

WINDSOR PARK SCHOOL AND SENSORY SERVICE

A safe, nurturing, inclusive learning community with highly trained, experienced and supportive staff, striving for excellence for deaf learners.

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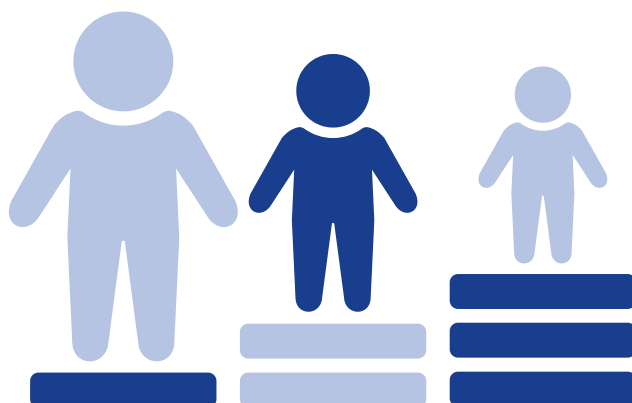
Windsor Park Relationships Policy

Aims

At Windsor Park School, nurturing our pupils to support their holistic development is the responsibility of all staff and stakeholders. Our vision is to ensure 'Getting it Right for Every Child' (GIRFEC), with the wellbeing of our children and young people at the heart of everything we do. This policy has been developed to deliver excellence and equity, specifically aiming to close the attainment gap and improve the health and wellbeing of our children and young people.



We acknowledge and celebrate that our learners come to school as individuals with diverse life experiences. Our bespoke curriculum is designed to meet the individual needs of all learners, ensuring equity in teaching. We recognise that **positive behaviour and reliable, consistent relationships are fundamental to developing positive self-esteem and fostering learning**. Everyone in Windsor Park is expected to show respect for others, be honest, and take responsibility for their actions.



Policy Development and Review

This policy was created through consultation with learners, parents/carers, staff, and key partners. It applies to everyone in our learning community. The policy will be reviewed and updated every two years, with the next review scheduled for December 2027.

It aligns with Falkirk's Framework for Promoting Positive Relationships, and is underpinned by principles from 'Getting It Right for Every Child' (GIRFEC), United Nations Convention on the Rights of the Child (UNCRC), the Children and Young People (Scotland) Act (2014), 'Applying Nurture as a Whole School Approach', and the National Nurturing Schools Programme.



Our Values & Our Vision



At Windsor Park, our aims, vision, and values were relaunched in 2021 and are deeply embedded in school life. We have a strong identity, reflected in our school badge, uniform and 'sign name'.

We embrace a culture of respect, value diversity, and celebrate differences, promoting inclusion and acknowledging and respecting learners' chosen communication preferences.

In line with 'A Curriculum for Excellence', our overarching aim is to develop the four capacities in every learner: confident individual, successful learner, effective contributor, and responsible citizen.



Our staff and partners are ambitious and hold high expectations for what all learners can achieve, tailoring learning experiences to maximise success.

We are committed to creating a learning community where everyone feels valued, included, and respected. Together, we strive to create a healthy and happy learning environment where we help each other to be our best selves.

Nurture Principles at Windsor Park

Six key nurture principles underpin our practice at Windsor Park.



1. Children's Learning is Understood Developmentally



2. The School Offers a Safe Base



3. The Importance of Nurture for the Development of Wellbeing



4. Language is Understood as a Vital Means of Communication



5. All Behaviour is Communication



6. Transitions are Significant in the Lives of Children

At Windsor Park we will...

Communicate effectively using a Total Communication approach specific to the group of learners being taught

Look after ourselves

Look after each other

Respect all forms of communication and foster a language-rich environment

Advocate for the rights of deaf learners in a hearing world

Look after our own things



This will help us to...

Empower learners to make informed choices and achieve positive post-school destinations

Ensure learners have equal access to the curriculum and opportunities

Feel cared for, safe, and respected

Feel responsible and show gratitude

Create a place where we can learn and thrive

Support learners in developing a positive deaf identity

Feel healthy, happy, and able to learn

We make our Relationships Policy work by...

being rights respecting	knowing what rights are, knowing that everyone has rights, and knowing that we have a responsibility to respect others' rights
being nurturing	caring for and helping each other to develop resilience, social and emotional skills, and to feel better about ourselves
being restorative	learning how to behave in ways that are helpful, not harmful, being responsible for our actions, repairing relationships when they have been damaged and learning how to avoid conflict in the future
being trauma informed	creating safe and respectful environments that help anyone affected by trauma heal, regulate their emotions and build healthy, supportive relationships
promoting wellbeing	making sure everyone feels safe, healthy, active, nurtured, achieving, respected, responsible and included
promoting social and emotional learning	helping our learners develop relationship skills, self-awareness, social awareness, self-management and responsible decision-making
promoting inclusive practice	ensuring our community is a fully inclusive environment, advocating accessibility for all

This policy supports, and is supported by the following:

<u>Guidance on Attendance Policies and Procedure</u>	<u>Learning to Achieve Framework</u>	<u>Additional Support for Learning (Scotland) Act 2004</u>	<u>British Sign Language (BSL) Plan 2023-2029</u>	<u>Child Protection Policy</u>	<u>Gold Rights Respecting Schools Status</u>
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