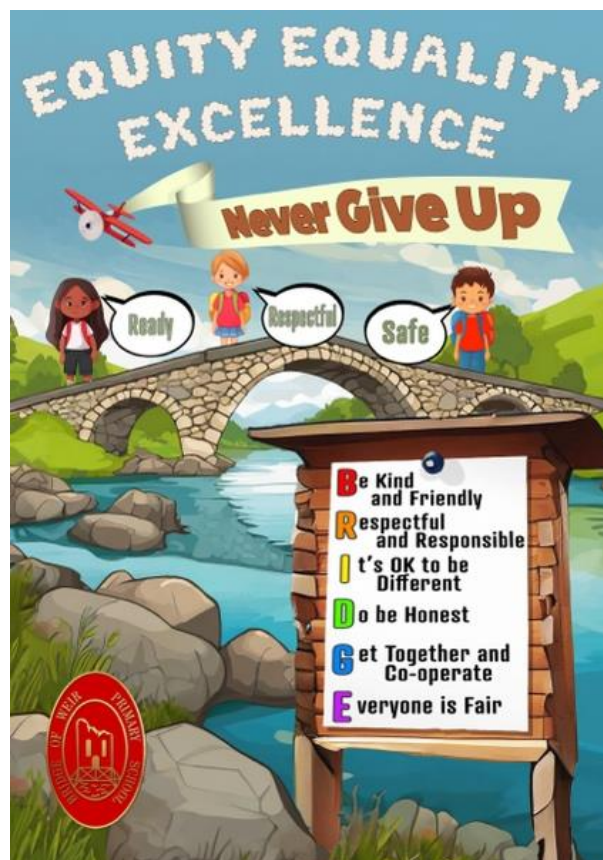
Be Kind and Friendly Respectful and Responsible It's OK to be different Do be honest Get together  
and co-operate Everyone is Fair

Bridge of Weir Primary School  
Becoming Responsible Citizens Policy  
March 2025

School Vision: **Equity – Equality – Excellence**

School Values: **BRIDGE**

School Rules: **Ready, Respectful, Safe**



In Scotland, a child can become a responsible citizen through their learning at home and direct teaching at school through the Curriculum for Excellence (CfE), which aims to develop young people who contribute positively to society. One of the CfE four key capacities is Responsible Citizens, which focuses on the development of respect, engagement, ethical decision-making, and active participation in society. Schools, parents/carers, and teachers all play a vital role in supporting this development.

## Key Aspects of Becoming a Responsible Citizen

### 1. Understanding and Respecting Others

- Children learn to appreciate different beliefs, cultures, and perspectives.
- They are encouraged to be inclusive and respectful in their interactions.

**Parental Support:** Parents/carers can reinforce these values by teaching empathy and discussing diversity at home.

**Teacher Support:** At Bridge of Weir, we undertake continuous professional development on inclusion, equality, and diversity, ensuring teachers have the resources to create respectful learning environments.

### 2. Knowledge of Society and the World

- Through subjects like Social Studies, Religious and Moral Education, and Health and Wellbeing, children gain awareness of political, economic, and environmental issues.
- They develop the ability to make informed choices that contribute to a fair and sustainable society.

**Parental Support:** Parents/carers can encourage discussions about current events and responsible, age appropriate, media use.

**Teacher Support:** Our teachers are supported through curriculum guidelines, professional learning networks, and access to educational resources available nationally or locally in our education authority.

### 3. Positive Behaviour and Ethical Decision-Making

- Our school promotes values like honesty, kindness, responsibility, co-operation and fairness.
- Children are taught to reflect on their actions and consider the impact on others.

**Parental Support:** Parents/carers help by setting clear expectations, being role models, and guiding their children in making good choices.

**Teacher Support:** Our school provides behaviour management training, restorative justice approaches, and clear policies on discipline and well-being to help teachers create positive classroom environments.

### 4. Active Participation in Society

- Pupils participate in community projects, democratic processes (such as School Council and House Captain elections), and initiatives like Eco-Schools and Fairtrade.
- They are encouraged to take responsibility for their actions and contribute to positive change.

**Parental Support:** Parents/carers can promote volunteering and civic engagement at home.

**Teacher Support:** We provide training and resources to help teachers support citizenship education, and many teachers provide time for extracurricular activities that encourage wider participation. In addition, we are supported by our Active Schools Coordinator for after school clubs.

(Appendix 11 for School Clubs – parents/carers are welcome to run clubs too).

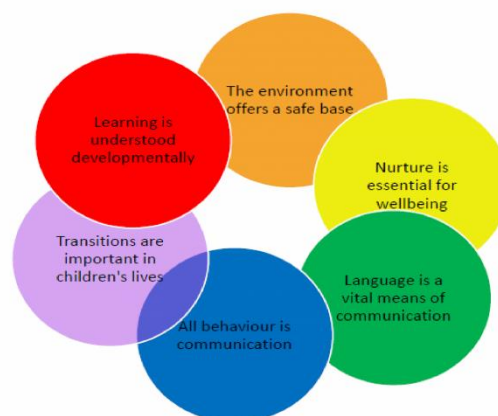
By working together - schools, parents/carers and teachers - children receive the guidance and support needed to develop into respectful, responsible, and active members of society.

## **Positive Behaviour**

Teaching children social responsibility comes with unique challenges as it requires instilling values, like honesty, empathy for children who are different and that being different is ok, and respect for others in a world that can sometimes promote individualism and self-interest. Parents/carers and teachers aim to model these behaviours consistently, which can be challenging in the face of societal pressures, social media influences and family time constraints. Children may not readily grasp concepts like being part of a classroom or school community and the benefits this can bring. Children are constantly learning how to be responsible citizens; to understand the diversity of the real world and appreciate and value the point of view of others but this can sometimes bring conflict and confusion. Teaching social responsibility involves balancing guidance with allowing children the freedom to make mistakes and learn from them. Competing influences, such as peer pressure or media messages, can also complicate efforts to nurture a sense of social responsibility. Overcoming these challenges involves patience, open communication, and providing opportunities for children to practice kindness, teamwork and community engagement.

The purpose of this policy statement is to provide information and guidance for teachers, children and parents/carers on our supportive, restorative and relationship focused approaches to build children's emotional literacy and social skills. This maximises the time for learning and teaching in our school and supports our children to become responsible citizens. Our approaches provide children with a welcoming and safe environment which enables children to experience success socially, emotionally, and educationally and receive further support if needed. We believe that following the six nurture principles from Renfrewshire's Nurturing Relationships Approach, in our school will lead to more confident learners and effective learning.

## **6 Nurture Principles**



*'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, Education Scotland)

<https://blogs.glowscotland.org.uk/re/renfrewshireedpsych/nurturing-wellbeing-to-build-back-better/nurture-principle-sections/>

**Be Kind and Friendly** **Respectful and Responsible** **It's OK to be different** **Do be honest** **Get together and co-operate** **Everyone is Fair**

## Resources

We use three educational programmes, 1) Emotion Works to teach emotional literacy and regulation, 2) Relationships, Sexual Health and Parenthood (RSHP) national programme for relationships and 3) Bounce Back for values-based lessons.



We implement national policy, Getting it Right for Every Child (GIRFEC) and United Nations Convention on the Rights of the Child (UNCRC) in line with national policy. We use the SHANARRI (Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible, Included) indicators to support the work that we do in classes.



We seek the views of the children bi-annually as they complete a survey called the Glasgow Motivation and Wellbeing Profile in November and May each year. This provides us with information on how they are feeling about learning, school, and relationships. School staff will action support for lower scores and discuss any concerns with parents/carers.

As a school team, we are providing a clear, consistent, understanding and empowering approach to support our children to manage and regulate their behaviour. Our main priority is to promote strong, positive relationships for children with peers and adults. We have three rules which cover most scenarios in our school setting, which we ask everyone to follow: to be **ready, respectful, and safe**.

#### **Aims**

- To ensure our values and school rules underpin our school ethos and curriculum.
- To provide a clear, fair, and consistent approach to supporting children's positive behaviour, based upon the nurture principles, restorative conversations, development of emotional literacy and age-appropriate self-regulation strategies.
- To build safe and respectful relationships across our school community in person and online
- To use trauma informed practice to understand and support behaviours that might be the result of adverse childhood experiences and/or additional support needs.
- To give staff the knowledge and skills to support emotional expression and regulation, conflict resolution and restore relationships.
- To equip children with age-appropriate strategies to understand their emotions, manage their behaviour, build good relationships with others and develop the skills to restore relationships when necessary.
- To remember that all children need guidance and support to develop and build good relationships with peers and adults with mistakes being seen as an opportunity to grow (expect bumps along the way; it is part of learning).

#### **United Nations Convention on the Rights of the Child (UNCRC) links,**

- UNCRC: Article 28: Access to Education
- UNCRC: Article 29: Aims of Education
- UNCRC: Article 31: Rest, Play, Culture and Arts

#### **What is Positive Behaviour? – Learning to keep our school values and rules**

At Bridge of Weir, we have expectations for all our children regarding their behaviour; we expect adults and children to show our school values and follow our school rules. In doing so we are enacting the UNCRC for all children. We hope all members of our school community and the wider community will support all our children to become responsible citizens. In school session 2023 to 2024 consultation with parents/carers showed full agreement, from those who responded, with our school values. Values are a reminder of what we all strive to do to make Bridge of Weir Primary a safe and supportive place to learn. Supporting children to learn self-discipline is the responsibility of all and when school, home, and the wider community work together to achieve this, we are likely to see future adults with the power to manage their thoughts, emotions, or behaviour to achieve their goals. *'Self-discipline is the ability to make yourself do what you should do, when you should do it, whether you feel like it or not.'* (Elbert Hubbard) *'Instilling a sense of self-discipline and focus when the kids are younger makes it so much easier by the time they get into high school.'* (Amy Chua)

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### Whole School Promotion and Recognition of Positive Behaviour

The following strategies will be used consistently by adults in the school. They are aimed at ensuring everyone feels included and valued and part of our school community. We want to be clear that everyone belongs in our school and that together we are nurturing the intrapersonal and interpersonal skills to support children to be **confident individuals, successful learners, responsible citizens, and effective contributors.**



### Be Kind and Friendly

#### Check-in

Adults will create a warm and welcoming environment by greeting children every morning. Teachers will have a check-in at the start of each day. Each teacher will discuss this with their class and implement an age-appropriate check-in. This may be a simple good morning (perhaps in French, Spanish or Makaton) or a visual system of check-in. What is important is that the child is warmly welcomed and their readiness to learn is gauged and any support is quickly offered.



#### Class Support Strategies

Each class decides with their teacher how they wish to set up their classroom system to support each other. We recognise that a single system cannot meet the needs of all learners. There are many ways for classes to promote our values and rules. What is more important is how we engage and support each other across the school to make progress in learning and behaviour. In the early years of primary school, the system in class will likely be more visual, more tangible, and more extrinsic

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while in the middle and later years of primary school it is likely to become more verbal and working towards intrinsic motivation, however, the focus will remain on school values and rules.

### Respectful and Responsible

#### **Positive Sticker Home**

The positive sticker home is recognition by any adult in the school of children clearly putting our school values into action. We want to provide as much support as we can to keep our rules and values front and centre each day. There is no limit to how many can be given out.

#### **Positive Note Home**

The positive note home is for learners who have gone over and above the expectations of positive behaviour that reflects our school values. It can be given by any adult or visitor. There is no limit to how many can be given but it must be sincere and of high status and value. Children who earn a positive note are photographed and given high status in our Walk of Fame corridor.

(Appendix 10 explains how children earn this, and it is on display in every classroom)



#### **Values Board**

Values boards celebrate our values in action. For example, a board may have the title of Kindness and acts of kindness will be celebrated on the board. This will be further recognised at assemblies.

#### **Achievements**

##### **Seesaw**

Learners who have an achievement outside of school can share this with their class. Parents/carers can communicate achievements through Seesaw (our school communication online platform). Class teachers may request that this be recognised by the wider school community at a school assembly. Teachers also communicate to families through our online platform. We believe that this communication supports our children to remember and share their successes with their families.

##### **Website/BlueSky**

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Regular promotion of our values and successes can be viewed by the wider community on our school website and coming soon - BlueSky

### Get Together and Co-operate

#### **House Points and Sense of Community**

All children are a member of a House. Houses are Arran, Bute, Cumbrae and Skye. Children can earn points for their house by respecting children's rights, our school values and keeping our rules. All staff and visitors to the school can award house points. Our class system will also be transferred into house points by our teachers. A positive sticker, positive note can also earn a house point. Winners of competitions, tournaments or representing the school at special events can also earn house points.

(Summarised in Appendix 1 and School Council Consultation summarised in Appendix 4)

#### **How We Approach and Support Learners in the Classroom**

Classroom supports are a series of steps which are focused on small but certain consequences and a restorative ending. The approach will be used by every adult to ensure consistency around language and that these steps are used throughout the school. The steps are agreed, the expectations and boundaries for the children are clear and predictable.

Support will be used to reinforce expectations when a child's behaviour is not reflective of our school values and rules. A reminder of expectations will be given. The purpose is to provide a quick, consistent, and non-judgemental support for the child/children to make a better choice. The reminder will be delivered in a calm and clear manner to prevent escalation of unwanted behaviour.

(Nurturing conversations or what we call a 'Cog Chat,' or a 'Fix it Folder,' may be a more appropriate response within the classroom for children who are upset, distressed or for repeated incidents).

### Everyone is Fair

#### **Our Restorative Approach**

All children learn about emotional literacy and regulation using our school programme called Emotion Works.

Teachers will manage almost all behaviours which take place in the classroom. To minimise the loss of teaching and learning time, support staff and/or the management team may become involved in supporting the learner directly or releasing the teacher to have a Cog Chat or to use the Fix it Folder.

All adults have the skills to use approaches which minimise incidents of unwanted behaviour.

#### **Cog Chats/Fix it Folder**

(Fix it Folder is a visual version of a Cog Chat used predominantly with younger children)

At Bridge of Weir Primary, we believe that all children can benefit from a nurturing and restorative approach to better understand their own emotions, the emotions of others, the situation and what

can be done differently. The aim is to help the child realise the impact of their or other children's actions, teach what appropriate behaviour looks like and equip the child with the tools to create a plan they can use to avoid a similar incident in the future. They are learning from their mistakes. To really make a change they need to accept the mistake that has been made and work hard to improve their self-discipline. Cog Chats can also be used to support less confident children who may need reassurance or help to manage a difficult situation, and they can be supported by an adult to plan and find solutions. Cog Chats are part of our Emotion Works programme.

### **Cog and Fix it Folder Questions**

Cog and Fix it Folder questions will be used to structure the chat. Depending on the developmental stage of the child up to six questions can be used. The adult leading the Cog Chat may decide that only two questions are needed and build on these as the child develops socially and emotionally.

(Cog Chats summarised in appendix 5, 6 and 7)

### **Do Be Honest**

#### **Repairing and Restoring**

When things go wrong, the strategy to use positive approaches is not a weakness but rather a strength. We educate children on how to improve their relationships with others and they need all adults to help them to succeed. Developing positive relationships and becoming a good citizen must be recognised as a lifelong skill.

However, if a child is not responding to the strategies in place there needs to be a consistent adult response to specific incidents and to make the boundaries clear. We aim for responses that are appropriate and we will refer to them as consequences. Consequences and responses aim to be as natural as possible and are implemented as quickly as possible, this could be an apology, a letter of apology, a reflection time out, making amends by giving back time, tidying up after making a mess or replacing an item that has been broken. The responsibility for their actions and decisions are made clear while they strive to improve themselves. For children with the development of positive behaviour as an additional need, examples of their support will be detailed on their personalised plan after discussion with their family and completion of their, 'Have Your Say.'

#### **Time Out/Time to Reflect**

A reflective time where the learner discusses their actions privately with an adult and how they have impacted on others. The purpose of this is to enable the adult to remind the learner of our values and to encourage better choices in the future. This is our Cog Chat and it is likely to take place at a suitable break in the day but can also be completed out of class especially when the matter is more urgent.

#### **Time Owed/Responsibility**

Giving back time is an appropriate response to repair their actions. For example, if a child has not completed class work not due to misunderstanding but instead due to ignoring reminders, Cog Chats or Fix it Folder, work may be completed at a break. This is part of setting boundaries.

(Summarised in Appendix 2)

(Cog Chats summarised in Appendix 5, 6 and 7)

### **It's OK to be Different/Not Everyone Learns in the Same Way or at the Same Time**

#### **How we Support Distressed Learners**

When reminders and Cog Chats, Fix it Folders are not appropriate, adults will need to implement de-escalation strategies. Reducing stress levels can mean removing a child from a situation or removing the situation for the child. We have two nurture areas which we use to provide co-regulation and self-regulation to take place. The areas can also offer a calming environment for Cog Chats to take place when a child is ready.

- Offer a partial agreement or understanding to defuse a situation quickly.
- Word requests in a way that offers options and choice to help the child feel a sense of control or to feel included and share the responsibility.
- Describe and say what you see regarding the child's emotions. This helps them to become aware and connect with the emotion they are feeling, building emotional literacy and helping them to make sense of the situation.
- Use words to show belonging and inclusion. This is very powerful for a child, especially one who perhaps struggles with friendships and/or has experienced trauma. The consistent message of belonging will take time to establish and to build trust.

#### **Inclusion and The Pit Stop/Empowering Children**

We understand that some pupils find extended periods of learning in the classroom environment challenging and need a more structured support. The Problem Solving Pitstop has been created within The Learning Hub as an approach to support children with co-regulation and self-regulation. Children can use the Pit Stop by having a short, agreed time out of class to refocus, enabling them to get ready to learn again. Staff, resources, and strategies are there to help the children and return them safely to class. This support can be chosen by the child or suggested by the teacher. It is designed to provide respite, a chance to find calm and have a safe space when emotions are overwhelmed.

#### **NVR**

NVR (Non-Violent Resistance) is an approach we have implemented in Bridge of Weir Primary to ensure a shared message across all staff.

NVR is a 'new authority' which ensures adults create boundaries and RESIST unacceptable behaviours. It relies on adult self-control and patience as they PERSIST in insisting on responsible behaviour. It is based on strong, positive relationships and the necessity to use 'relational gestures' to maintain and REPAIR adult-child bonds. It supports well-being of ALL as adults practise self-care and UNITE to support each other.

Key staff have been NVR trained to Level 2 and are sharing the approach with teaching and support staff. Several teachers are Level 1 trained, and this will increase. All staff have NVR themed bookmarks providing them with de-escalatory, connecting and resisting 'auto-pilot statements.' All school staff will undertake awareness raising, NVR training in session 2024-2025.

NVR parent/carer groups are run in partnership with Renfrewshire's Family Wellbeing service. This further strengthens this approach for the children and empowers parents and carers.

This approach can be used universally for all pupils and is effective specifically with pupils with personalised plans.

### **Personalised Support Plans**

Personalised support plans will be put in place for children with social and emotional barriers to learning and when social communication is an additional need. Some children require more support if the universal classroom and playground support is not enough to meet their needs. Class teachers will create these personalised plans with the support of our principal teachers, senior management, the child, and their parent/carer. The plans will be held in accordance with data protection guidelines and shared with all adults working with the learner.

(Summarised in Appendix 8 and 9)

### **Exclusion**

In very rare and extreme circumstances and where it is deemed to be a support, it may be necessary to exclude a child from school. Exclusion procedures will follow Renfrewshire's Standard Circular 8. The school prefers to work together with families and supportive agencies to find better solutions but ultimately this sanction remains.

### **How We Approach and Support Learners in the Playground**

The playground is a place where children interact independently with their peers, and it is here that they must put their learning and social responsibility into action. It is also the place where most mistakes and conflicts will happen.

If an incident takes place in the playground this will normally be responded to by support staff who use the same strategies and processes as the teaching staff. This allows support to take place immediately and will involve a Big Deal/Little Deal approach and a quick response such as an apology to a Little Deal and move on. It may be a Big Deal and a Cog Chat/Fix it Folder will take place in the playground or at another appropriate time. It is important that learners are settled and ready to learn when they return to class so they will be reassured that support will be given. It will not usually be revisited by the class teacher or the management team unless further action is needed. Teachers will be given a copy of the Cog Chat. Cog chats will be kept in the learner's health and wellbeing profile contained in the Health and Wellbeing Folder.

### **Little Deal**

Small problems - things you might feel disappointed, annoyed or frustrated with. A child can usually handle a small problem on their own. This makes it a Little Deal. There are many little deals each and every day as children learn to get along with each other.

### **Big Deal**

Big problems – when things are unsafe or dangerous and you or someone else feels scared. You will need an adult to help. This makes it a Big Deal.

(Summarised in Appendix 3)

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and co-operate Everyone is Fair**

### **Parental Involvement**

It is important for parents/carers to be aware of serious incidents quickly. We will communicate this through a phone call or request an informal or formal meeting at the earliest convenience. Our aim is always to work together to support the child/children.

Whenever we need to escalate our concern to a parent/carer perhaps due to repeated incidents or failure to respond to school reminders and Cog Chats/Fix it Folder, we will then be able to share previous Cog Chats. Parents/carers may wish us to share Cog Chats immediately, but we do want to encourage children to solve their own problems and they might need a little time and belief that they can do this. If we are not successful, we can then arrange for a Cog Chat involving a parent/carer, an appropriate adult from the school and the child.

On occasion a child may alert their parent/carer to an incident at school, and we respectfully ask that parents/carers keep an open mind should they need to call about an incident that we have not communicated to them. It could be at the time it was considered a Little Deal but later the child has changed their mind. It could be that the school is not aware of any incident. In our experience there will be two sides to any story, and we will do all we can to find a solution to a problem. Learning to get along with others at school is often complex and, in an environment, very different to home.

We ask that parents/carers support us by helping their child to further reflect on their actions and words. Parents/carers having a discussion with their child about how to make different choices in the future would be supportive to the school and more importantly give a unified message to your child for their future. Try to avoid apportioning blame and remember that all children are learning and need guidance. Without a context or the opportunity to hear both sides of a story it can lead to assumptions that may not be completely correct. Please see [appendix 6](#) for our Cog Chat approach which will provide you with insight into how we discuss incidents with children. It might be useful to you for discussion.

We also advise parents not to take to social media or directly approach other parents or children. In our experience this can escalate a situation leaving adults in conflict when the children involved have moved on.

### **Responsible Citizens Policy Review and Evaluation**

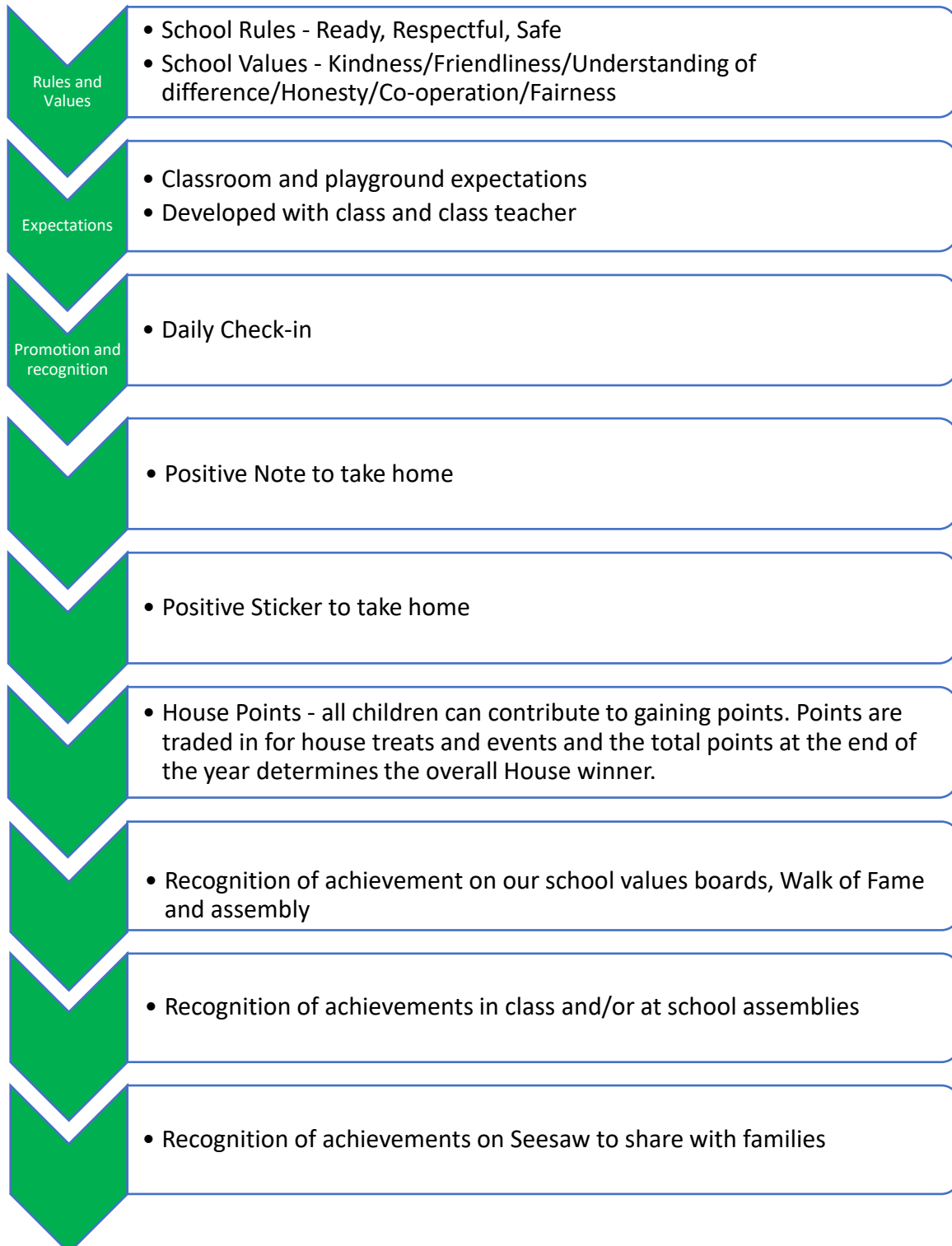
Our Responsible Citizens – Promoting Positive Behaviour Policy will be reviewed in June 2026.

### **Further Information**

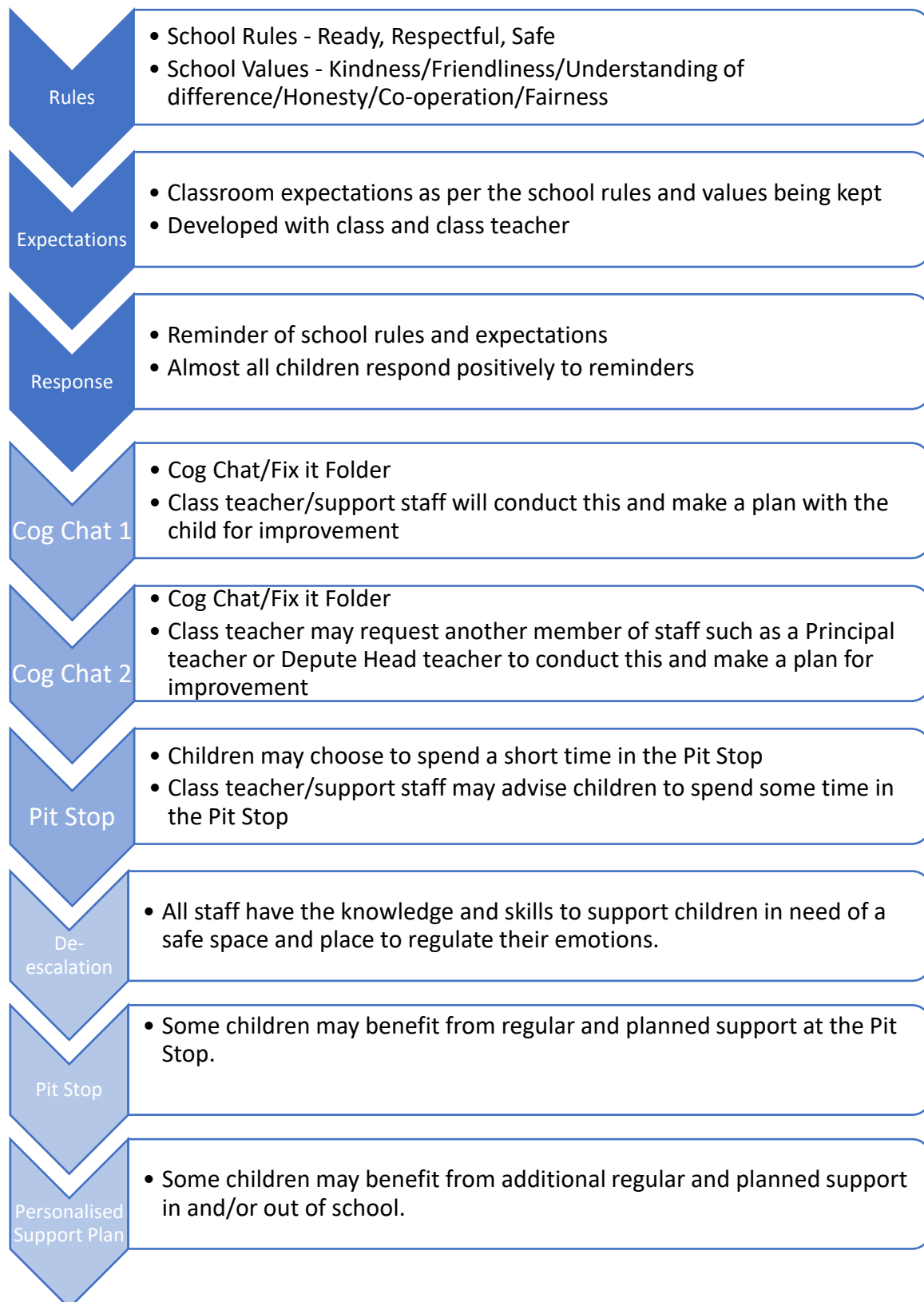
Should you wish further information about supports available to parents/carers, please contact the school office on 0300 300 0148 and they will be able to signpost you to our family wellbeing service.



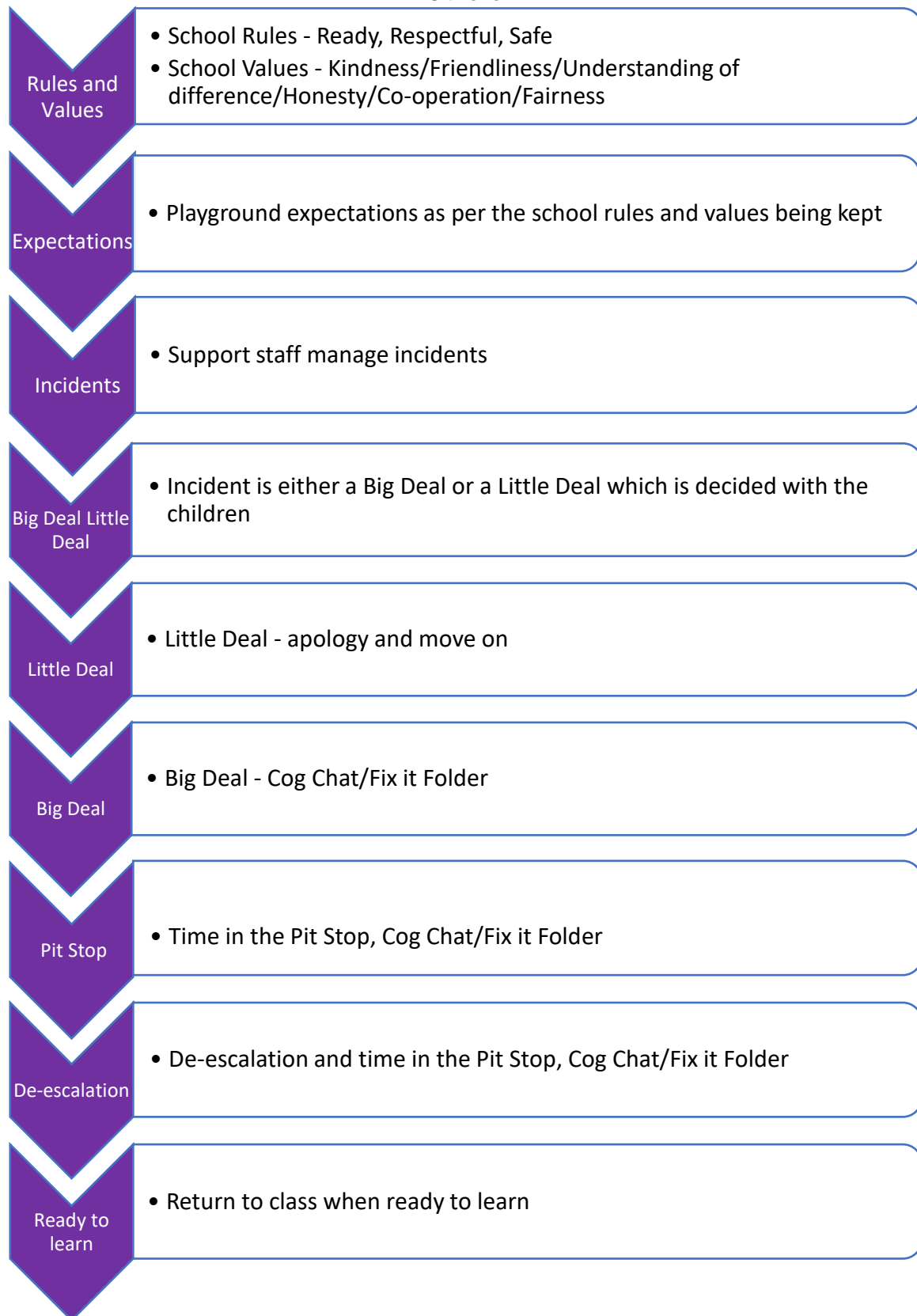
**Appendix 1** Whole School Promotion and Recognition to Support the Development of Responsible Citizens



**Appendix 2** - Stages of Intervention to Support the Development of Responsible Citizens



**Appendix 3** - Playground Promotion and Recognition to Support the Development of Responsible Citizens



Appendix 4



**School Council**  
**Our Classrooms**



*The following classroom expectations were developed from meetings with School Council class representatives and class discussions in January 2024.*

<b>Self</b>	<b>Others</b>	<b>Environment</b>	<b>Learning</b>
Every day, we come prepared for school with the correct tools, e.g., 2 sharp pencils, a rubber, and a ruler.	We understand that everybody has the right to learn and should be respectful of this.	We work in an organised environment, with everything in its place, appropriately labelled, and easily accessible	We value learning and recognise that we need to develop knowledge and skills that will help us with the rest of our lives.
We dress appropriately for school, adhering to the guidance around school uniform.	We must not distract others.	All litter is put in the bin and all recyclables are put in the blue recycling bags and other bins in the school.	We will always strive to give our best effort and deliver our highest standard of work.
We are committed to our class responsibilities, developed with our teachers.	We are respectful towards all adults working with us, co-operating with their requests and taking care to speak in a mannerly way.	At the end of the school day, we check that all resources are returned to their correct places and pick everything up off the floor that shouldn't be there.	We accept and act on the feedback that our teachers, other adults, and our peers give us for our improvement.
We are engaged and on task.	We are respectful towards our classmates and peers. We understand that we are all different.	We work quietly when engaged in independent tasks and use 'inside voices' when engaged in group work.	We adopt a growth mindset when learning, understanding that we will find some things easier than others.
We track the teacher or any other adult when they are talking and pay attention when they are teaching.	We are respectful of others' contributions and recognise that everyone's voice matters.	Our environment should be stress free and our school has areas that can support us if we are distressed.	We recognise that our teachers will endeavour to make our learning engaging and we have our part to play in helping to make it fun.

Appendix 5









**Appendix 6**

**COG CHAT @ BOWPS**



Name: ..... Class: ..... Date: .....

Emotionworks Cog	Questions	Notes
	<p>What happened?</p> <p>What was the trigger?</p> <p>What were you feeling? (name the emotion)</p> <p>Then what happened...?</p>	
	<p>What were you thinking at the time?</p> <p>What have your thoughts been since?</p>	
	<p>Who has been affected by this?</p> <p>How are they feeling? (name the emotion)</p>	
	<p>What needs to happen now?</p> <p>What are the appropriate/'natural' consequences?</p> <p>What do you need to do to make things right?</p> <p>What will you do differently next time? (provide blue cog action/strategy card).</p>	

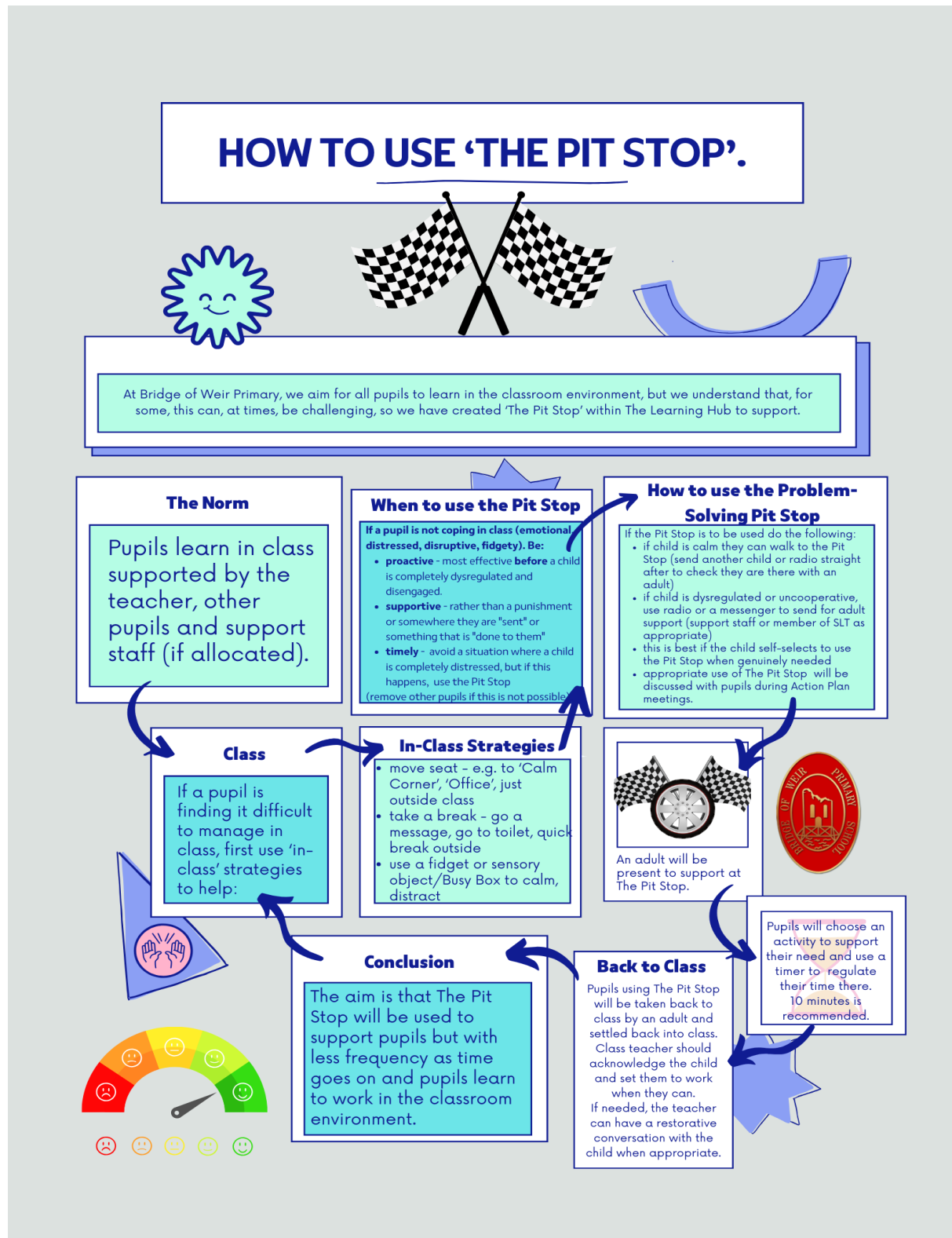
Appendix 7

Signed: .....

Example of Blue Cog Action/Strategy Card

 <p><b>My Name:</b></p> <hr/> <p><b>When I feel ...</b></p> <p><b>I will ...</b></p>	 <p><b>My Name:</b></p> <hr/> <p><b>When I feel ...</b></p> <p><b>I will ...</b></p>
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Appendix 8



Appendix 9



## How to use The Pit Stop

Knock and wait at the door.



Set a timer - 10 minutes is best.



Put car on the track to get started.

Choose something to help you.

Do this quietly.

An adult will be there to speak with you if needed.



Focus on what is helping you, not interacting with other pupils.

Get ready to learn.



Go back to class and join in quietly.

## HOW TO GET A POSITIVE NOTE



**BE CONSISTENT – BE NOTICED**



**GO 'ABOVE AND BEYOND'**

### BE KIND



- gentle
- friendly
- smiling
- include others

### BE RESPONSIBLE



- bring what you need
- make good choices
- on time
- do homework

### BE RESPECTFUL



- tracking and listening
- mannerly
- personal space
- value differences

### BE HONEST



HONEST

- accept mistakes
- be real
- tell the truth
- express opinions

### CO-OPERATE



- follow school rules
- work with others
- find compromise
- encourage others

### BE FAIR



- don't blame others
- do your fair share
- speak up for others
- take turns

### BE HELPFUL



- tidy up
- help others learn
- volunteer
- share

### WORK HARD



- stay on task
- practise for success
- give of your best
- take pride in work

Appendix 11

# SCHOOL CLUBS

**YOU'RE MOST WELCOME**

Note - some clubs are by invitation and for certain ages due to the nature of the activity.

## NETBALL FOOTBALL CYCLING

Love to move? Active Schools runs various clubs throughout the year.

## ART SEWING GARDENING

Get creative with art materials, fabric, plants and nature.

## GUITAR CHOIR

Learn to play guitar or love singing with the choir.

## HOMEWORK STEM

Complete homework in the company of others or investigate cool STEM projects.

## PUPIL RUN CLUBS

These clubs change throughout the year for activities and special interests.

Any parents/carers who would like to run a morning, break, lunchtime or after school club please contact the school office: 0300 300 0148 [bridgeofweirenquiries@renfrewshire.gov.uk](mailto:bridgeofweirenquiries@renfrewshire.gov.uk)