

# Respect Nurture Creative Active



At Gateside Primary we have a caring approach that is underpinned by positive, nurturing and respectful relationships.

<b>Visible Adult Consistencies</b> 1. Acknowledge everyone positively 2. Welcome children as they enter the school/class door every day 3. First attention always towards positive behaviour.		<b>Above and Beyond</b> Above and beyond behaviour will be recognised by: <ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Class/house tokens</li> </ul> Positive phone call home <ul style="list-style-type: none"> <li>• Bell rewards</li> </ul>
<b>Stepped Consequences</b> 1. Reminder – a reminder of the school values/charters 2. Verbal warning to “turn it around” (delivered privately wherever possible, making children aware of their behaviour). Actions to support behaviour may be put in place e.g. child moved within class. 3. Final warning 4. Consequences to be explained to child at an alternative point, in a quiet place. These consequences must be equitable, natural and logical.	<b>Our School Values</b>  <b>NURTURE</b>  <b>RESPECT</b>  <b>CREATIVE</b>  <b>ACTIVE</b>	<b>Microscript</b> 30 second calm intervention to support good behaviour choices: <ul style="list-style-type: none"> <li>• Name, I have noticed that you are not being...right now (refer to values)</li> <li>• You have chosen to...(use action to support behaviour e.g. move child to another table)</li> <li>• Can you remember yesterday/last week when you...? (refer to previous positive behaviour)</li> <li>• Thank the child for listening then give them ‘take up’ time.</li> </ul>
<b>Rights Based Education</b> A rights-based approach to education for all is a holistic one, encompassing access to education, educational equality (based on human rights, values and principles) and the environment in which education is provided.	<b>Parents as Partners</b> Our aim is to help parents to be: <ul style="list-style-type: none"> <li>• Involved with their child’s education and learning</li> <li>• Welcomed as an active participant in the life of the school</li> <li>• Encouraged to express their views on education.</li> </ul>	<b>Suggested Restorative Questions</b> <u>Past:</u> 1. What happened? 2. What were you thinking at the time? <u>Present:</u> 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? <u>Future:</u> 6. How can we move on?



## Promoting Positive Relationships

Our school values of **NURTURE, RESPECT, CREATIVE and ACTIVE** underpin everything we do at Gateside Primary.

### **5 Pillars of Practice:**

1. Consistent, calm, adult behaviour.
2. First attention for best conduct.
3. Relentless routines.
4. Scripting difficult conversations.
5. Restorative approaches.

Classes are able to use their own characters/objects/symbols that interest children however the following system **must** be consistent across the school.

- Children will receive a bell for demonstrating a school value.
- Classes will work towards 2 rewards (10 and 20), agreed with pupils.  
No more than 30 mins per week. Bells will be counted for a whole term with a class reward given at the end if this target is reached.
- SLT and other members of staff will issue pupils with house tokens.
- Houses that receive 75 tokens or more can have an agreed reward e.g. lunch in class.  
Houses that receive 100 tokens get an extra 10 minute play during Monday lunchtime. The overall winning house for the week will have their shield displayed.  
At the end of the year the house with the highest number of wins will receive an agreed treat by the house captains. They will also be presented with the Challenge Shield at our annual Prize Giving Celebration.
- There may be times when teachers, pupils and parents/carers work together to support pupils through this process as it must be equitable.