



Promoting Positive Relationships

Developing a positive whole school ethos and culture in Craigton Primary School and Nursery Class

A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider community. Here at Craigton Primary, the children's wellbeing is at the heart of everything we do and we are confident that we are Getting it Right for Every Child.

Our focus is on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. We are able to provide this support through our PATHS programme which is embedded throughout our school.

At Craigton we have a focus on 5 core values

- Honesty
- Respect
- Co-operation
- Responsibility
- Love

All staff within Craigton Primary have a responsibility to promote positive relationships, and their role is to;

- establish open, positive, supporting relationships across the community, where the children feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- promote a climate in which children feel safe and secure
- model behaviour which promotes health and wellbeing and encourages it in others
- use learning and teaching methodologies which promote effective learning, ensuring that they are sensitive and responsive to the wellbeing of each child

At Craigton Primary we have excellent, well nurtured and established relationships with parents, families and the wider community, with a clear focus on the key principles of nurture.

Every class teacher follows our nurturing classroom guidance to ensure continuity and familiarity across all stages. All staff are responsible for ensuring;

- children's learning is understood developmentally
- the classroom offers a safe base
- the development of self-esteem through a nurturing approach
- language is understood as a vital means of communication
- that all behaviour is viewed as communication
- their understanding that transitions are significant in the lives of children

As well as nurturing our children, using a Restorative Approach, PATHS and our core values, children are rewarded for their efforts in building positive relationships with others, through Golden Time, Acts of Kindness and weekly certificates with a focus on our school values.

There will be times when children require additional support with relationships and the choices they make regarding their behaviour. Staff will support the children during these times using restorative conversations.

Classroom approaches across the whole school to promote relationships, learning and behaviour will include

- Restorative Conversations/Reflection/Use of Calm Corners
- Golden Time/Big Golden Time
- Platinum Club

Class teachers may also use individual approaches on a day to day basis. These will link in fully with the whole school approach.



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Big Golden Time

Big Golden Time is a weekly slot of time during which pupils can choose a 'special' educational activity run by a teacher, SfLW or parent (if available). Big Golden Time emphasises the link between the school values and is a reward for all children who uphold these values.

Each teacher and SfLW will choose a focused activity and skill that will be their focus for 2 weeks. A bank of activities is available although staff are encouraged to think 'outside the box' to capture children's interests. Children will also be able to make suggestions for Big Golden Time using a suggestion box. Each child will sign up to an activity for 2 weeks.

Big Golden Time is a celebration of children's successes to be celebrated each Friday from 2.15pm-2.45pm.

Class Golden Time

On weeks that Big Golden Time is not running, class golden time should be organised instead. Children can either vote on a whole class activity or the class teacher can organise a variety of activities within the class for the children to choose from.

Class Golden Time should also be celebrated on a Friday from 2.15pm-2.45pm.

Platinum Club

Platinum Club is a weekly slot that celebrates those children who continually work hard to show the school values.

Each week the class teacher will select a maximum of 2 children for Platinum Club. A bank of activities that children have created is available and staff will take responsibility for hosting on a rolling basis.

Platinum club will be celebrated each Friday from 1pm-2pm.

Certificates

At Craigton, we understand the importance of celebrating the individual and collective achievements of our learners. Achievements are recognised both weekly and monthly through certificates. Adults in the school can nominate children who they see upholding either one or all of the school values to receive a values certificate at assembly on a Friday.

Teachers also nominate children who have been working hard with their learning on a monthly basis. An award is given to a star writer of the month for each class as well as someone who has achieved well within a given curricular area to have their work displayed on the Brightest Work Wall.



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All staff and pupils have a clear understanding of our school values. Unfortunately, occasions do arise when a child can break one of our values and clear sanctions are in place to deal with these occasions.

Staff, pupils and parents were consulted when deciding sanctions for differing behaviours. The following was agreed.

Behaviours resulting in a loss of golden time may include:

- Scribbling on jotters
- Throwing other people's belongings on floor/playground
- Failure to keep on task
- Inappropriate noises
- Rough play
- Shouting out in class
- Talking over others
- Pushing in the line
- Failure to tidy things away when asked
- Distracting others from learning
- Getting out of seat unnecessarily
- Completing poor quality work/work not to standard
- Swinging on chairs
- Throwing items in class (e.g. pencil, rubber)
- Going into class when the teacher isn't in the room
- Carrying on in the toilets
- Making rude faces at someone
- Littering

Should children continue with the same behaviour despite lost golden time, a warning on the grid should be given.

Behaviours resulting in a warning on the grid may include:

- Mistreating others' property
- Mistreating school property
- Answering back aggressively
- Swearing
- Being disrespectful to staff
- Leaving the classroom without permission
- Spitting
- Refusing to follow adult instructions
- Throwing item(s) across the classroom
- Entering someone's personal space without consent
- Mild name calling
- Squirting juice
- Pushing on the stairs
- Rude hand gestures/sticking up fingers
- Throwing food
- Teasing
- Telling lies
- Threatening people
- Playing inappropriate games



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Behaviours resulting in a straight Time out to Think may include:

- Leaving school premises without permission
- Inappropriate use of ICT
- Swearing at staff
- Scratching
- Kicking
- Punching
- Biting
- Stealing
- Pulling hair
- Serious vandalism of school property
- Use of phone during school time
- Bringing inappropriate/dangerous items to school
- Violent behaviour towards others
- Strangling
- Slapping
- Racist comments/racist behaviours
- Body shaming

Should a child accrue 3 warnings on the grid, this will result in them having a Time out to Think which means the child will complete a reflection task during their next available break time with a member of SLT. Their parents will also be informed via a blue letter detailing the behaviours that resulted in the warnings.

Three more warnings will merit an additional Time out to Think. A second blue letter will be sent home informing parents that their child had a Time out to Think and the reasons for it.

Should the child receive a third Time out to Think, a phone call will be made inviting the parent/carer in to discuss their child's behaviour at an arranged appointment with the Pastoral Care Teacher and the class teacher.

Should the child's behaviour still be of concern, a meeting between parents/carers and the Head Teacher will be made in order to discuss how school and home can work together to support the child to improve their behaviour.

PLEASE NOTE:

- Each term a new grid should be started
- Previous warnings that have not accumulated to reach a Time out to Think should not be carried forward onto new grid
- Please add a brief note of the date and reason for warning on the back of the grid
- Please inform the Pastoral Care Teacher for your class when a child is due to receive a Time out to Think, complete a blue letter and send this down with the child to be enveloped
- Please store the current grid you are using in your PPR folder in the 'dookit' on your door for ease of use for anyone taking your class, and for any other staff member who has given a child in your class a warning on the grid to record
- It can be seen that the above procedure has been designed to manage more serious behaviours as outlined in the lists of offences (these lists are not exhaustive but allow you to measure sanctions against other unacceptable behaviours)
- Low level disruptive behaviour should continue to be managed by individual class arrangements such as Golden Time/class charts