

Statement of Intent

At Newfield Primary School we aim to equip all our pupils with the skills and understanding to successfully develop and maintain positive, healthy relationships. We will draw from the latest research and theories to help promote this.

If children know we will be relentless in our support of their endeavours, forgive them the errors they make along the way, and maintain our determination that they will live up to their potential and our expectations, then the relationships will follow.

Kirsten Souers, *Fostering Resilient Learners*, 2016

The following steps will help to guide us in this endeavour:

Learning	Links to values, rights, responsibilities, citizenship
Empathy	Consider how different behaviours might make others feel
Boundaries	Understanding what happens when relationships break down

We are also mindful of the Equality Act 2010, and our statutory duty to keep those with protected characteristics from discrimination, victimisation and harassment.

*i) Age ii) Disability iii) Race iv) Sex (Gender) v) Pregnancy/maternity
vi) Religion/belief vii) Sexual orientation viii) Marriage/civil partnership ix) Gender reassignment*

Our Values

We held our second consultation on our values in March 2023. All stakeholders (parents, pupils and staff) were given the opportunity to give their views and the five values were kept the same as before:

Leadership	We ensure we all have opportunities to lead groups and activities. Leading provides us with a wide range of life skills that we can then take into our adult life.
Equity	We ensure that we are providing every individual with what they need so they experience the same opportunities as their peers.
Achieving	Opportunities are provided to ensure all our learners achieve and fulfil their potential.
Resilience	The ability to bounce back from adversity is an essential skill for coping with life's inevitable obstacles and one of the key ingredients to success.
Nurture	The balance between care and challenge which incorporates attunement, warmth and connection.

Our Aims

The following statements have been developed and recently re-evaluated by families, pupils and staff:

We aim to develop a safe, caring and supportive learning environment where all achievement is celebrated.

We aim to equip all our learners with skills that will help them to reach their full potential.

We aim to work together and encourage each other as one school community.

Nurture principles

In line with all schools across South Lanarkshire, we recognise and understand the six nurture principles:

1. Children's learning is understood developmentally

Staff responding to children at their emotional / developmental level enables them to move on. The response to the individual child is underpinned by a non-judgemental and accepting attitude.

2. The classroom / playroom / school offers a safe base

Importance of structure and predictability with firm clear boundaries and adults working together supportively. Adults become reliable and consistent in their approach. Recognition of the link between emotional containment and cognitive learning.

3. Nurture is important for the development of self-esteem

Staff listening and responding to children in ways that show they are valued and thought about and kept in mind.

4. Language is understood as a vital means of communication

Language understood as more than words. It can be a way of putting feelings into words. Children helped to understand and thus to express their feelings and given opportunities for extended conversations.

5. Transitions are significant in the lives of children

Staff who acknowledge the feelings aroused by transitions and who understand even small changes in routine can be overwhelming and unsettling for some children.

6. All behaviour is communication

Given what I know about this child and their development, what is this child trying to tell me? If a child senses their feelings are understood it can help to diffuse difficult situations.

The nurturing approach gives our pupils the social and emotional skills to do well at school and with peers, and to develop their resilience and capacity to deal more confidently with the trials and tribulations of life, for life. Alongside the Nurturing principles, staff are also Trauma Informed and Attachment Aware. We use the South Lanarkshire Council's A-Z of Attachment to ensure children are helped to develop and reach their full potential.

We also use South Lanarkshire's *Promoting Positive Behaviour and Understanding Distressed Behaviour* (PPRUBD) policy to guide us in our Relationship and Behaviour approach.

Strategies

In our school we will:

- Create an environment of respect
- Give our children opportunities to make choices, and to have a sense of agency and control in their own lives
- Talk about safety and the steps necessary to make everyone feel, and be, safe
- Connect children with appropriate resources and people (i.e. SMT, nurture, CAMHS)
- Have a predictable environment with clear expectations for behaviour
- Have cool-down or time-out areas for children: quiet, comfortable and safe spaces
- Provide a range of sensory materials and relaxation activities
- Recognise early warning signs, and use verbal and non-verbal cues to distract and distance children from potential triggers or flashpoints

At Newfield Primary we have 3 clear rules that apply to both the classroom and the playground/pitch:

- Be responsible - do as you are asked
- Be respectful - use appropriate language
- Be safe - keep hands and feet to yourself

The children were involved in choosing our rules at a special assembly. The rules above were a good fit with our Rights Respecting Schools focus (RRS). They are regularly referred to both in class and in assemblies and the staff and pupils are very clear what they mean and their role in upholding them.

Responsibility for behaviour management strategies in class is devolved to class teachers, and may include (but not be limited to):

- Individual and group targets
 - Points systems
 - Whole class incentives
 - Star of the Day
 - Creation of class charters
 - Praise and encouragement
 - Communication with parents via Ready Steady Learns
- NB: Charts where pupils' names are moved up and down depending on their actions will not be used

The responsibility for behaviour management strategies in the playground/pitch is devolved to school support assistants and the janitor, with support from the Senior Management Team.

In classrooms: If the behaviour falls below expectations, pupils are informed of the rule they have not upheld and they go to reflection at the next playtime/lunchtime for a short period. SMT then discuss this with the pupil and time is spent reflecting how to make better choices next time. A reflection sheet is also completed at this time mirroring the discussion, this is then given to the class teacher who notes the detail in the Ready Steady Learn in order to inform parents.

In the playground: The same system operates, with pupils coming in from the playground for a short period to complete a reflection sheet and speak to a member of SMT. This is also noted in the Ready Steady Learn for parents/carers to see.

It is recognised that some pupils will require additional support to develop and maintain relationships, and to display appropriate behaviours. Risk Assessments and/or Behaviour Additional Support Plans (BASPs) for those who need them can be created. These will be developed between the class teacher and a member of the Senior Management Team, shared amongst all relevant adults, and reviewed regularly.

Promotion and Recognition of Positive Behaviour

We know the importance of recognising good behaviour and positive attitudes to learning and this focus can often encourage others. At Newfield Primary we have many ways we recognise achievement and celebrate the positive behaviour.

- ✓ **Star Of The Week certificates**
Chosen weekly by class teachers and up to two awarded at our Friday afternoon whole school assembly. Shared on our Twitter page.
- ✓ **Kindness Champions**
Chosen weekly by class teachers and awarded at our Friday afternoon assembly. Shared on our Twitter page.
- ✓ **Headteacher Award**
Chosen weekly by the Headteacher and awarded at our Friday afternoon whole school assembly. Shared on our Twitter page.
- ✓ **House Counters**
Awarded by members of the support staff, janitor and Senior Management Team to any pupils who demonstrate positive behaviour and attitude in the playground or in the school corridors. Counters are placed in the house jars and counted by House Captains termly. The number of counters is added to the house points.
- ✓ **Wider Achievement Wall**
Recognition of out of school achievements. The pupils' picture and achievement detail is displayed on the Wider Achievement Wall and shared on our Twitter page.
- ✓ **Friday Positive Praise**
All school staff involved in contacting parents/carers to let them know that their child has had a positive week.
- ✓ **Best Line Awards**
Staff choose the best line from morning/playtime/lunch every day and the winning class (one from P1-3 and one from P4-7) win an extra playtime.

Restorative approaches

Students need to be held accountable for their actions, but not by being shamed into submission. Students who act out have often experienced shame and have low self-esteem, so must demonstrate a different way of managing how they handle their emotions.

Restorative approaches are a set of principles and practices that encourage children to take responsibility for their behaviour by thinking through the causes and consequences.

It's all about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.

Chris Straker, Restorative Justice Council, 2019

Where there has been an issue, restorative conversations will be facilitated between those involved. The following questions will be used:

Responding to challenging behaviour
What happened?
What were you thinking about at the time?

Responding to those harmed
What happened?
What were your thoughts at the time?

What have your thoughts been since?
Who has been affected by what you did?
In what way have they been affected?
What do you think needs to happen next?

What have been your thoughts since?
How has this affected you and others?
What has been the hardest things for you? What do you
What do you think needs to happen next?

When we believe we are being heard and understood, we are far more inclined to engage in healthy conversations that lead to positive resolutions. We all need to be able to process our feelings of stress and frustration and know that others understand what we are experiencing.

What happens if...

We have high expectations for all our pupils, but realise that there are times when these expectations fall short. Research confirms that all behaviour is communication, and we need to understand why children are displaying the behaviours they sometimes do.

[Adults] are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they never drop their own standards because of the poor behaviour of a learner.

Paul Dix, *When the Adults Change, Everything Changes*, 2017

For low-level behaviours, teachers should refer back to their classroom behaviour management strategies and restorative approaches. If this does not result in a positive change, the following may be considered:

- Planned ignoring
- Moving where child sits in class
- Informal conversation with parents (at end of day / via telephone)
- Target sheet to promote positive behaviour in consultation with SMT and parents

A teacher's response has crucial consequences. It creates a climate of compliance or defiance, a mood of contentment or contention, a desire to make amends or seek revenge.

Haim Ginott, *Teacher and Child*, 1972

If the behaviours being displayed continue, and all the strategies described above and outlined in Risk Assessments / BASPs (if in place) have been exhausted, the following may be considered:

- Formal meeting with child and parents (with class teacher and SMT)
- Support with targeted interventions
- Multi-agency support referrals
- Internal exclusion
- External exclusion

If we can provide consistency, positivity, and integrity in all our interactions with our students, we'll establish a relationship that is safe enough for them.

Kristen Souers, *Fostering Resilient Learners*, 2016

Date of last review and reprint: June 2023

Will be reviewed annually and updated where required.

Leadership

Equity

Achieving

Resilience

Nurture