

Units focus on :

1. Core Values
2. Elasticity
3. Bouncing Back
4. Courage
5. The Bright Side
6. Emotions
7. Relationships
8. Humour
9. Bullying
10. Success

We have been using both approaches for 2 sessions and there has been a noticeable increase in pupils awareness of their feelings and ability to talk more positively to each other.

## Bounce Back Acronym

**B**ad times don't last. Things always get better. Stay optimistic.

**O**ther people can help if you talk to them. Get a reality check.

**U**nhelpful thinking makes you feel more upset. Think again

**N**obody is perfect-not you and not others.

**C**oncentrate on the positives ( no matter how small) and use laughter

**E**verybody experiences sadness, hurt, failure, rejection and setback sometimes. They are a normal part of life. Try not to personalise them.

**B**lame fairly- how much of what happened was due to you, to others and to bad luck or circumstances?

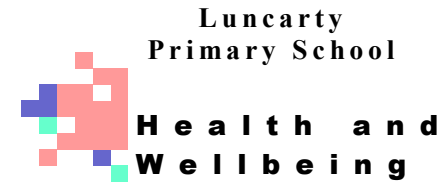
**A**ccept what can't be changed, (but try to change what you can first).

**C**atastrophising exaggerates your worries. Don't believe the worst possible picture.

**K**eep things in perspective. It's only part of your life.

### Praise and rewards

All pupils have responded well to the consistent use of empathy, attention and praise at both class and school level.



**I N F O R M A T I O N**  
**f o r P A R E N T S /**  
**C A R E R S**



**R e s t o r a t i v e**  
**A p p r o a c h e s**  
**a n d**  
**B o u n c e B a c k**

School Information leaflet Oct  
2012





## Restorative Approaches

As part of our positive behaviour we use a restorative approach with the children aimed at supporting the children understand their behaviour and how disagreements can be restored to a satisfactory conclusion for all involved .

The approaches we follow include

- Expecting the children to do as they are asked first time
- Listening to and talking to others with respect
- Encouraging the children to ignore silly behaviour
- Tell others –STOP ,I don't like it and using their hand signal
- Seeking out an adult for help if they feel they cannot deal with an issue themselves.

The approach used by all staff uses the following 5 questions when dealing with issues that need s to be resolved

- What happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need to do?

It is hoped that a positive resolution can be reached at this stage and the children are ready to move on.

There are occasions when sanctions do need to be put into place both at class level or whole school level and these are detailed in our revised positive behaviour policy

# It's Good to be Green!

## School Rules

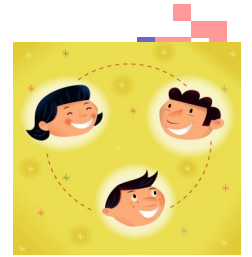
Devised by the pupils at



Luncarty Primary School

- **We are kind, polite, helpful, and aware of others' feelings.**
- **We listen carefully to others without interrupting them.**
- **We look after our own and other people's belongings.**
- **We try our best, work hard and learn from our mistakes.**
- **We treat other people the way we would like to be treated.**
- **We always tell the truth.**
- **We come to school on time.**
- **We always walk in the corridors to avoid accidents.**
- **We are in a bully-free zone.**
- **We speak to an adult or older pupil if we need help with a problem.**

## Bounce Back



*The Bounce Back programme is a whole school programme which promotes positive mental health and wellbeing and enables children to act resiliently when faced with challenges and adversity .It primarily focuses on classroom strategies and activities that teach children positive social and emotional skills that might best be described as 'life skills.'*

Bounce Back links directly to many of the Health and wellbeing experiences and outcomes within the curriculum including:

- Awareness, expression and management of feelings;
- Building and maintaining positive relationships;
- Coping skills which foster mental wellbeing and provides support in challenging times .