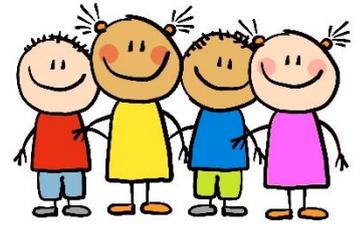




Newport Primary School  
**Positive Relationships and  
Behaviour Policy**



Work together  
Learn together  
And be the best that we can be

**Our Core Values**

Polite

Responsible

Kindness

Honesty

Respect

*The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school.*

Curriculum for Excellence: Building the Curriculum 3 (2008)

This school policy sits alongside Fife Council's Behaviour & Relationships Strategy, September 2016 which can be accessed on Fife Direct or FISH.

It also sits alongside Newport Primary School's Anti-Bullying Policy, revised September 2023.

*Effective learning and teaching depends on a foundation of positive behaviour and good working relationships between learners and staff, and between young people themselves. Positive behaviour is dependent, in turn, on effective teaching and an appropriate curriculum. Discipline, in terms of the maintenance of good order to create optimum conditions for learning and teaching, is not a separate matter; it is integral to the operation of the whole school and to effective teaching. Effective schools depend on good discipline. The ethos and management of each school provide the key foundation for an effective approach to behaviour management and good order.*

Fife Council: Strategy for Relationships and Behaviour (2013)

**Newport Primary School Policy Statement:**

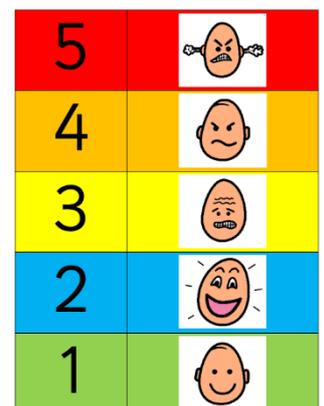
Newport Primary School is committed to providing a safe, supportive, secure and nurturing environment for all people in its establishment which promotes inclusion and achievement. Every pupil has the right to work and learn in an atmosphere that is free from victimisation. Staff will always focus on the positive behaviour shown by all pupils, and will highlight, and therefore encourage, appropriate behaviour ahead of any inappropriate actions from a minority.

Staff at Newport Primary School recognise that ‘one size doesn’t fit all’ when it comes to dealing with behaviour and relationships. We recognise that the social behaviour of young people in our society has changed in a number of significant ways over the past decade, and will continue to change. We recognise that as a result of social changes, the way that we approach dealing with behaviour and relationships has also had to change. We are now far more aware childhood stress and the impact that this can have on learning, behaviour and relationships. We consider Adverse Childhood Experience (ACE) when supporting individuals.

We recognise that all behaviour is a form of communication and that inappropriate and distressed behaviour is a sign that there may be deeper issues that need to be addressed. Because of this, we endeavour to provide a supportive, inclusive environment for all children.

**5 Point Scale**

This is a universal approach that we have adopted across our whole school for all children. This simple scale has been designed in order to help children recognise their own feelings and emotions and to equip them with strategies of how to move down the scale. Children will discuss with staff what a number may feel and look like and that within a broad band all children should experience the same feelings when sitting at a certain number but may display this in different forms. Staff in school regularly ‘check in’ with children throughout the day and this helps to tune in to



children who are '3's, '4's and '5's. Staff are then able to intervene and help children to move back down the scale to where learning is optimal. By teaching children to identify their feelings and emotions, it is hoped that they will be able to self-regulate their behaviour and in turn make better choices both within and out with school.

## **Nurture**

Staff at Newport Primary School recognise that some children struggle to cope with the fast paced life of today's society, can be overwhelmed with demands and this can have a negative impact on behaviour. Newport Primary School promotes nurturing approaches to ensure that children are given time and opportunity to promote wellbeing and mental health. Promoting mindfulness in school helps us to help children recognise what a number '1' feels and looks like. Some approaches might include

- use of Kitbag
- meditation
- yoga

## **Relationships**

We firmly believe that strong, trusting relationships are central to positive behaviour. This includes relationships between both adults and children and amongst peer groups. There are several approaches that we take at school in order to foster these relationships. Some approaches may include ...

- Peer mediation
- Playground monitors
- Lego Therapy

## **Rights Respecting Charters**

Each class has an agreed charter linked to the UN Convention on the Rights of the Child. The class charters lay down the expectations for pupils' behaviour in terms of both their rights and responsibilities. These are linked closely to our 5 school values and wellbeing indicators.

## **Incentives**

We operate a whole school system of house points. Each child belongs to one of four houses; Tayfield, Forgan, Inverdovat and Waterstone. House points can be awarded by any member of staff in school and can be awarded for:

- displaying appropriate behaviour in lines
- displaying appropriate behaviour moving around the school
- displaying appropriate behaviour in assembly
- displaying appropriate behaviour at lunch time
- displaying appropriate behaviour in the playground
- individual pupils can also earn points for their House for working hard, politeness, being helpful, showing kindness to others, being honest etc

House points are counted each Friday. At the end of each term, the House that has worked the hardest to earn points will participate in a House Treat afternoon. At the end of the session, the House with the most points are presented with a trophy.

Class teachers are also encouraged to celebrate and encourage positive behaviour within their own classrooms. Systems or approaches they choose are very much dependent on the mix of children in the class.

Some examples may be ...

- Pupil of the Week
- Table Points
- Secret Student
- Class Dojo
- Stickers

## **Restorative Practices**

These approaches aim to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self-awareness. Our approach to dealing with conflict in school is based upon these '4 R's' ...

- Respect
- Reflect
- Repair
- Reconnect

Traditionally, if people had a falling out at school, the people involved were questioned, and one or more would end up being given a row, or maybe a punishment exercise. While this may have stopped the problem for a while, the children were often resentful, and another falling out would not be far away.

*So, if that doesn't work, what can you do?*

We use a restorative approach at Newport. This means we try to repair relationships – to fix them so people get on together.

*How does it work?*

There is a meeting between the people involved in the fall-out, and an adult to mediate, which is a bit like being a referee. Everyone gets a turn to tell their story, and say how they were feeling at the time. Everyone gets a chance to say how their actions have affected the others.

*So, the person who did something wrong gets away with it then?*

The children make suggestions about how to fix things, and come to an agreement. They usually all go away happy and without resentment. The relationship has been repaired.

*When does it happen?*

Sometimes in the playground. Sometimes it might be at break time, or for a more serious incident, children might be taken out of lessons. The staff say upsets are dealt with much more quickly.

## A Restorative Approach Prompt Card



- What happened?
- What were you thinking at the time?
- What have you been thinking since?
- Who has been affected by what you did?
- How have they been affected?
- What do you think needs to happen to make things right?
- How can we make sure this does not happen again?



A

## A Restorative Approach Prompt Card



- What happened?
- What were you thinking at the time?
- What have you been thinking since?
- How have you been affected by what happened?
- What do you think needs to happen to make things right?
- How can we make sure this does not happen again?



B

*“You don’t have to like me... agree with me... or enjoy the same things I do. But you do have to respect me.”*

[www.respectme.org.uk](http://www.respectme.org.uk)

The above quote is displayed throughout our school and is referenced during times of conflict.

### **When the Adults Change, Everything Changes – Paul Dix**

We are very much on a journey at Newport Primary School in terms of approaches that meet the needs of our children within our community. Adults are very much thinking about their own behaviour and how this impacts on the behaviour of the children. Many of our approaches in promoting positive behaviour and relationships are taken from the work of Paul Dix “When the Adults Change Everything Changes”. Dix’s theories and strategies are very much being endorsed by Fife Council. Some of the strategies and approaches we are beginning to adopt include ...

- 30 Second Intervention
- Recognition Boards
- using Microscripts
- moving away from too many reward systems

### **Together Times**

Weekly Together Times give an opportunity to share key messages around behaviour and relationships. Achievements both in and out of school are celebrated during these times and expectations of behaviour around school are discussed on a weekly basis. Staff within the school are constantly on the lookout for children who display our school values. This ‘Top Secret Mission’ is shared at Together Time and individual children are recognised and rewarded for their positive behaviour and attitude shown within school during the previous week.

### **Curriculum**

Promoting positive behaviour and relationships permeates our whole school curriculum. We recognise that we have to teach and model good behaviour and not simply expect it. Benchmarks within Health and Wellbeing focus in on teaching children strategies to help them deal with their emotional, mental and social wellbeing. There are a variety of different

approaches and resources that teachers use to help children learn about and practise strategies they can use.

- Being Cool in School is a resource which was created by Fife schools and it teaches children about cool, weak and aggressive behaviours including body language, facial expressions
- ICE pack – supporting emotional health
- Bubblegum Guy – looking at consequences of actions
- Bounce Back – promoting resilience
- Hidden Chimp – promoting self-regulation
- Resilience Toolkit

## **Recognition Board**

Every class displays a Recognition Board within their classroom. The idea of our recognition boards is for children to focus on one behaviour – this can be both social behaviours and learning behaviours. When adults observe children demonstrating the behaviour well, their name is moved onto the board.

*“The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/session/day (depending on context) the aim is for everyone to have their name on the board.” (Dix, 2017)*

## **Children with Greater Need for Support**

For a minority of children at our school, we have to adopt different approaches to help them to self-regulate their behaviour and to develop and sustain positive relationships within our school. Sometimes this might include ...

- agreed regular contact between home and school (emails, phone calls)
- agreed incentives between home and school
- involving outside agencies to support positive behaviour in school
- devising personalised risk assessments in order to keep themselves and others safe

Staff refer to Fife’s Behaviour & Relationships Strategy for Pupil Behaviour - De-Escalation Pack which gives guidance on how to safely manage very challenging student behaviour within school.

## **Red Card**

There is a Red Card in each classroom to be used in emergency situations. If a pupil is causing serious disruption and has not responded to the adults in the room then the member of staff in charge of the class or group will send another pupil to the school office with the card. In turn a member of the Senior Leadership Team will be informed.

## **Playground**

We recognise that a playground can be an overwhelming place for children and that behaviour can differ from that in the classroom. The support staff (School Support Assistant and Pupil Support Assistants) go into the playground at break and lunchtime. The Janitor is generally also in the playground at these times. Teaching staff have also volunteered their own time to visit the playground in order to support appropriate behaviour. There are a variety of different activities for children to engage with in the playground including the Trim Trail, yoga area, playground markings with play equipment, class playground bags, skipping ropes, footballs and tennis balls. A Sports Ambassador group organised by some P6s and P7s run a weekly multisport activity session for P1-P3. This operates on a rotation basis. It is hoped that younger children will learn skills during these sessions so that they can transfer them into their own playground games. Any incidents involving inappropriate behaviour will be dealt with by the supervising adults. Adults in the playground adopt the same approach as in the classroom. Depending on the nature of the incident the following approaches may be used ...

- reference to 5 Point Scale
- restorative conversation
- use of Kitbag tools (talking stick, animal cards etc)

Our hope is that playground issues do not spill into the classroom and have impact on learning. Where necessary playground supervisors will report any incidents to class teachers and/or senior leadership team. The senior leadership team keep a log of inappropriate playground behaviour. Parents are informed if there are ongoing issues with behaviour in the playground. If there are any reports of bullying behaviour in the playground, these are reported to Miss Allan (Single Point of Contact for Anti-Bullying) who will investigate and record appropriately.