

Stane Primary School

&

Nursery Class

**Promoting Positive
Relationships and Behaviour
Policy**



February 2019

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Rationale

At Stane Primary School and Nursery Class, we collectively work hard to create and maintain a learning environment that fully embeds our three key aims:

- **Safe**
- **Ready**
- **Respectful**

Our learning environment supports all learners and maximises the quality learning and teaching opportunities for all. We endeavour to maintain high expectations and standards of behaviour and respect within our school. As a school community we believe that by creating a happy, safe learning environment all children can build self-confidence and resilience.

Stane Primary School and Nursery Class adopts the recommendations set out by North Lanarkshire Council in the document 'Promoting Positive Relationships and Behaviour' and also embodies the principles of the Health and Wellbeing Indicators (SHANARRI) outlined in Getting it Right for Every Child (GIRFEC).

At Stane Primary School and Nursery Class we aim to promote positive relationships and behaviour by embedding a nurturing approach and we will promote clear and effective strategies to support all learners.

We are an attachment informed school that promotes every child's achievement by meeting their social, emotional and academic needs. We aspire to high levels of attainment for all, supporting pupils to overcome any barriers to their learning.

Our Vision

We aim to provide a happy and secure environment where all children feel **safe, ready** and **respectful**.

- **Safe:** We aim to take all reasonable steps to ensure the physical safety of the school community by promoting kindness and compassion.
- **Ready:** We fully encourage all children to be ready to listen, learn and grow.
- **Respectful:** We encourage all children within our school community to be respectful towards all children and adults.

At Stane Primary we are committed to providing a high quality education for all of our pupils. We aim to develop curiosity, creativity and critical thinking skills in a safe, nurturing and stimulating environment. We will inspire our pupils to become emotionally intelligent, kind human beings who will make positive contributions to local, national and global communities.

School Rules

At Stane Primary we expect our children to be **Safe, Ready and Respectful**. It is essential that each child is aware of the expectations within the three school

rules. We encourage all learners to know, understand and demonstrate our school rules on a daily basis throughout the school community.

Safe:

- Keep hands, feet and objects to myself
- Use kind words at all times
- Report any problems to an adult
- Sit properly on the carpet/chair
- Walk at all times inside the school building
- Stay in single file in the line facing forwards
- Always ask permission to leave the classroom/school
- Use equipment correctly and responsibly
- Don't get involved with other people's actions
- Always wear indoor shoes inside the school
- Look after one another

Ready:

- Listening
- School uniform
- Be on time
- P.E kit
- Indoor shoes
- Line up on first bell
- Try our best
- Follow instructions
- Jackets on for going outside

Respectful:

- Listen to others and expect to be listened to
- Appropriate language, tone and volume
- Look after the building, displays, equipment and toilets
- Represent the school at its best when wearing the school uniform
- Using manners
- Be honest at all times
- Everyone's right to learn

What will **Safe**, **Ready** and **Respectful** look like:

In the **Classroom?**

- I follow instructions from any adult promptly
- I stay in my place

- I keep my hands and feet to myself
- I use kind words at all times
- I stay on task
- I use my indoor voice
- I walk around the classroom and school
- I listen carefully

In the **Dinner Hall?**

- I walk sensibly
- I stay in my seat
- I raise my hand if I need help or I am finished eating
- I use my indoor voice
- I use good table manners
- I listen to the adults and follow their instructions
- I place all rubbish into the correct bins
- I leave my table clean and tidy

When I **line up?**

- I stand in line order
- I walk in single file
- I am quiet
- I keep my hands and feet to myself
- I use kind words at all times
- In the playground I line up after the first bell
- On the second bell I am in my line, ready for my teacher

When an adult asks for **my attention?**

- I look at the adult
- I listen
- I keep my lips still
- I remember my manners

Playground Expectations

All children are expected to follow the school rules in the playground to ensure it is an enjoyable and safe experience for everyone. The playground expectations are:

- Staff in the playground are listened to and any instructions are followed promptly and respectfully.
- Games are played fairly, inclusively and in designated areas.
- Equipment should be treated with respect and tidied up at the end of break and lunch.
- Children stay within their designated areas.
- Appropriate language used at all times.
- Children line up with their class when the bell rings.

Any incidents in the playground are escalated to Class Teachers and SMT by support staff. These are then dealt with appropriately.

Promotion of Positive Relationships and Behaviour

The most effective form of behaviour management is one which recognises when good behaviour is occurring and promotes it. Within our school we currently operate many systems to celebrate and encourage positive behaviours.

Meet and Greet

Each morning the children will line up before entering their classroom, they will be met by their class teacher and each child will choose how they wish to greet their teacher. They will select a 'Meet and Greet' image which can be any of the following: smile, hand shake, high five or hug. This allows a connection to be made before the child enters the classroom to begin their school day.

Class Based Reward Systems

Teachers use a range of strategies to encourage positive behaviour. The children receive verbal praise, stickers, praise pads, individual/group points system to acknowledge their hard work and effort.

Weekly Assembly

The weekly assembly celebrates good behaviour and effort throughout the week. Each class teacher chooses two children to be presented with a 'Stane Superstar' certificate to recognise their achievement. Their photographs are displayed on the school noticeboard and shared with parents/ carers via the school Twitter account.

Playground certificates are also awarded for good behaviour, supporting peers and taking pride in caring for the school. Mrs Shearer, our Senior Clerical Assistant, awards a certificate to a child that has exceeded her expectations.

A Secret Student is chosen at each assembly by members of staff and rewarded with a prize if the pupil demonstrates good behaviour and manners throughout the assembly.

Tea with the Teacher

Tea with the Teacher is held at the start of each week to celebrate the efforts of the Stane Superstars. A different teacher each week will host the Stane Superstars and celebrate with a tasty treat and drink.

Over and Above

All children are fully encouraged to go 'over and above' our expectations. This can be displayed anywhere in our school and playground and is linked with our social target of the month. Children that go 'over and above' are presented with a prize from the Head Teacher's prize box.

All children that go 'over and above' share a delicious hot chocolate with the Head Teacher on 'Hot Chocolate Friday' in the staff room.

Parents of all children that go ‘over and above’ will receive a special phone call as part of our ‘Good News Call’ the class teacher will share with you their delight in your child’s efforts and achievements for that week, celebrating your child’s success.

All children that go ‘over and above’ will receive a special praise pad/certificate from their teacher to take home.

Reasons Why We Love

Each week, a child from each class is randomly selected. The child that is selected receives compliments from their peers which are called ‘Reasons Why We Love’ – the compliments given are listed on the class board/smart board and celebrated by being shared aloud with the class and posted on the school twitter page.

Golden Time

Golden Time occurs each week. Every child is provided with 5 minutes at the start of the each week. A further 25 minutes can be earned each day from Monday to Friday (5 minutes per day) to earn a total of 30 minutes of Golden Time. Each child that maintains all of their Golden Time throughout the week, will receive a special ‘Golden Time Recognition’ certificate to celebrate their success!

House Points

House Points are awarded for good manners and effort across the school in line with the School Values of Kindness, Compassion, Courage and Community, each term we focus on a different school value. Any pupil that is awarded a house point, scans the QR code which is displayed in each of the classrooms. The house points are digitally collated and the winning house is revealed at the weekly assembly. The winning house is given an extra playtime as a reward on Friday afternoon.

Golden Line Tokens

Golden Line Tokens are awarded to classes that meet the desired expectations when they are lining up coming in to school in the morning, after playtime and after lunchtime. Golden Line Tokens can be awarded for an excellent line walking through a corridor, making their way to and from the hall or outdoors. The class teacher can award the token or a member of SMT. At the end of each term, the tokens are counted and the winning class receives a certificate, medal for each child and a sweet treat.

Consequences

The emphasis of this policy is to fully encourage and reward all positive behaviour and attitudes in line with our school's positive behaviour rationale and vision.

At Stane Primary School and Nursery Class we recognise that it may, at times, be necessary to employ a number of consequences to fully embed our positive behaviour policy and expectations, in line with our school rules to ensure a safe learning environment for all of our pupils and staff.

As with matters relating to rewards, consistency and fairness are vital in the application of consequences which are in line with each inappropriate behaviour.

At the heart of our positive behaviour policy is the firm belief and understanding that **each day is a fresh start** and that it is important that the child understands this and realises that we will look forward to seeing them the next day.

The following consequences are to be followed through if a child breaks the school rules or displays undesirable or unacceptable behaviour.

- The first time a pupil breaks a rule – Verbal warning with a reminder of the school rule/expectation. This is recorded on the pupil's **reflection card** by a single dot, this should be kept in the child's tray. Each dot is called a **reflection mark**.
- The second time a pupil breaks a rule – Verbal warning with another reminder of the school rule/expectation and encouraged to make better choices. Second reflection mark is added to their card.
- The third time a pupil breaks rule – child is told that they have '**not earned their 5 minutes of Golden Time**' for that day. Third reflection mark is added to their reflection card. Class teacher records name of child and amount of Golden Time not earned at back of day book on 'Golden Time' record sheet.
- The fourth time a pupil breaks rule – class teacher informs member of SMT, member of SMT to talk to child and remind them of school rules and expectations, REFLECT AND REPAIR.
- The fifth time a pupil breaks rule – Contact made with parents/carers by class teacher or SMT.

- Severe Clause: Child is removed from class and sent to member of SMT. Date and time child leaves the class is recorded by class teacher. SMT to inform parent/carer.
- When child re-joins class, class teacher is given time to engage in 'REFLECT AND REPAIR' with their pupil. A member of SMT will cover class to allow class teacher to engage in this process.
- If a child has not earned 15 minutes or more of their golden time, a note will be sent home to inform the parent/carer at the end of the week. There will be a tear off slip at the bottom which should be signed by the parent/carer and returned to school the following Monday morning.
- If the tear off slip is not returned, the class teacher or a member of SMT will call home.

Exclusions

At Stane Primary School, we strive to create an ethos of mutual respect and values between pupils, parents and staff. We do not wish to exclude any child from school, but in extreme cases it may be appropriate to exclude pupils from school for a period of time. In these cases, the child's parents will be informed and management staff will follow North Lanarkshire Council's Exclusion Policy.

The decision to exclude a pupil may be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy.
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils/staff in the school.

Some examples of undesirable behaviour

- Not listening
- Not working
- Disobedience
- Chatting to others
- Annoying others

Some examples of unacceptable behaviour

- Violence

- Bullying
- Theft
- Vandalism
- Fighting

Consistent Language/Script

A consistent response with consistent language in relation to a child displaying inappropriate behaviour is vital. Referring to the school's behaviour policy with simple and clear expectations reflected in all conversations about behaviour.

The following verbal response will be used when a child displays inappropriate behaviour:

- First time a pupil breaks a rule – **'Please remember that our school rules are, safe, ready and respectful.'**
- Second time a pupil breaks a rule – **'I need to remind you again that our school rules are safe, ready and respectful, I need you to make better choices, thank you.'**
- Third time a pupil breaks a rule – **'I'm disappointed that you haven't listened, you have broken our school rules and you have not earned your 5 minutes of Golden Time for today.'**

Reflect and Repair Time

Reflect and repair time is a core part of repairing the damage of trust between adults and pupils. Each class teacher will play an important part and will lead this and will be fully supported by the SMT.

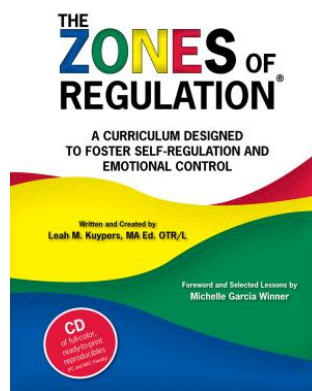
- **'Let's talk about what's happened'**
- **'How did this make you feel?'**
- **'How did this make the other person feel?'**
- **'What could you have done differently?'**
- **'What will you do the next time you feel this way?'**
- **'Do you feel safe, ready and respectful to return to class?'**

- ‘Thank you for taking the time to share with me what’s happened and how we can move forward.’

Social and Emotional Learning

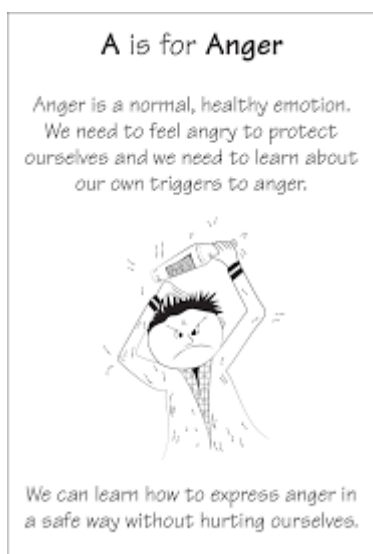
Social and emotional learning is about learning how to manage feelings, manage friendships and solve problems. These are essential life skills that support wellbeing and positive mental health.

The Zones of Regulation



The Zones of Regulation is a programme geared towards helping pupils gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. The learning activities are designed to help pupils recognise when they are in different states called “zones,” with each of four zones represented by a different colour. In the activities, pupils also learn how to use strategies or tools to stay in a zone or move from one to another.

Pupils explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.



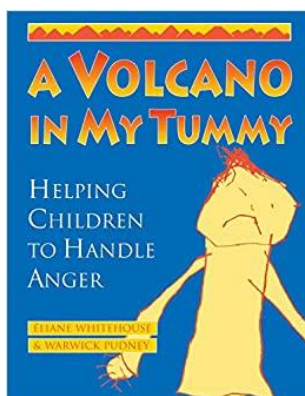
Anger Alphabet

Coping with stress, anxiety and self-doubt is a challenge for many, but for those who struggle with attachment difficulties or are on the autistic spectrum, these challenges can be overwhelming.

The Anger Alphabet is a highly effective programme providing fun and stimulating sessions that help young people manage, not repress, their emotions.

Helping young people to develop these skills can be important for the day to day management of a classroom or group. More importantly however, this programme provides lifelong strategies that can support mental and emotional health and wellbeing, the forming and maintaining of relationships, motivation and success in learning, the development of positive values and attitudes, and the building of self-confidence.

A Volcano in My Tummy



Helping children to handle anger, this resource from age 6 upwards, presents a clear and effective approach to helping children and adults alike understand and deal constructively with children's anger. This resource offers engaging, well organised activities which help to overcome the fear of children's anger which many adult care givers experience. Through activities, stories, articles and games designed to allow a multi-subject, developmental approach to the topic at home and in school.



Stane Primary have introduced Do-Be Mindful into the curriculum as a strategy to help support our pupils' mental wellbeing. The Do-Be Mindful Initiative develops awareness, self-regulation and resilience in teachers, parents and children and encourages a calm, kind and compassionate culture in schools. It is a coping strategy that can be used as our children mature into young adults and beyond.

The aim of this programme is to help reduce stress levels in pupils and to encourage positive thoughts. It also helps promote better sleeping habits and improves concentration and focus.

All of our children learn about the benefits of mindfulness and will practise being mindful. This involves the children spending short periods of time relaxing and taking time to unwind in a quiet space. They will be encouraged to focus on their breathing and switch off from the stresses and strains of life. They will learn the

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Seasons for Growth is a programme for children who have experienced significant change or loss in their lives. The programme is based on the belief that change, loss and grief are a normal and valuable part of life. The core intentions of this programme are the development of resilience and emotional literacy to promote social and emotional wellbeing. This programme is delivered by the school's trained child companions. Mrs Scott and Mr O'Donnell are currently our trained child's companions.

Stane Primary School's 'Promoting Positive Relationships and Behaviour Policy' reviewed and fully evaluated December 2020.

Policy Amendments: COVID-19 Restrictions

December 2020

- **Weekly Assembly** – This is presented digitally over Microsoft Teams and is led by the Head Teacher. All children remain in their classrooms, therefore remaining in their bubbles with all class teachers following social distancing rules. Stane Superstars are celebrated via uploaded photographs on the school Twitter page @staneprimary.
- **Tea with the Teacher** – Due to the current restrictions and children having to remain in their class bubbles with their teacher, SMT are not able to deliver ‘Tea with the Teacher’ – however, celebrations can be led at the class teacher’s discretion.
- **Over and Above** – Due to the children remaining in their class bubbles, SMT are unable to deliver ‘Hot Chocolate Friday’ – instead, each child that has been selected will receive a hot chocolate kit to make their own hot chocolate at home.

- **Extra Playtime for Winning House** – Due to current restrictions with children and staff remaining in their class bubbles, the extra playtime is unable to take place until further notice.
- **Class 'Meet and Greet'** – Due to social distancing restrictions, all classes will adopt a 'COVID Safe' meet and greet. The children will select from the following examples: salute, wave, foot bump, fist bump, smile etc