



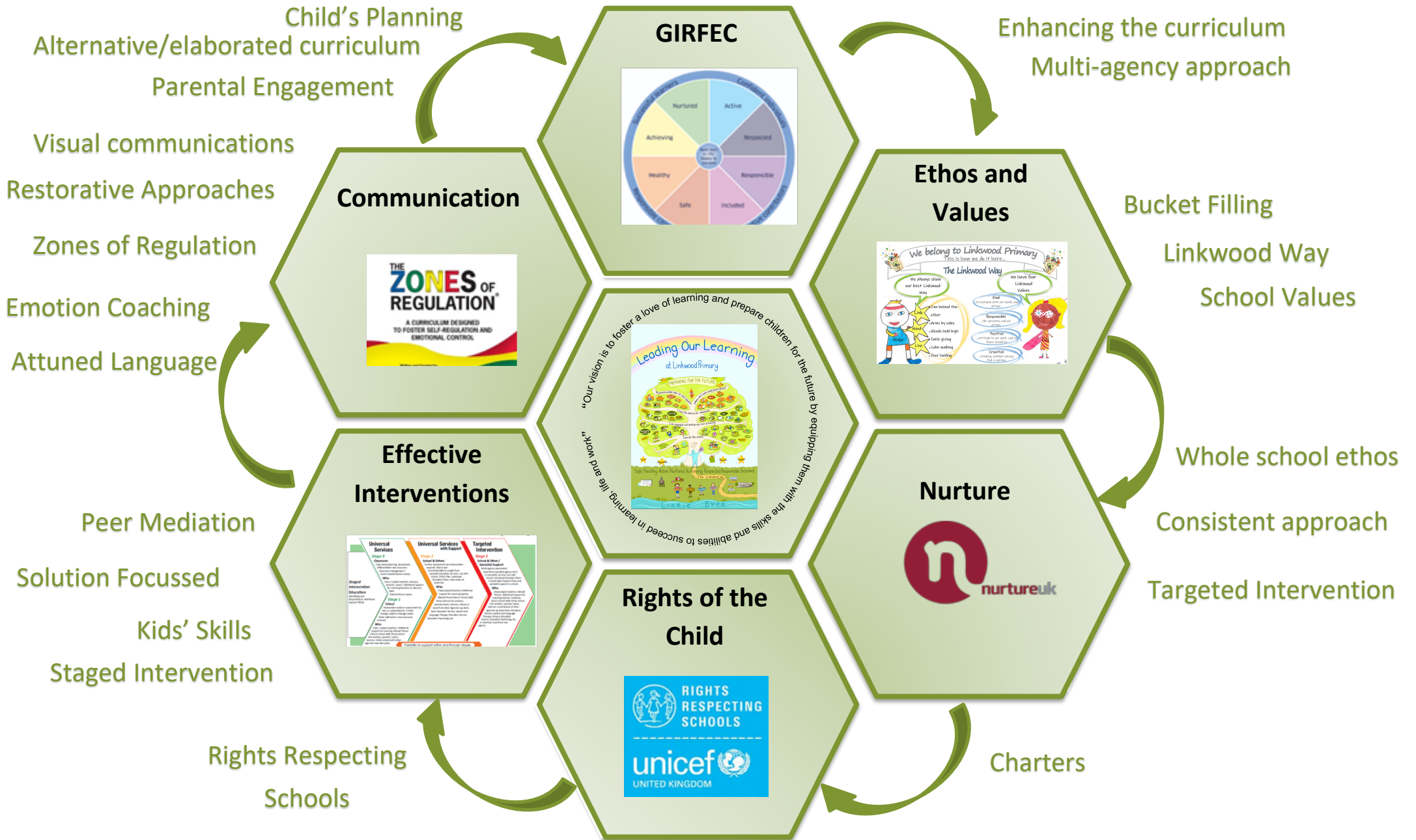
Linkwood's Policy for:

Building Better Relationships, Learning and Behaviour

Created May 21

Review May 24

An Overview of Positive Relationships at Linkwood



Rationale

Linkwood Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive, high quality learning and teaching. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Building Better Relationships, Learning and Behaviour Policy guides staff to teach self-discipline and resilience. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

'Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.'

Better Relationships, Better Learning, Better Behaviour- Scottish Government and Scottish Advisory Group on Behaviour 2012

We are a 'Building Relationships' orientated school and follow the 7 relational principles.

Relational Principles:

- *Provide a consistent and safe environment*
- *Maintain a future focus*
- *Children are understood developmentally*
- *Consistently use common approaches to language and interactions*
- *Understand and demonstrate that all behaviour is communication*
- *Change is both an opportunity and a challenge*
- *Collaboration and equity enhance change*

Moray Educational Psychology Service: Building Relationships Programme

At Linkwood Primary School we believe that children should have high quality learning and teaching experiences which will:

- establish open, positive, supportive relationships across the community;
- enable children and young people to feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- promote a climate in which children and young people 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;
- be sensitive and responsive to the wellbeing of each child and young person.

The purpose of this policy is to:

To provide simple, practical procedures for staff and learners that:

- recognise behavioural norms
- positively reinforce behavioural norms
- promote self esteem and self discipline
- teach appropriate behaviour through positive interventions

To support our learners to learn and achieve and succeed we work together to provide a consistent and safe environment to learn and grow.

Consistency in practice

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring 'certainty' at the classroom and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent **respect from the adults**: Even in the face of disrespectful learners!
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around all areas of the school**: In classrooms, around the school and playground, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans

These practices will be evident by all staff at Linkwood using the Linkwood Approaches

Language	Meet and greet at beginning of day, reference to school values, Whole Brain Teaching commands to ensure attention is gained 'Class, Class'- 'Yes, Yes'- 'Hands and eyes'
Follow Up	'Restorative Steps to Success' referred to and followed, Restorative Meetings when needed. Follow up every time, retain ownership and engage in reflective dialogue with learners.
Positive Reinforcement	Praise exceptional behaviour and record using 'Bucket Filling Stars' and 'Notes Home'.
Consequences	Outcome of restorative meetings shared and consequences carried through. Recording of any incidents to inform the wider school team. Pass on to SLT, parents kept informed.
Rules/ Agreements/ Expectations	'Class Rules' used consistently, 'Linkwood Way' modelled and reminders given. Never ignore or walk past learners who are behaving badly.

Respect	Calm voices, use Emotion Coaching to label behaviours, modelling exceptional manners
Models of Emotional Control	Zones of Regulations check ins throughout the day, Reference to 'Learning Powers' to develop Growth Mindsets
Rituals and Routines for Behaviour Around All Areas of the School	Use '5 Steps to manage big emotions', 'Incredible 5 Point Scale',
Environment	Class charters collaboratively created and referenced frequently, Visual timetables, visual supports,

All staff

1. **Meet and greet** at the door.
2. Refer to '**Linkwood Way**'- **shoulders back, heads high, smile giving**
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

School Leaders (Principle Teachers, Depute Head Teachers, Head Teacher)

School leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school and especially at beginning and end of day.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Encourage use of Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and impact of behaviour policy

- Support teachers in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Make sure that the 'buck stops here'

Visual Consistencies throughout the school

Teachers will refer to the Autism Friendly checklist to ensure their classroom is a calm and supportive environment.

Visual Supports will include:

- Zones of Regulation display
- EAL welcome sign
- Visual Timetables
- Further Visual supports for those who need it
- Bucket Filling display
- Class rules
- Linkwood Way poster
- 5 Steps to Managing Big Emotions poster

Recognition and rewards for effort

We want to recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. Bucket Filling Stars are used to capture those pupils who go above and beyond and parents are informed of these through a 'Look what I've done' sticker and including these in Personal Learning Profiles.

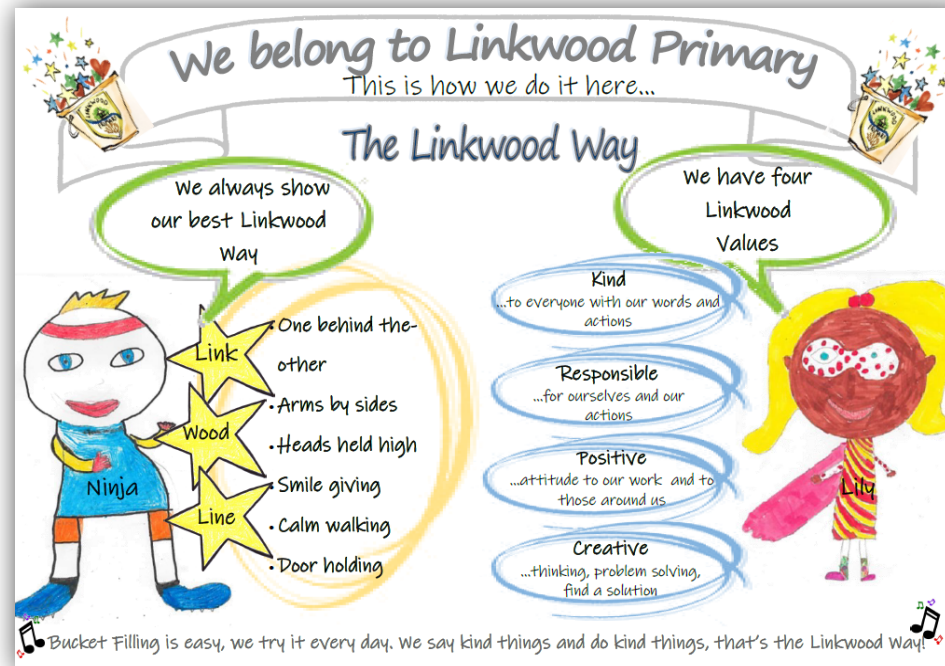
At Linkwood we avoid extrinsic motivations of behaviour stickers and behaviour charts and endeavour to build an intrinsic desire to succeed.



Supporting Better Relationships, Learning and Behaviour at Linkwood

Ethos and Values

Linkwood Primary prides itself in the very strong relationships which are evident throughout the school. Effective learning and teaching is dependent on positive relationships being established at school and classroom level as well as with our families and wider community. In order to support staff and pupils in creating a productive learning environment we need values which are seen as fair, consistent and easily understood by pupils. Our children at Linkwood Primary are encouraged at all times to follow the school values.



'A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community'

**Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour,
Scottish Government, June 18**

School Rules

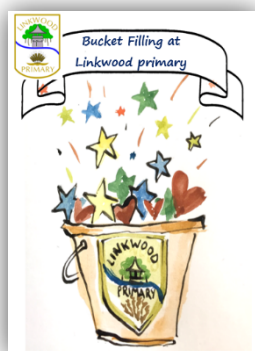
We use our school rules to reinforce these values. We have actions that we use to support visually.

Rule 1- Kind words, kind actions (Hold hands)

Rule 2- Smart choices (Tap head)

Rule 3- Don't say no, give it a go (Thumbs up)

Rule 4- Follow the Linkwood Way (Chest out, proud)



Bucket Filling@ Linkwood

Positive behaviour is encouraged by using the concept of an invisible bucket to show children how easy and rewarding it is to express kindness, appreciation and love by filling each other's buckets. We teach children how to care and love each other. When they care about others and show that love by what they say and what they do, they will feel good and fill their own bucket too. They also learn that when they are mean, inconsiderate, uncaring, or disrespectful, they dip into buckets and remove those good feelings. Even the youngest child understands that actions and words can either fill a bucket or dip into it.

You can find out more about Bucket Filling at Linkwood here:

<https://blogs.glowscotland.org.uk/my/public/linkwoodprimaryschool/uploads/sites/5476/2020/09/15141020/Bucket-Filling-Parent-Booklet.pdf>

Celebrating Success

At assembly each week we reflect on the positive behaviour displayed by pupils throughout the week, particularly those who have demonstrated the school values. These are captured on 'Bucket Filling Stars' by all members of staff and displayed in classrooms for the week before being hung on our bucket filling display.

Pupils are given a sticker to take home for their parents to show they were caught being a 'Bucket Filler' and inspire discussion with their families. Stars are posted into Pupil Learning Profiles for pupils and families to see and discuss each term when the profiles go home.



Notes Home

Notes home are used to celebrate positive attitude, effort and hard work at Linkwood.

Linkwood Primary School

Positive Note Home



...recognising positive attitude, effort and hard work at Linkwood!

Pupil Name:	Class:
Reason for Positive Note:	
Signed (Teacher):	Date:

Linkwood Primary School

Parent Feedback



...we value your comments – please cut along line and return via pupil post!

Pupil Name:	Class:
Feedback:	
Signed (Parent):	Date:

Restorative Approaches:

Restorative Approaches build on the notion of positive regard for all. This moves our thinking away from only our actions/achievements having value and helps us differentiate between the person and their behaviour. Restorative approaches are fundamentally grounded in relationships and in repairing, restoring and consolidating relationships when they have been harmed. They are about:

- developing, maintaining, and repairing positive relationships
- helping people learn and develop the skills to make good choices now and throughout their lives
- Enabling us to acknowledge when we have harmed someone and think about what to do to put it right
- Encouraging us to consider our feelings and those of others (emotional wellbeing)
- Encouraging us all to consider our behaviour and the effect it has on others

We always show our
best Linkwood Way




We have four Linkwood
Values

Linkwood Primary School: Restorative Steps to Success

	<i>Steps:</i>	<i>Actions:</i>
1	Reminder	<ul style="list-style-type: none"> A reminder should be given of our Linkwood Values - Kind Responsible, Positive, Creative – as appropriate This should be delivered privately where possible Repeat reminders if reasonable adjustments need to be made and tried – reminders may need to be repeated when trying different adjustments
2	Caution	<ul style="list-style-type: none"> A clear verbal caution should be delivered privately, where possible Student made aware of behaviour and consequences if it continues Use the phrase “think carefully about your next step”,
3	Last Chance	<ul style="list-style-type: none"> Speak to the student privately and give them a final opportunity to engage Offer a positive choice to do so and refer to previous examples of good behaviour Use the Linkwood 30-second scripted intervention Add the phrase “stay behind two minutes after class” to this step This two minutes is owed time – cannot be removed, reduced or substituted. If outside, send inside to duty person for 2 minutes
4	Time Out	<ul style="list-style-type: none"> “Time Out” may be a short time outwith the room/work area, in an adjoining work space or when outside, on a bench/designated area It is a few minutes for the child to calm down, breathe, compose themselves and reflect on the situation, returning to class/play Extend to a few more minutes if required and repeat as required following steps 1 to 3 above. Can be offered as a strategy card through ‘Zones of Regulation’.
5	Repair	<ul style="list-style-type: none"> Repair might take the form of a quick chat at break time/lunchtime or a more formal meeting (see Restorative Meetings Guidance and Restorative 5 questions)
6	Further Support	<ul style="list-style-type: none"> Further support if required may be accessed from the Senior Leadership Team

30-Second Script:

 <p>30-second Script</p>	<p style="text-align: center;">LINKWOOD 30-SECOND SCRIPTED INTERVENTION</p> <ul style="list-style-type: none"> • I NOTICED YOU ARE... (HAVING TROUBLE GETTING STARTED...WANDERING AROUND THE CLASSROOM...BEING UNKIND TO OTHERS IN THE PLAYGROUND WHEN PLAYING...) • YOU AREN'T BEING... (READY FOR LEARNING...RESPECTFUL...SAFE...) IN DOING THIS • IN DOING THIS YOU HAVE CHOSEN TO... (WORK AT THE SIDE/FRONT OF THE ROOM... CATCH UP WITH WORK MISSED AT LUNCHTIME...GO INSIDE FOR REMAINDER OF BREAK) • DO YOU REMEMBER LAST WEEK WHEN YOU... (WORKED REALLY HARD...ARRIVED ON TIME EVERY DAY...WERE HELPFUL AND KIND...) • THAT IS WHO I NEED TO SEE TODAY... • THANK YOU FOR LISTENING (...THEN GIVE THE CHILD SOME 'TAKE UP' TIME – 2 MINS)
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Consequences

If disagreements do occur then staff will take a 'restorative approach' when possible, encouraging all involved to find an agreed way forward which may include a consequence if behaviour falls out with our expectations and rules are broken. Sanctions may include:

- Verbal warning for persistent misbehaviour
- Time out from class to calm down
- Time to reflect during break time or for some time at lunchtime
- Creation of cards/ letters of apology to those harmed
- Phone call to parents
- Meeting with parents and child
- In some cases, extreme behaviour may lead to exclusion from school

When a situation escalates beyond the 6 stepped process e.g when someone has become injured or where an ASN pupil becomes heightened beyond what can be calmed down in class, the class teacher should:

- **Request support from a PSA or Classroom Assistant** – walkie-talkies are readily available throughout the school or phone the school office to request a tanoy message be shared to the whole school (use code language).
PSA should help to support the class while you work with the child/children or to support the child/children involved to a safe space in order to remove them from the escalation. This does mean that a PSA may be called from another class
- If behaviour continues to escalate, **request support from PT ASN or DHT**
- Any Child Protection concerns should be shared as soon as possible with DHT or HT
- If a **serious incident** has occurred where someone has been harmed or if a child is in danger, please call the school office by phone or walkie talkie for immediate help from **DHT or HT**

Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education and Social Care, and the Police may also be involved.



Restorative Meetings

More than a process or a set of questions – the behaviour of the adult lies at its heart

11 ways to make a restorative meeting work

1. Don't sit behind a desk or on it
2. Try to focus on the outcome you want – not the initial behaviour that led to meeting
3. Reserve enough time for the meeting – allow for 15 minutes so it is not rushed
4. Resist the urge to take lots of notes – thinking and speaking freely are more important
5. Have a glass of water ready for the child
6. Leave the office/classroom door open for the child or better still, undertake the meeting while on a walk outside – “walk and talk”, play with Lego, play with Play-Doh, do a jigsaw, stack some books etc...
7. Answer the questions yourself too, not on behalf of the child but with your own reflections
8. Be really careful not to use judgmental language
9. Resist being interrupted and finishing the meeting later
10. Don't pick up on other things during the meeting – e.g. uniform
11. End the meeting well – end with a positive
12. Use your “Restorative 5 Questions”

What to do if pupils clam up: try using...

1. “OK, imagine if there were...” (people affected/a way of putting it right/things you could do differently).
What would they be?
2. 1-10 scales: “On a scale of 1-10 how angry were you?”
3. Offer a postponement and some offer of support if the child is not ready to speak – e.g. “Do you need a minute or two to think...”, “Would you like to meet tomorrow and have Mr X sit with you and help you with the answers?”...

Adapted from Paul Dix, “When the Adults change, Everything Changes”, 2017, p126-127

Managing the most difficult behaviours

6 changes to approach



Simplify and refine the mantras you teach the children:



- ❖ I can choose to walk away
- ❖ I can stop myself
- ❖ I am OK
- ❖ I am in control of myself
- ❖ I can choose to be calm
- ❖ I have a bigger goal than this to fight

Six Approaches to Try

Adapted from Paul Dix, "When the Adults change, Everything Changes", 2017, p144-151

Avoid the Power Plays	<ul style="list-style-type: none"> • A power play is a simple argument that has a particular pattern – a child is asked to do something, they refuse, they are asked again, they refuse...emotions begin to run high until escalation happens • Some children may try to lead you into a power play – your response and choice of language is critical • Try to show them that you are listening, care about what they are saying and understand. This may be against what you are feeling but may be enough to calm them down <p>6 ways to re-route a power play</p> <ol style="list-style-type: none"> 1. I understand (...that you are angry/upset/livid) 2. I need you to (...come with me so that we can resolve this properly) 3. Maybe you are right (...maybe I need to speak to the others too) 4. Be that as it may (...I still need you to join in with the activity) 5. I've often thought the same (...but we need to focus on...) 6. I hear you (...it's not easy but I know you can do it brilliantly) <ul style="list-style-type: none"> • A pause in your delivery of the above may be required for trickier pupils to encourage a slower, calmer response back – the extra breath can make a difference • Small kindnesses in the most pressured situations go a long way – a bit of time, drink of water, gentle thought – “whenever you are ready to talk, I am here”
Kill the Celebrity Culture	<ul style="list-style-type: none"> • In an attempt to control the behaviour of children who are struggling to control themselves schools do strange things • They create a celebrity culture of the worst behaved • Fastest way to get yourself known in a school/class? Is it going above and beyond by making the most effort every day or displaying the worst behaviour? • Review your class lists for pupils who stand out and do not stand out as much – for the latter group, ask: when do they get their moment of fame? • Celebrate the positive and kill the celebrity culture of poorly behaved

<p><i>Do everything you can to stop the churn</i></p>	<ul style="list-style-type: none"> • Children who have every reason not to trust adults need stability • They may have been badly let down by adults, more likely in situations outside of school • The most difficult challenge for these young people is to trust adults • Expecting them to build new relationships with different adults over and over again is the churn – an impossible expectation which is why so many fail • The key to excellent provision for the most damaged children is having small, consistent teams of high quality teachers/mentors who don't change • Do everything you can to stop the churn and allow the child to build relationships that last long enough for them to walk a different path with confidence • May not be the easiest or cheapest option but in long term, the best for everyone
<p><i>Be unshockable</i></p>	<ul style="list-style-type: none"> • When working with children who struggle to follow the rules it is really important that you become unshockable • Your alarm in response to their behaviour tells them things that you probably don't want to communicate – e.g. that they can control your emotions, that you don't understand their lives • Show your shock and you immediately communicate a judgment on the participants and their situation • Listen but don't react – control your face and especially your eyes • Exaggerated emotional responses must be subdued • If you release your true emotion you have little hope of bringing the wall punching/door kicking/hail of swearing to a halt • With a poker face you can collect your thoughts and work out your next move
<p><i>Hide your anxiety and understand fear</i></p>	<ul style="list-style-type: none"> • Anxious adults transmit anxiety with every step and in every breath • Children pick up on the nerves, the lack of confidence and lack of certainty • The art of teaching and working in schools is built on the foundations of imposter syndrome – every teacher feels the same at the start of their careers and the start of term – the small voice of doubt (“can I do this?”, “what if I can't do this any more?” – provokes the most vivid teacher dreams) • The ability to control the anxiety is the key – “the art of the blag” • Great teachers perform and project a better version of themselves throughout the working day – they are not the same person in front of a class to a lazy Sunday afternoon • Fear and anxiety move – although a trigger for the fear may have occurred at one place and time, fear and anxiety do not remain there • In a way, school is a stage and we are all actors
<p><i>Understand more about the amygdala response</i></p>	<ul style="list-style-type: none"> • Everybody is taught about fight or flight – the fight or flight reaction needs a major threat to trigger it • When we sense a threat, and that might include the grumpy face of a tired teacher or member of staff, the amygdala (the brain structure responsible for sending automatic responses associated with fear) sends blood rushing to the hands to fight and the legs to run • The emotional mind takes over and hijacks the rational brain • The amygdala grows and learns from experience – a teaching and learning environment that is totally safe for the learners means they spend more time thinking rationally • The amygdala acts as a personal safety valve, and those who have been hurt in the past have theirs set to maximum capacity – such children may have forming new relationships with new adults difficult and resist with determination – punishment will never cure this

Our Framework is Supported by National Guidance

Getting it right for every child (GIRFEC)

Children's wellbeing is at the heart of GIRFEC. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the SHANARRI indicators). At Linkwood we teach these terms through our Health and Wellbeing Programme, assemblies, regular reflection tasks.



Rights of the Child

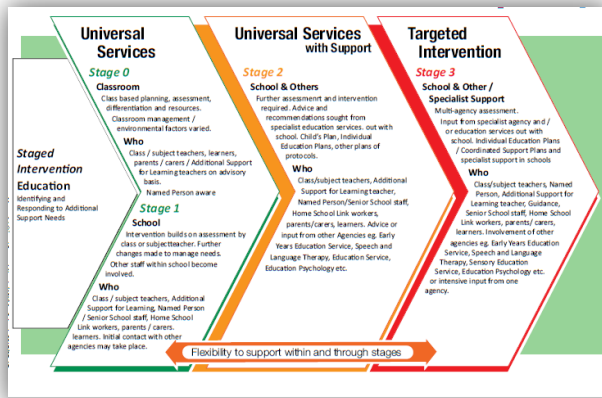
Getting It Right for Every Child embeds the United Nation Convention on the Rights of the Child (UNCRC) within the values and principles. Most importantly, GIRFEC requires every practitioner to apply a UNCRC approach in day-to-day practice by putting children at the centre.

Children everywhere have the right:

- to survival
- to develop to the fullest
- to protection from harmful influences, abuse and exploitation
- to participate fully in family, cultural and social life

At Linkwood we aim to ensure the rights of the child are reflected in our school vision and values and in the practical approaches we adopt. We are beginning our journey towards becoming a Rights Respecting School. At the beginning of every school year each class develop their own class charter where they agree on a class standard linked to the UNCRC and this is displayed in the classroom. We use charters in different environments to ensure we all feel safe and secure in our learning e.g Playground Charter, Loose Parts Play Charter, Sand Play Charter.

Effective Interventions to support Building Better Relationships, Learning and Behaviour at Linkwood



Staged Intervention:

Linkwood Primary is an inclusive school. We use a Staged Intervention Process to identify, assess and plan for additional support needs, based on the Getting it Right for Every Child (GIRFEC) framework. This helps us decide when more targeted support is needed. Tracking meetings take place with Class Teachers, Depute Head Teachers and Support for Learning Teachers at the end of each term.

Nurture

Nurturing approaches are based on psychological theory, including child development and attachment theory. The approach aims to provide children and young people with attachment figures from whom they develop safe and secure relationships. With this attachment securely in place, the child or young person can fully develop their social and emotional skills, which in turn impact on their academic attainment and mental wellbeing. Boxall (2002) suggests that when a child feels safe, these attachment behaviours are accompanied by explorative behaviours.

Furthermore, once children successfully develop secure social and emotional skills, they can go on to develop effective cognitive functioning and successfully engage in learning. Linkwood Primary has various nurture groups running daily.

Classroom Wellbeing Kit

The Wellbeing Kit is a classroom based approach. It provides a number of resources to deliver a range of social and emotional competence and wellbeing lessons. It has been designed primarily to be used at a whole class level by the Class Teacher to promote the emotional and social competences of all pupils. However, it is also designed to be used flexibly by the Class Teacher and Pupil Support Assistant (PSA) to meet the specific emotional and social needs of targeted groups of pupils, either in small groups, or with individual children, if felt appropriate.

Zones of Regulation

At Linkwood we encourage all pupils to be aware of their feelings and act in a suitable manner. In school, children need to be able to self-regulate to help them be ready to learn. Every class use Zones of Regulation as a visually structured way of supporting children to recognise their feelings, level of alertness and to use strategies to appropriately respond when they experience 'Big Emotions'.

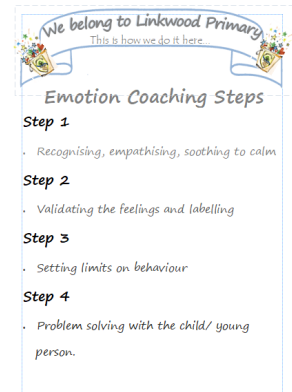
Every classroom has a Zones of Regulation display that pupils are encouraged to utilise. There are four zones each with their own feelings, level of alertness and strategies. The lowest level of alertness is known as the blue zone and children may be in this zone when they are relaxing. Sometimes as the level of alertness increases there is a move to the green zone. When in the green zone children are calm and ready to learn. When more alert, children are in the yellow zone and this means they are becoming more excited. In the red zone children are in a heightened state of alertness, where emotions are extreme and choices can be hard. Through Zones of Regulation discussions in class, children identify strategies to support them and these can be sensory, physical or thinking.



We have a booklet available to support Parents understanding of Zones of Regulation and tools to enable them to use this approach at home.
<https://blogs.glowscotland.org.uk/my/linkwoodprimaryschool/parent-zone/zones-of-regulation/>

Emotion Coaching:

Pupils and staff are connected by an attuned language ie a consistent common use of language which is used effectively by all staff to reinforce positive behaviour or de-escalate tricky situations. Staff use Emotion Coaching techniques and strategies to support regulation and discussions about emotions. Emotion Coaching teaches children that there are no "bad" emotions and encourages them to recognise whether their emotional response is appropriate to the situation





5 Steps To Managing Big Emotions

Regularly reminding pupils that their actions are their responsibility and scaffolding them with strategies on actions they can use supports development of understanding. This simple visual is displayed for easy reference.

Incredible 5 Point Scale (Buron and Curtis 2003)

Being aware of their emotions is important for students to help them deal with difficult situations and, therefore, prevent escalation of anxieties.

The Incredible 5-Point Scale (Buron & Curtis, 2003) helps students understand themselves and manage their emotions and behaviour as consequences of the emotion.

By rating themselves on these visual scales, students can learn to identify and label their own emotions.

Growth Mindset

We teach the concept of Growth Mindset and Learning Powers through our Health and Wellbeing programme. These powers help us connect and stay connected with our learning even when mistakes are made or when tasks become challenging. Using the language of Learning Powers helps ensure engagement. Our classes have created stories to help us connect with the powers.

Be Co-operative- Bees

Be Curious- Fox

Concentrate

Don't Give Up-Squirrel

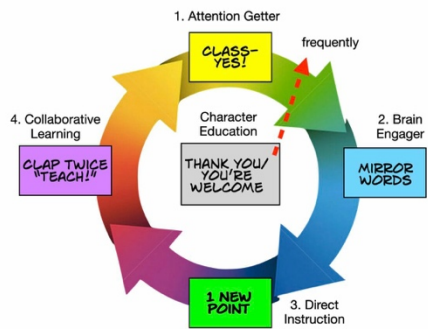
Enjoy Learning -Ladybird

Have a Go -Hedgehog

Keep Improving- Spider

Use Your Imagination- Otter

Whole Brain Teaching



WBT Basics provides a simple starting point for teachers new to Whole Brain Teaching. Beginning with Class-Yes, the Attention Getter, each of the steps around the instructional circle are described in the sections below.

Deliver a lesson by cycling through our teaching pattern, over and over.

- Start with the *Attention Getter* (Class-Yes). You can't teach if you don't have your students' attention.
- Activate the *Brain Engager* (Mirror Words). Choose how you will deliver content: big gestures, tiny gestures, fast gestures, slow motion, etc. The variations are endless!
- Speak using gestures for about one minute of *Direct Instruction*, talking only about one new point. Breaking your lesson into Lesson Chunks means you only present one new point at a time. When combined with the next step in the cycle, you ensure students understand this one new point before moving on to the next.
- Employ *Collaborative Learning* (Teach Ok) as students teach their neighbour your lesson using gestures. You will move through the classroom during this, assessing if your pupils are ready for a new lesson chunk or need to review.

PATHS

The *PATHS Programme* is designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills and forms the basis of our mental wellbeing programme.

Improves: Self-Esteem, self control, emotional intelligence, classroom behaviour, conflict resolution and academic engagement. It helps to reduce aggressive behaviourism, emotional distress and conduct problems.

An effective social-cognitive programme is important because children often show difficulties in social problem-solving, self-control, affective understanding and self-esteem. *PATHS* provides each class teacher with a systematic developmental procedure for enhancing social competence and understanding in children. It addresses the following goals:

1. Increased self-control, i.e., the ability to stop and think before acting when upset or confronted with a conflict situation. Lessons in this area also teach identification of problem situations through recognition of "upset" feelings.
2. Attributional processes that lead to an appropriate sense of self-responsibility.
3. Increased understanding and use of the vocabulary of logical reasoning and problem-solving, e.g., "if...then" and "why...because."
4. Increased understanding and use of the vocabulary of emotions and emotional states; e.g., excited, disappointed, confused, guilty, etc. Increased use of verbal mediation.
5. Increased ability to recognise and interpret similarities and differences in the feelings, reactions and points of view of self and others.
6. Increased understanding of how one's behaviour affects others.

7. Increased knowledge of, and skill in, the steps of social problem-solving: stopping and thinking; identifying problems and feelings; setting goals; generating alternative solutions; anticipating and evaluating consequences; planning, executing and evaluating a course of action; trying again if the first solution fails.
8. Increased ability to apply social problem-solving skills to prevent and/or resolve problems and conflicts in social interactions.

Kids' Skills:

Kids' Skills is an approach to problem solving for children based on solution-focused psychology. Kids' Skills helps children learn skills, overcome problems and get rid of undesired ways of behaving. Whilst Kids' Skills has been developed to help children learn skills and overcome problems it can also help parents, teachers and other caregivers revive in themselves the creativity, inspiration and enthusiasm that is often called for in parenting and bringing up children.

Solution Oriented Approaches:

Solution Oriented Approaches (SOA) have psychological principles that can be applied to a wide range of fields. The approach aims to help individuals, teams and organisations to develop constructive, customised solutions which have a higher likelihood of leading to change. SOA aim to reduce 'problem talk' that can become stuck. The approach tries to move from the usual default position found in individuals and organisations, where they repeat negative or dysfunctional patterns of behaviour, to considering those times when things work better or effective coping strategies can be identified. In these solution patterns are often found the solutions most likely to work in their unique context.

SOA aim to:

- Offer a way of working described as 'solution-building'
- Offers principles and a structure for talking to someone who is experiencing difficulty
- Help people develop goals and solutions rather than analysing current problems
- Focus on the present and future, on goals and how to achieve them
- Focus on 'what works' and amplifying strengths rather than analysing weaknesses

Peer Mediation:

Peer mediation is a process where children are selected and offered the opportunity to act as peer mediators. The peer mediators work on a rota basis at break and lunchtimes and take responsibility for supporting younger children in the school to find a solution to their issue. They will learn invaluable skills eg listening skills and understanding feelings, and contribute to more positive relationships between pupils with a focus on strengthening and repairing relationships. The Peer Mediators measure and display the success of their interventions on a central notice board in the school and regularly present at Assemblies.