

# Longstone Primary School



## Positive Relationships Policy and Practice

*'The fundamental aim of all behaviour management and discipline, within any school context, is to enable our students to be aware of their behaviour as it affects others' rights and to take ownership of their behaviour in regard to the rights of others.'*

*These aims also enable positive relationships and a co-operative teaching and learning dynamic.'*  
**Bill Rogers, 2017.**

*Pupils need high expectations, tight routines and essential rules drip-fed over time'*  
**Paul Dix, 2019.**

Draft copy:	Session 2021/2022
Date adopted:	
Review:	Session 2024/2025

## Rationale

Schools must strive to develop a positive whole-school ethos. At the heart of learning and achievement for our pupils at Longstone are strong, positive and nurturing relationships. Children and young people need to feel, safe, happy and healthy, respected and included in the learning environment. All staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff. We strive to be sensitive and responsive to everyone's wellbeing.

## Positive Relationships, GIRFEC and our School Vision and Values

Through this policy our aims are:

- ✓ to support all of our pupils to thrive and be the best they can be
- ✓ to ensure that we support the wellbeing of all of our pupils
- ✓ to ensure that we support the wellbeing of our staff.

The GIRFEC (Getting it Right for Every Child) wheel has 8 wellbeing indicators known as SHANARRI:

Safe  
Healthy  
Achieving  
Nurtured  
Active  
Responsible  
Respected  
Included



All pupils learn about SHANARRI from Nursery. The SHANARRI indicators are supported by our school Motto, Vision, Values and Aims:

### ***Our School Motto***

*Good, better, best, we will never rest  
until our good is better and our better is best*

### ***Our School Vision***

*For every child to reach their full potential, enabling them to have the skills and confidence to embrace the world we live in.*

### ***Our School Values***

Kindness

Respect

Resilience

Pride

Creativity

## *Our School Rules*

*We are respectful*

*We are responsible*

*We are safe*

### **School Ethos**

At Longstone Primary, we aim to help every child to be the best they can be.

To achieve this we believe in:

- Nurturing relationships built on trust
- High standards and expectations of our pupils
- High-quality learning experiences for all
- Meeting the needs of learners
- Opportunities for all pupils to contribute, lead and take responsibility.



We are a **Rights, Respecting School**.

All classes agree a class charter each year and we regularly talk about and promote awareness of our rights and responsibilities in assemblies and in our day to day learning and teaching.

The school has a **positive, inclusive and restorative approaches** to managing behaviour. Through these approaches we hope to support children to:

- ❖ understand their own behaviours
- ❖ be aware of their behaviour and how it affects the rights of others
- ❖ take ownership of and responsibility for their behaviours
- ❖ over time, develop skills to support themselves in managing their own behaviours.

### **Positive relationships and high standards of behaviour are underpinned by the following 5 pillars of practice**

- Consistent, calm, adult behaviour
- First attention for best conduct
- Relentless Routines and Visible Consistencies
- Scripting challenging situations and interventions
- Restorative follow-ups

### At Longstone Primary School all staff:

- Meet and greet our children
- Make learners feel valued
- Use kind words and supportive tones
- Promote and model our 3 rules and values
- Make a point of recognising and praising 'over and above' behaviour (see below)
- Use scripted interventions when children need support.

### At Longstone Primary School staff use the following system of Positive Approaches and Practices:

#### Positive Recognition - Over and Above behaviour

If we constantly reward minimum standards, then children will strive for minimum standards. If we reward children for going '**Over and Above**' then there is no limit to their excellent behaviour.

Using the term '**over and above**' needs to be repeated often and deliberately with the children.

*E.g. 'What Rori just did by collecting in all the pencils by himself has saved me a lot of time and effort. That is **over and above**, Rori. Thank you, that is great.'*

Focusing on behaviour that is over and above creates an immediate shift in expectations and reinforces what we are looking for rather than what we are not.

#### Recognition Boards

A recognition board is for routinely advertising the expectations/behaviours that you want to see, rather than highlighting children not meeting your expectations. At the top of the board we write the expectation/behaviour for children to focus on *e.g. One voice at a time, keep hands and feet to yourself, speak politely etc.* When we see it demonstrated, we write the children's names on the board.

The recognition board is a collaborative strategy: we are one team, focused on one learning expectation/behaviour and moving in one direction.

Pursue the expectation/behaviour that you want by chasing it hard and reinforcing it enthusiastically. At the end of the lesson/half day/day the aim is for everyone to have their name on the board. Even pupils who may have received private sanctions can be caught demonstrating positive behaviours.

For recognition boards we also consider the following:

- Names cannot be removed once they are on the board.
- Learners who disrupt need to be dealt with privately.
- Learners can nominate others to be put on the board.

- Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
- Recognition Boards need to be refreshed hourly, daily or weekly depending on the age of the children and context in which you are working.
- Recognition Boards are for effort, not for achievement.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours/expectations.



### ➤ The Positive Note

- The positive note home is another way in which we recognise and share with home or other trusted adults the positive moments around effort, resilience and relationships.
- Staff currently use this means of recognition at their own discretion. Staff will be aware of and show sensitivity to children whose home environment may not provide this and where it is important to find another way to make a child feel special e.g. making use of Ticket Time as one way you might achieve this or sending a pupil to the SLT to share a positive note.

### SHANNARRI Cards

In our nursery and P1 classes we use the wellbeing indicators to support children's positive relationships and to celebrate and help young children to understand the ways in which they can be kind and helpful towards others.

### House Points and Green Card Systems

Our house point system involves all adults in rewarding the positive behaviours of our children in and around the school, in our corridors and communal areas.

Outside our PSAs have a green card system distributing green cards in the playground when children display good manners, look after one another and are respectful, responsible and safe in the outdoor areas. Our green cards have pupil designs on them based on our three rules – We are Respectful, Responsible and Safe.

Weekly assemblies announce the class which have earned the most green cards and this class is rewarded with an extra playtime in the week at the teacher's discretion.



### Hot Chocolate Friday

We also recognise those children who go over and above in an exceptional way by giving them a nomination from the teacher to the DHT or HT. For this they get invited to Hot Chocolate Friday!

## **Space to Grow - Ticket Time**



At Longstone Primary school we endeavour to acknowledge the positive values which we promote at school. We are also aware that at various times and stages, and for a variety of reasons, there will be times when teachers note that children are perhaps in need of a little breathing space or focus in smaller groups at times.

Ticket Time is an opportunity to allow teachers to nominate pupils from their class each week to visit the 'Space to Grow' Nurture Room. This is a special environment in which to interact with children from across the school and relax and enjoy this special space. Groups are supported by staff who will be aware of why children are accessing the space.

### **Finer Diner**

Lunch times offer an opportunity for children to be social and to learn more about how to be respectful, responsible and to demonstrate how we can be safe around school at all times.

During lunch our adults in the lunch hall are always looking for children who display excellent manners, who are helpful and responsible. Children who receive finer diner tickets get to dine in style on Thursdays at a special table set up in the hall with the older pupils getting to dine at the earlier time of 1200 alongside our younger pupils.

### **Mrs Pearston's HT Awards**

Throughout the year Mrs Pearston asks the class teachers to nominate children in their class who have demonstrated outstanding achievement, effort or progress throughout the year. Children who achieve this are rewarded with a special treat, such as afternoon tea or a small party with Mrs Pearston to celebrate.

**At Longstone Primary School a consistent approach to managing children's more challenging behaviours is in place as outlined below**

There are occasions when children, for a variety of reasons, will find it hard to manage their emotions and behaviours in school. It is important to support these children and to ensure the experience of school for the rest of the children is unaffected as far as possible. When children are finding it challenging at times in class, this is our agreed process for supporting them.

	<b>Step</b>	<b>Action</b>
1	<b>Gentle Nudge</b>	Teacher notices a child's unwanted behaviour - focusses the child's attention instead on what they are looking for e.g. <i>"Sam, remember indoor voice."</i> <b>(Repeat reminders at this stage if reasonable adjustments are necessary e.g. ASNs).</b>
2	<b>Reminder of rule</b>	<b>Praise In Public / Reprimand In Private (PIP RIP)</b> Brief <b>private</b> reminder of the behaviour teacher is looking for again. Clearly point out the school rule/s being broken e.g. <i>"Sam, remember the rule, using a quiet voice shows respect to your class and to me."</i>
3	<b>Support in class</b>	Teacher may use a number of strategies at this point- e.g. use of a concentration station / tent, movement break (if PSA can support) Allowing time for a child to calm down, look at the situation from a different perspective and compose themselves. If supported, PSA could speak to the child about the effects of their behaviour on others and how to better manage emotions next time.
4	<b>Choice</b>	At this point the teacher makes it clear to the child that they now need to make a choice. <i>'You have been asked to .... You know what I'm looking for. If you continue then there will be a consequence. It's your choice'</i>
5	<b>Consequence</b>	Needs to be immediate and relate, where possible, to the impact of the child's choices. e.g. catching up with work due to lost learning time in class at subsequent break or lunch. During a 15-minute time in class with a member of SLT, child can reflect on choices or catch up on work.
6	<b>Repair</b>	Later a further opportunity to have a restorative session with a pupil will be arranged if required. SLT facilitate and enable PSA/CT to have time for discussion, relationship building and repair.

At times it may be necessary for SLT to intervene to support and assist if behaviours in class escalate to the extent that the child is so dis-regulated that the learning of the class / class safety is compromised - **RED CARD** escalation.

**When a child is not managing either in class or in the playground persistently, or when the behaviour of the child has involved a red card escalation to SLT**

**1. Outcomes**

- Child and member of SLT discuss situation initially, examine the impact of child's choices on others and the possible resulting natural consequences arising (ie. friends no longer choosing to play with them, missing out on something going on in class).
- Additional resultant consequences are explained to child. Consequences would likely be any of the following as appropriate:
  - Remain in with SLT during next break or lunchtime (this could be to do with protecting the safety of other children e.g. if the child had hurt others in class / prior play time)
  - A loss of privileges or responsibilities.
  - Work during break or lunch to catch up on loss of class time.
  - Arrangements for alternatives lunches / breaks.
  - Call to parents involved. Feedback to parents would always be given when a child has been harmed or hurt (unless to do so would impact on the safety of either child).
  - It should always be made clear to the parents that the situation has been dealt with or in a restorative manner and is now finished as all parties involved are feeling the situation had been resolved.

**In addition, there might also be a need to -**

- Refer to the City of Edinburgh's CIRCLE document to review and implement strategies to support the child in alternative ways e.g. in class strategies e.g. highly structured daily timetable with inbuilt movement breaks, etc., or additional small group support.
- Where there is no improvement over time we may ask for involvement of support services such as Educational Psychology or the City of Edinburgh Council Additional Support for Learning Service.

It is important to note that, while it is expected that the approaches outlined in this policy are applied with a high degree of consistency so that children are safe and secure in the knowledge about what is expected of them, it is also recognised that there is always a need for flexibility within any system to enable adults to apply their own judgements and knowledge and understanding of individual cases.

Similarly, the process outlined within the policy for managing within class low level disruption also allows for flexibility in its application depending on the age, stage and needs of the child.

## **Restorative approaches:**

At Longstone Primary we use restorative approaches to encourage everyone to take responsibility for their own choices and resulting actions.

Staff use restorative approaches and will apply them to resolve situations in the school or playground such as friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will always be asked in a private confidential space. Questions will be first asked to the person who has been harmed.

- ***Tell me what happened?***
- ***Who was affected?***
- ***How were they affected?***
- ***How can we put this right?***
- ***What can be done differently next time?***

### The Restorative Conversation

- **Only one person talks at a time.**
- **We listen carefully to each other.**
- **We explain that the conversation is confidential (but might be shared with parents if required).**
- **Staff would be aware of any matters regarding Child Protection. If something is disclosed appropriate measures should be taken in line with The Longstone Primary Child Protection Policy.**

## **Tracking Behaviour and Managing Persistent Breaches of the School Behaviour Policy.**

Children who continually need Time to Think will be identified and a member of the Senior Leadership Team will contact the parents/carers in order that a partnership approach can be established to improve their behaviour.

If improvement does not happen, a child planning meeting should be arranged so that a more holistic approach can be discussed, including the support from outside agencies where appropriate.

## **Exclusions – *LSPS follow CEC Local Authority Policy Guidelines***

## **Appendix A**

### **Scripted Interventions – Non-confrontational**

There is no one 'correct' script. Try the following and adapt them for your context:

*I see you are ....* (having trouble getting started/struggling to get going/wandering around the classroom).

*Line up/ indoor voice thankyou* (try not to say please as it implies choice rather than expectation) *it's not respectful to others when you shout out.*

*If you continue to do this, you are choosing to have time to think.*

*Do you remember last week when you ...* (arrived on time every day/got that positive note/finished your work as expected).

*That is who I need to see today ... Thank you for listening.* (Now give the child some take up time)

*Remember if you choose to ..., that would be fantastic and this will happen . . . . If you choose not to ..., then this will happen . . . . I'll leave you to make your decision.*

*Do you remember yesterday when you helped me to tidy up? That's who I need to see today.*

*I may not like your behaviour. It's disruptive.... I believe that you can make the right choice here.*

*If it's okay with you....*

*How do you feel about....*

*Do you mind going/doing.....*

*Would / Could you / If you are happy to would /could you...*

*When you have finished with... / could you ...*

*I wonder if we can...*

*I can't seem to work this out / make this work....*

*Maybe we can investigate.....*

*Let's see if we can make .... Sort....*

*I wonder if you could help me...*

*I need your opinion on/ help with ...*