



**PROMOTING POSITIVE
RELATIONSHIPS AND BEHAVIOUR
WITHIN
NETHERLEE PRIMARY SCHOOL**



NETHERLEE VISION: Our Netherlee Community Working *With* and *For* Our Children

RATIONALE

Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and a climate of mutual respect and trust, based upon shared values across whole school communities where everyone can learn and work in a nurturing and safe environment.

Readiness to learn and ongoing positive relationships and behaviour depend upon social and emotional wellbeing. Children should feel happy, safe, respected and included in their learning environment and all staff should be proactive in promoting positive relationships and behaviour in the classroom, playground, all learning spaces and wider learning communities. Underpinning this is the emotional health and wellbeing of all within Netherlee.

Adapted from *“Building Curriculum for Excellence through Positive Relationships and Behaviour, 2010”*.

In line with UNCRC, class charters are co-created between children and adults (duty bearers) and are prominently displayed in each classroom. These form the basis for guiding and supporting children to have and sustain positive relationships and behaviour and are referred to throughout all aspects of policy and practice.

PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR (PPR and B)

Our Promoting Positive Relationships and Behaviour Policy is built upon the articles from the United Nations Convention on the Rights of the Child (UNCRC) and embodies the Scottish Government’s approach to Getting it Right for Every Child (GIRFEC). At Netherlee, we strive to ensure that all children feel included, respected and safe. We always aim to provide a happy, secure environment where our children will thrive socially, emotionally, physically, creatively, morally and academically by building and supporting positive relationships and behaviour.

NETHERLEE’S VALUES and HOUSE SYSTEM

Our House System aims to enable children to form bonds and relationships with children of other classes and stages whilst also creating a sense of shared identity and belonging. Younger children can aspire to the older children’s positive relationships and behaviour, whilst older children, in turn, have the opportunity to assume a pastoral role towards the younger ones.

As all adults also act as positive role models for our children and each other, the Netherlee values of *“Friendship and Fairness, Respect and Responsibility and Courage and Compassion”*, as well as our accreditation as a Gold Rights Respecting School (UNCRC) ensure that positive relationships and behaviour and a nurturing ethos are evident, fully embedded and are embraced by the whole school community.

Each child from Primary 1-7 belongs to one of our four Houses:

- **The Blue House**
- **The Yellow House**
- **The Red House**
- **The Green House**

Siblings are allocated to the same house as one another.

Each House is headed by pupils from the P7 House Department and these senior pupils are supported in their work by staff members each session.

THE HOUSE SYSTEM

House tokens, in the form of gold and silver counters, are achieved for a variety of reasons linked to our six values. Our pupils have thought carefully to identify a list of suggestions of positive behavioural characteristics for each value.

The following are only some of the positive attributes:

- ✓ **Friendship:** *include others, help younger pupils, be kind to everyone, share.*
- ✓ **Fairness:** *take turns when playing, listen to other people's ideas, tell the truth.*
- ✓ **Respect:** *hold the doors open for others, look after all things, tidy up after yourself, have good manners, accept other's beliefs.*
- ✓ **Responsibility:** *encourage others to behave and do the right thing, be a good role model, always put your litter in the bin, be prepared for school, follow our school values.*
- ✓ **Courage:** *stand up to people who are being unkind, try new things, don't be afraid to ask for help, face your fears.*
- ✓ **Compassion:** *care for others, say kind things to make people feel better, help everyone who needs it, always offer a helping hand.*

Tokens are awarded when children uphold our Netherlee values. Once tokens have been awarded, they cannot be taken away.

The gold tokens represent **ten** House Points and the silver tokens represent **one** House Point. The tokens are collected in colour-coded house boxes in classrooms, the school office, Gym Hall and the lunch hall throughout the week. Tokens awarded in the playgrounds are placed in any of the token collection boxes.

HOUSE TOKENS AND EVENTS

The elected pupils from the House Department collect the tokens weekly from each location and calculate the points achieved for each House. The House that has achieved the most tokens each week will be commended at the next stage assembly and the children in the winning house will enjoy ten minutes extra playtime. Each week, coloured balls are added to the House tubes to represent points earned for good behaviour, effort and following our school values. At the end of each term, the House Department count the coloured balls to determine the overall winning house for the term. Pupil views were sought in relation to appropriate motivational rewards for the House that has the most balls and our pupils decided that, over the course of a term, they could be awarded: an extra playtime for the whole House, a day long Fun 31, extra extended pitch time, a party or different activities in Linn Park.

HEAD TEACHER'S AWARD

In line with the promotion of good behaviour in the school, we have our monthly Head Teacher's Award which promotes positive behaviour in our playgrounds. Our Senior Leadership Team and Pupil Support Assistants nominate one child per stage for consistently displaying excellent behaviour during playtimes. This award could be for including others, helping to resolve issues, sharing resources, being kind to others and showing our school values to adults and children alike. Mr Lawson will meet with these children each term and they will receive an award as a 'thank you' for going above and beyond in our playgrounds. The children's names will also be announced at our assemblies for recognition of receipt of this award.

FUN 31

Fun 31 takes place on a Friday afternoon and involves all the children in the school. The children take part in activities of their choice for 31 minutes, either in their class or across their stage. Fun 31 relates to Article 31 of the UNCRC which states that all children and young people have the right to 'rest, relax and play' in the way they choose.

CELEBRATING SUCCESS

During assemblies, one child per class will be awarded a certificate for consistently demonstrating our **Netherlee Values** in school. When a child receives their certificate, they will be awarded a gold house token in recognition of their achievement. Each certificate explains the reason why the child has been chosen, and this is shared during assemblies

MISTAKES AND SUPPORT

All staff are responsible for promoting and supporting positive relationships and behaviour of our pupils throughout the school day. An atmosphere and ethos of mutual trust and respect is created through the regular modelling of and discussion around our school values.

Everyone can of course make mistakes and, teachers will, day to day, work with pupils to support positive behaviour and try a variety of strategies, before taking a more formal approach. A similar approach will be taken by all staff as appropriate to their role. It is important that, when a mistake happens, everyone's voice is heard and support and guidance is provided in order that positive steps forward can be achieved.

Where a more formal approach is required, the following steps are taken:

- A **verbal reminder** is communicated to the pupil and suggestions sought, or provided, around how they can move forward more positively.
- After an initial verbal reminder, children should seek to positively modify their actions. If this is not achieved then, as a consequence, the child is advised they should attend Reflection Time for 5 minutes.
- Whoever issues Reflection Time, should inform the child's class teacher immediately.
- A verbal Reflection Card is allocated to the child which provides them with 5 minutes of Reflection Time.
- Class teachers are responsible for emailing their stage lead as soon as Reflection Time is issued to a child.
- On some occasions, Reflection Time, without any verbal reminders, can be given. However this would only happen when mistakes involve physical or verbal violence and a verbal Reflection Card can be issued immediately. The card again gives the child 5 minutes Reflection Time and a supportive, reflective conversation will take place with the child straight away, or after a short period of time to allow a calm restorative discussion to happen. Parents and carers will also be contacted to ensure a partnership approach in supporting the child to move forward.

REFLECTIVE DISCUSSIONS, REFLECTION TIME AND REFLECTION RECORDS

Reflective discussions encourage our children to reflect on any mistakes and to take responsibility for their actions and behaviour whilst recognising everyone's human rights. Reflective discussions can take place at any time throughout the week, as soon as possible after the incident. Children who have been given Reflection Time complete a Reflection Record with their Pastoral Stage Lead. The Reflection Record indicates why time has been given and which school values and UNCRC rights have not been upheld. This solution-oriented and nurturing discussion supports the child to reflect on the mistake and plan how to move forward positively.

As reflective discussions can take place any time throughout the week, Pastoral Stage Leads will meet with pupils in a chosen area to ensure time for a calm, restorative conversation. To ensure these discussions are as meaningful and constructive for the children as possible, staff should communicate either via email or in person, to inform their Pastoral Stage Lead that the child/ren require a reflective discussion. Pastoral Stage Leads will meet with pupils individually to ensure privacy, uphold dignity and provide meaningful opportunities for reflection.

Reflection Records will be kept in the DHT's office, closely tracked and kept in a red folder. Each week, the Pastoral Stage Lead enters the name of any child who has had a reflective discussion, on the tracker spreadsheet found on the H Drive. The DHTs will monitor the spreadsheet and if a child has been given Reflection Time on **three occasions over the course of a term**, then our Depute Head Teachers, either Mrs Sweeney (P1-3) or Mrs Roberts (P4-7), will have a further reflective discussion with the child along with their Pastoral Stage Lead. A conversation will also take place between the parents / carers and the Pastoral Stage Lead or DHT at this point. Our HT, Mr Lawson, will also be informed at this stage. If any further incidences occur during the term then the child will have a conversation with Mr Lawson (HT) and further contact with parents/carers will be made. Parents/carers and the school will work together to agree a 'home and school plan' in order to best support the child at this point. However, as our school community very much values working in partnership with our parents and carers, we will of course have conversations with parents and carers at any time, when appropriate, in order to ensure a joint approach in supporting our pupils.

It is important for our children to know and understand that, at the end of each term, their record of Reflection Time attendance will be cleared so that there is a 'clean slate' for all children. **This is discussed with children during their first Reflection Time so they understand that they can move forward positively.**

Children with Additional Support Needs (ASN) may require an individualised positive reinforcement strategy. This will be planned and implemented through discussions with the child, their parent / carer, the teacher, their PSA (if applicable) and the ASN Coordinator. These strategies will be reviewed regularly to reflect each individual pupil's needs.

Children who have had reflective discussions throughout the week will meet with their Pastoral Stage Lead on a Friday for Reflection Time.

- Nursery – Saplings – Jackie Toman
- P1-4 – The Library – Jilly Ford
- P5-7 – The Hub – Stuart Bryce

POSITIVE STEPS

It is important to recognise when a child has worked hard to rectify a mistake that has happened. Therefore, Reflection Time given to a child can be taken back by the adult who issued it.

Promoting positive relationships and behaviour in our playgrounds helps to nurture, maintain and restore good relationships amongst pupils and their peers. Pupil Support Assistants (PSAs) can give Reflection Time in the same way as teaching staff. A verbal reminder will be issued in the first instance, followed by a verbal issuing of Reflection Time when required. Verbal Reflection Cards will be given instead of a physical card to ensure children's dignity in the school and playground settings.

This approach will also be used by all non-class committed staff (clerical, janitorial, cleaning and catering) to ensure consistency.

Every child has the right to be included and supported in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability. The religious beliefs of pupils and their families are respected at all times.

THE 4 R's – REGULATE, RELATE, REASON, RESTORE

Our policy is underpinned by the 4 R's approach, highlighted by Education Scotland, which ensures a consistent, trauma-informed and nurturing framework for supporting all children:

- **Regulate** – support children to feel safe and calm so they can manage their emotions.
- **Relate** – build strong, trusting relationships between adults and children.
- **Reason** – engage children in reflective conversations that help them understand their actions and choices.
- **Restore** – work together to repair relationships and restore trust, ensuring children can move forward positively.

This framework is fully embedded within Reflection Time, daily classroom practice and playground interactions, ensuring that positive relationships and behaviour are promoted, sustained and restored across our school community.

Our Promoting Positive Relationships and Behaviour Policy supports East Renfrewshire Council's policy of *'ensuring a consistent approach to improving relationships and behaviour, which give due regard to the rights of children and young people, in accordance with the Scottish Government's commitment to the UNCRC and in light of the Children and Young People's Bill'*.

ERC Standard Circular 21: Promoting Positive Relationship and Behaviour in East Renfrewshire Schools, April 2013.



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