

**Stirling Council**

**Buchlyvie Primary School**

**Relationships and Positive Behaviour Policy**



Date agreed: November 2021

Bodies consulted: Staff, Parents and Children

Planned review date: November 2024

## Rationale

At Buchlyvie Primary School our rationale is underpinned by a relationship based approach within a whole school nurturing environment that supports all young people to build resilience, deal positively with challenges they may encounter and ultimately achieve their potential in life.

We create positive relationships based on our school values: Kindness, Respect, Honesty, Confidence and Courage.

We know that positive relationships are at the very core of effective learning and teaching and the development of the wellbeing of the whole child. We understand that strong, reciprocal relationships – those with high expectations and clear and consistent boundaries matter most in terms of children’s achievements and self-belief/esteem.

We want all children at Buchlyvie Primary School to experience positive relationships as they grow and develop into successful learners, confident individuals, effective contributors and responsible citizens. Positive behaviour and relationships underpin the outcomes in a Curriculum for Excellence and success in learning.

A Curriculum for Excellence: Building the Curriculum 1 (Scottish Executive, 2006) states:

‘Children and young people need to experience what it feels like to develop, enjoy and live a healthy lifestyle. They also need to learn ways of dealing with the many new and challenging situations they will experience throughout their lives. A healthy lifestyle supports physical, social and emotional wellbeing, and underpins successful learning.’

At Buchlyvie our vision statement promotes good working relationships as we believe that working together we will build our skills for the future.

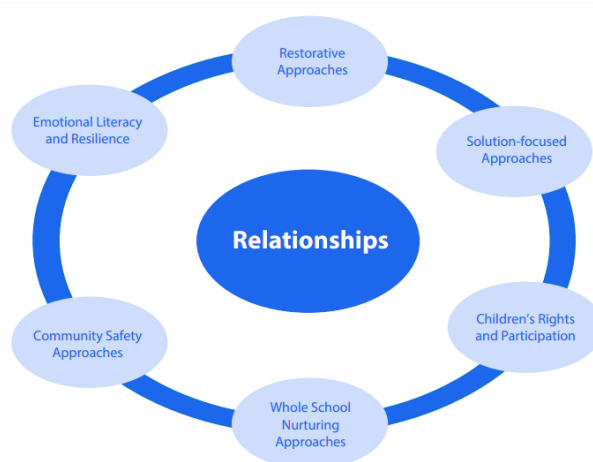
Our commitment to promoting positive relationships extends to all children, their parents and carers and staff, and is underpinned by values of fairness and equality.

## Aims

- Everyone in the school community works together to build open, positive relationships that support the development of the wellbeing of the whole child.
- An ethos of positive behaviour and mutual respect will be encouraged, everyone will be valued and entitled to the respect of others, both within and out with the formal learning environment.
- Children learn about their rights and how actions can affect the rights of others as set out in the United Nations Convention on the Rights of the Child.
- Children feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives.
- Everyone in the school community feels safe and secure by following our 3 consistent rules: **Be Ready, Be Safe and Show Respect**. Children are empowered to participate positively and contribute at all times.
- Restorative conversations underpin a problem solving approach to find solutions to unwanted behaviours.
- Children develop skills to self-regulate their emotional responses in new and challenging situations.
- Natural consequences of unwanted behaviours are fair, just and respect a child’s dignity.
- Everyone in the community demonstrates support and understanding in finding fair solutions to behaviour issues, acknowledging that children are individuals, have varying needs and therefore, may benefit from differentiated interventions and/or support.

To achieve our aims, we will build strong relationships and promote positive behaviour through the following strategies. The strategies we employ are a mix of learning and teaching across the whole school, targeted support to groups of children and 1-1 support for individual children.

The info-graphic below shows the key strategies promoted by Stirling Council. Each strategy is listed below and explains how this is delivered in Buchlyvie Primary school.



## Restorative Approaches

At Buchlyvie Primary School we implement a Restorative Approach:

- Children are treated with compassion even if they have done something wrong.
- Responses use appropriate language based on the child's emotional state.
- Staff model active and empathic listening to children.
- Staff use restorative conversations when they intervene in a situation that has unwanted behaviours. We may use some or all of these questions depending on the situation and age of the child:
  - What happened?
  - What were you thinking at the time?
  - What have you thought since?
  - How did this make people feel?
  - Who else has been affected?
  - How have they been affected?

Additional questions:

- What should we do to put things right?
- How can we do things differently in the future?
- Our restorative ethos is promoted through activities such as peer support, circle time and check-ins.
- Playground buddies are trained in restorative approaches and will support children to seek a resolution to disagreements before asking an adult to help.
- The Senior Leadership Team may set up restorative meetings involving all those affected by an incident including families where appropriate.

## Solution Focused Approaches

Whole staff training on Paul Dix: *When adults change: Everything changes* supports positive relationships and culture in the classroom:

- Staff greet learners as they arrive in school in the morning.
- Praise and feedback linked to effort to promote a growth mindset: *'well done on that math's task you worked really hard'*.
- Staff adhere to 5 pillars of practice:
  - Consistent and calm, adult behaviour
  - Praise for best conduct
  - Relentless routines to provide emotional safety
  - Following a script for difficult interventions to tackle unwanted behaviours
  - Restorative follow up
- Teachers agree expected behaviours and these are shared through class charters: Be Ready, Be Safe and Show Respect.
- Stepped Consequences are followed by everyone in the community:
  1. A gentle reminder of 3 simple rules: Be ready. Be safe. Show Respect.
  2. A caution - A clear verbal caution delivered privately whenever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase – 'think carefully about your next step.'
  3. Last chance – speak to the child privately and give them a last chance to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use 30 second scripted intervention. Appendix 1
  4. Time out may be a short time outside the room or on the thinking spot or playground perimeter. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
  5. *Last Chance Consequence* - Ask them to stay behind for 2 minutes. It cannot be removed or negotiated.
  6. Repair- a restorative check in.
- If a child needs to catch up or payback time in learning. A simple imposition will be imposed. Impositions are the additional work that must be completed. Children complete core workout with core subject learning time which may mean at a soft start in the morning or on return to class in the afternoon.

## Children's Rights and Participation

Scotland directly incorporates the United Nations Convention on the Rights of the Child (UNCRC) into domestic law. The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill will ensure a proactive culture of everyday accountability for children's rights.

At Buchlyvie Primary School we are committed to upholding the 42 articles of UNCRC. In school the following articles underpin what we do:

- Article 28. The right to an education must respect children's dignity.
- Article 29. Education must develop every child's personality, talents and abilities to the full.
- Article 31. Children relax, play and take part in a wide range of cultural and artistic activities.
- Article 23. If I have a disability, I have the right to special care and education.
- Article 2. Children grow up in conditions that don't impact negatively on their physical and mental wellbeing.
- Article 3. Children shouldn't be discriminated against, this covers both direct and indirect discrimination. Valuing, as well as respecting, social, ecological, cultural, religious, and racial diversity.
- Article 6. Staff do what's best for children in their day to day lives, and make sure they are protected and cared for appropriately. Staff support children who have experienced adversity and trauma through following *Getting it Right for Every Child*.
- Article 12. Children have the right to be heard and are entitled to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported.

At Buchlyvie Primary School we implement a rights based approach:

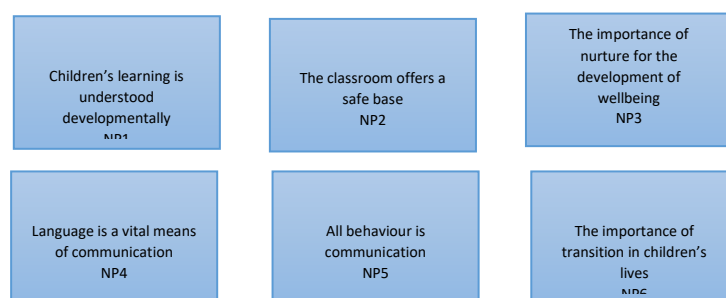
- Opportunities to learn about their rights and be able to recognise these.
- A rights based approach is threaded through all aspects of learning and teaching. For Example, when teaching HWB and talking about a Growth Mindset links may be made to the right for every child to reach their potential.
- Children have the opportunity to have their voices heard with regard to learning and teaching and what works for them:
  - Check-ins after break and lunch to repair any disagreements
  - Children know their trusted adults in the school and how to request to speak to them.
  - Buchlyvie Parliament meets twice a term allowing children the opportunity to discuss their concerns about issues that matter to them.
  - The Senior Leadership Team uses *How Good is OUR school* to support discussions with children.

## Whole School Nurturing Approaches

The Six Principles of Nurture are embedded in our practice. These principles are based on attachment theory and child development and aim to support the growth of self-regulation skills.

Attachment theory recognises that young children need to develop a relationship with at least one primary caregiver for normal social and emotional development. Children who have not been able to form appropriate attachments or who have experienced significant trauma and stress are more likely to operate at a younger age developmentally; It is likely that they will require guidance and support to develop appropriate social and emotional skills. When children don't experience positive relationships in the home or the community, they may present in school or early years with either externalising or internalising distressed behaviours that make it difficult to form positive relationships with the Staff around them or with their peers. However, when warm, supportive relationships can be established, this can lead to improved behaviour and attainment.

When supporting children's behaviour within the context of nurturing relationships, nurture principle five – all behaviour is communication - is of key importance. This means that all staff reflect on the reasons for underlying behaviours to support them to consider how best to support the child and meet their emotional needs. Clear boundaries are important to provide emotional security.



At Buchlyvie Primary School we implement a nurturing approach:

- Providing a safe, inclusive and nurturing environment to support all children's health and wellbeing.
- Using *How Nurturing is our School* to ensure that the importance of Health and Wellbeing for every child is understood.
- Supporting children especially at transition.
- Ensuring a nurturing safe place for children if they need time out to self-regulate their behaviour.
- Working on emotional literacy and resilience. The *Snug* has been developed as a calm nurturing space for children.

## Community Participation

At Buchlyvie Primary school, we will look for opportunities to engage positively with the community to ensure that the children have equitable access to support for health and wellbeing.

For example, Working with the Educational Psychology Service on the nurturing principles allowed a safe space in every class to allow children to self –regulate their behaviour. Developing our nurturing spaces, the school received £500 from the Education Psychology Service which has allowed *The Snug to be put in place* to support children with emotional literacy and resilience. Training on Neuro-sequential model in education has allowed a collation of regulation activities which may be useful in class to support learners. Appendix 3.

Buchlyvie Primary school has worked with Balfron High school to develop our knowledge and skills on Restorative Practice.

Rookie Minds, Children’s counsellor supports children to develop strategies to support dealing with anxiety.

Balfron Learning Community has a dedicated Youth Development Assistants who can be accessed for support for children to develop strategies to build relationships.

Buchlyvie Primary school engages with Active Stirling which supports mental health and wellbeing through physical activity.

The Parent Council has supported the development of outdoor learning through maintaining the upkeep of the playground. Children benefit through their connectedness to their local environment.

## Learning and Teaching: Curriculum for Excellence

At Buchlyvie Primary School we support children to develop their emotional literacy and resilience.

*“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.”* Building the Curriculum 1

To deliver Curriculum for Excellence we use: Emotion Works; healthyschools.scot; Stirling Health and Wellbeing Scale and respectme.org.uk to develop emotional literacy and resilience. To meet the children’s needs, at times it may be necessary to give support in small groups or to an individual child. Our Learning and Teaching strategies are listed below:

1. Emotion Works develops emotional literacy by equipping children with the language to share their feelings.

**emotion works ...an introduction for parents**

Emotion Works is a practical and colourful educational programme designed to help children

- learn emotional language
- develop emotional understanding
- manage and regulate their emotions

1

This is the ‘Cog Model’ that the programme is based on

It breaks the topic of emotion down into 7 different parts, but also shows how each part links together to help children understand how ‘emotion works’

2

Understanding about the 7-cog model is tricky, but by upper primary most children can use it to talk and learn about emotions in stories and real life

7 cogs

3

With younger pupils it’s easier to teach about these 5 cogs first

We can talk about emotion in stories, songs, art, and real-life to help learning

5 cogs

4

With very young children, we teach language that will help them to talk and learn about emotions as they grow older. The language resources match the cog colours and can be used for cog learning too.

words

5

Here’s a closer look at the 5-cog model

This is the main model Primary Schools introduce to all learners and could be used at home...

6

**Using the 5 cogs at home**

If your child is interested in sharing their Emotion Works learning at home you could have a go at making a cog picture or model like this one. (Or school could send one home)

Then you will have something to look at to help with your emotion conversations.

When you, your child or someone else in the family has an emotional response to something, you could use the cogs to help notice what’s happening in the moment, or talk about it after it happened.

You could also use the cogs to talk about how characters feel in books, movies or on TV. It also works for observing people in real life, on the news, playing sports, on holidays etc.

7

**How to talk about each of the cogs**

- Orange Cog** – name it  
Which emotion word best describe how you feel? Or the other person / character  
You might need to make some suggestions to move beyond ‘happy’ or ‘sad’.
- Red Cog** – notice and describe the sensation  
Acknowledge how it feels inside – where do you feel it in your body?  
What does it feel like? (eg. in my tummy, tense muscles, dry mouth)
- Yellow Cog** – knowing triggers and causes  
Ask - What made you feel this way? Why are you...? Was it because...?  
(there are lots and lots of reasons why we feel different emotions!)
- Green Cog** – our behaviours when we’re feeling emotional  
What did you do to show this feeling to others? (Using your face, body, actions, words). Is this behaviour ok? What else could you do?
- Blue Cog** – Regulate to feel better  
What things (strategies) could you do to calm down, cheer up or feel safer?  
Again, you may need to make suggestions.

8



## 2. healthyschools.scot

The framework provides a systematic holistic framework and guide for health and wellbeing in the curriculum. The following topics support strong relationships and positive behaviour:

- healthy lifestyles (mental, social, emotional and physical wellbeing)
- planning for choices and changes; relationships, sexual health and parenthood

## 3. Mindfulness Strategies

Teach children to recognise anxiety

- Shallow breathing
- Sore tummy
- Shaky hands
- Shaky legs
- Sweating
- Tension headache

Teach children self –talk:

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

Give children rituals to follow:

- Physical routines- hand clapping. Punching the air. Clenching and releasing to push out tension
- Distraction - think about their happy place
- 7/11 breathing
- Listen to music
- Play with a stress toy
- Go for a walk

## 4. The Stirling Health and Wellbeing Scale

This will be used at the start and end of each year to assess the children’s feeling about school and themselves to ensure they are happy in their learning environment. This self-evaluation will be used to put in place universal and targeted support.

## 5. Respect Me- Anti Bullying Policy

Our Anti-Bullying Policy supports parents and families to work together with Buchlyvie Primary School to develop positive relationships.

We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. Bullying must be addressed quickly. Bullying should never be seen as a typical part of growing up.

Everyone has a role to play in developing positive relationships within our school community. Children need support from positive role models to support them when they experience difficult situations in school. Reassuring your child that the situation will be resolved is the first step to

supporting your child. Approaches to recording and monitoring incidents of bullying in schools  
National thematic review

At Buchlyvie the Senior Leadership team record and monitor incidents of bullying. The Senior Leadership Team work with children to address barriers to reporting. Ongoing reassurance to learners that their views will be fully considered and valued when investigating incidents of bullying.

Our full Anti Bullying policy is available on our website or as a request by email to the school administrator.

### **Promoting Positive Behaviour at Buchlyvie Primary School**

In order to help children and staff feel safe, the environment needs to be high in both nurture and support and in structure and expectations. A stimulating and challenging learning environment will be created for children with differentiated activities appropriate to individuals in class. In this environment, staff will consistently promote positive behaviour and provide opportunities for children to experience success. Children will experience:

- Praise used continually by staff.
- Predictable routines, expectations and consistent responses to their behaviour.
- Learners receive positive recognition when they have shown the required effort.
- A focus on positive recognition for behaviour that goes over and above.
- A Postcard home to share over and above effort at school.
- A chat in the playground to share over and above positive behaviours.
- A collaborative strategy based on school houses: one team, focused on moving in one direction to achieve recognition. Recognition Treats are chosen by children and include: Play in Park, a Movie at Lunch and a dance in hall.

There will be an emphasis on peer group responsibility, not a competition between individuals, rather a whole school helping everyone to reach the House Point Targets. Learners can nominate others to receive personal recognition. Examples include recognition for:

- Demonstrating the school values of Respect, Courage, Confidence, Kindness and Honesty.
- Following the school Rules: Be Safe, Be Ready and Show Respect

**Natural Consequences** will support children to make good choices. For Example:

- Repair what is damaged.
- Tidy what has been messed up.
- A limited time without access to equipment that has been used inappropriately.
- Time out to regain self-control or for reflection on an event. Between 2-5 minutes.

## Roles and Responsibilities

The Headteacher will:

- Agree the vision, values and aims of Relationships and Positive Behaviour Policy is shared with the school community and ensure they underpin positive relationships and behaviours.
- Ensure the implementation of local and national policy in a manner which leads to enhanced provision and practice within Buchlyvie Primary School where all staff are clear about their roles and responsibilities.
- Build strong relationships to promote a collaborative effort to support every child to reach their potential.
- Engage all staff in developing a positive ethos by promoting positive recognition within an agreed system of recognition and consequences
- Help identify the needs of children and young people and provide a high level of support, as appropriate within *Getting it Right for Every Child* wellbeing Indicators and the staged intervention process.
- Collaborate with external professionals and engage with parents/carers in ensuring the best possible support tailored to meet individual needs of children and young people.
- Provide access to appropriate Continuing Professional Development opportunities to support all staff as they work with children and young people to realise their potential.

The Principal Teacher will:

- Safeguard the principles of the Relationships and Positive Behaviour Policy in all aspects of their remit and demonstrate leadership in this area.
- Safeguard the school values of Respect, Courage, Confidence, Kindness and Honesty and demonstrate leadership of them.
- Promote an ethos of positive recognition, and a climate of positive relationships.
- Identify individual pastoral needs and liaise effectively with staff, partners, and parents/carers to ensure the best possible support for all children.

Teaching staff will:

- Safeguard the principles of the Relationships and Positive Behaviour Policy Build Positive Relationships through:
  - Welcome Routine
  - 3 rules- Be Ready / Be Safe / Show Respect
  - Acknowledge good learning behaviour through 3PS – **Praise, Postcard, Parent Message**
  - Differentiation and Meeting Pupil needs is key to ensuring excellent learning and strong relationships.
- Safeguard the school values of Respect, Courage, Confidence, Kindness and Honesty and model consistently.
- Ensure the UNCRC articles are shared during learning and teaching with children.
- A set of class rules displayed at the beginning of each session, in consultation with the children for classrooms, corridors and playgrounds.
- Promote a 'Growth Mindset' approach to build confidence in children.
- Use Emotions Works programme to encourage emotional literacy, resilience and positive social interactions.
- Use SCARF to deliver the HWB curriculum.
- #ChooseRespect week annually as part of the HWB curriculum.
- Provide opportunities for meaningful and constructive feedback e.g. reflective questions, plenary sessions, circle time, Talk Box; AifL strategies, 1:1.
- Use embellished positive countdowns to settle children for learning.
- Promote learning engagement through using a key signifier. E.g. Eyes on Me
- Set a high level of professional conduct and practice in the delivery of lessons using the TROGS system. (See Appendix 1)

Children will:

- Be Ready to engage within the classroom and the wider learning environment
- Be Safe: Know the 5 Staff that can help you with a problem. Ask for help.
- Show Respect of their learning environment, remembering the rights of other learners. Listen to others and expect to be listened to in return.
- Show behaviours that demonstrate the school values of Respect, Courage, Confidence, Kindness and Honesty and demonstrate leadership of them.
- Give of their very best in all aspects of their school life - developing their potential as successful learners, responsible citizens, effective contributors and confident individuals

Parents/Carers will:

- Reinforce this Relationships and Positive Behaviour Policy promoting high standards of conduct and expectation.
- Work in partnership with staff to help address the needs of their children and develop strategies for ensuring high levels of success.
- Support teaching staff and senior leaders in encouraging their children to embrace the school values of Respect, Courage, Confidence, Kindness and Honesty.
- Support teaching staff and senior leaders by encouraging their children to Be Ready. Be Safe. Show Respect in order to create a positive learning environment.
- Implement the strategies for 'Emotion Works' at home to encourage resilience and positive social interactions.
- Engage positively in the life of the establishment through attendance at reviews, parents meetings, fundraising events and other arranged activities.
- Communicate positively with staff in matters affecting attendance, punctuality, homework and pastoral care.

### **Home/School link**

- Parents are valued contributors and as such they are kept fully informed of the Positive Behaviour of their children at Buchlyvie Primary through Google Classroom, and Google Mail. Positive achievements are celebrated through newsletters, information leaflets and workshops/open afternoons and termly Learning Journeys. Children add a Personal achievement to their Learning Journey each term. Parents are actively encouraged to support Buchlyvie Primary School's *Relationships and Positive Behaviour Policy*.
- Parents are invited to attend consultation evenings and reports are issued annually.
- Any parent who is concerned about their child's behaviour in school or at home is encouraged to contact the school. Please contact the school by email or telephone and arrange an appointment with the Class Teacher and Principal Teacher to discuss the situation from each viewpoint. If the situation is not resolved a meeting will be organised with the Headteacher.
- Parents of children who are experiencing difficulties are invited to attend additional meetings to discuss further strategies to support positive relationships and behaviour in school.

### **Management, Leadership and Quality Assurance**

- School aims are shared with staff, children and parents through the Positive Behaviour Policy. Curriculum Planning ensures that learning and teaching meet the principles of Curriculum for Excellence. Tracking and monitoring meetings are carried out each term between the Headteacher and class teacher to allow professional dialogue on progress and attainment of children. Senior management is involved in classroom observations, which include promoting a positive climate for learning. Self-evaluation of the quality of the learning environment is the responsibility of all staff and the Senior Leadership Team. Quality indicators described in 'How Good is Our School?' will be used to evaluate the on-going effectiveness of this policy. The children will participate in Focus groups using, How good is OUR school.

## Paul Dix Scripts

### Stepped Consequences

1. A gentle reminder of 3 simple rules: Be ready. Be safe. Show Respect
2. A caution - A clear verbal caution delivered privately whenever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase – ‘think carefully about your next step.’
3. Last chance – speak to the child privately and give them a last chance to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use 30 second scripted intervention.
4. Time out may be a short time outside the room or on the thinking spot or playground perimeter. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5. *Last Chance Consequence* - Ask them to stay behind for 2 minutes. It cannot be removed or negotiated.
6. Repair- a restorative check in.

### Notes

#### **Correct all poor behaviours in private.**

Limit separation. Sometimes children have to be separated but the key is to record and monitor the time. Without limits a short walk to cool down becomes a leisurely stroll, 2 minutes on the thinking spot becomes 10 and leaving him there he is happy can easily waste hours a week.

Build a consistent understanding between adults that children who present challenging behaviours are not defined by their behaviour. 40 minutes is needed for recovery if a child loses control.

A simple imposition is quick and effective. Impositions are the additional work that must be completed. Children complete core workout with core subject learning time which may mean at a soft start in the morning or on return to class in the afternoon.

What works is the immediacy of response, not the weight of the action. The 2 minutes that you hold the child at the end of the lesson, at break or at the end of the day is inconvenient enough to make them notice. It is sufficiently irritating to redraw the boundary and fast enough to make it clear that they have stepped over the line.

The most damaged children need the most certainty from you. Adult certainty quells anxiety from children and creates a safe atmosphere where great learning thrives.

#### **Ten steps to certainty:**

1. When children escalate take them back to the original behaviours before you deal with the secondary behaviours
2. Display your consistency clearly on the walls of the classroom. Encourage children to keep you on track.
3. Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
4. Use phone calls and positive notes home to reinforce positive certainty.
5. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour. Send it home to parents and be prepared to concede when you have a bad day and don't apply correctly.

7. Use the term when you are speaking to children about their behaviour; if you choose to stay on task throughout this activity you can be certain that I will see you and give you praise and reward. If you choose to ignore the routine/ make a house under the desk/eat Lily's rubber you can be certain that you will receive a sanction and I will enforce it.
8. Don't judge yourself too harshly when you fall off the wagon and behave inconsistently. Apologise and get back to your consistent habits and routines.  
Resist the temptation to deal with minor indiscretions with high level sanctions  
Aim to deliver and execute sanctions on the same day so that every child can start the day with a clean sheet.

**Teach the micro scripts they should not be a secret:**

**A 30 second Script:**

I noticed you are... (Having trouble getting started/struggling to get going/ wandering around the class talking)

It was the rule about... (Lining up/staying on task/bringing a toy into class) that you broke

You have chosen to.... (Move to the back/ catch up with your work at home/ keep your toy in your bag)

Do you remember last week when you... (Arrived on time every day/got that positive note/ helped your friend)

That is what I need to see today....

Thank you for listening.

**Mini Scripts-** introduce one or two each week.

It shows children that you are consistent and fair and it demonstrates what they might expect if they cross the boundary.

**Assertive sentences**

1. You need to ... (speak to me at the side of the room)
2. I need to see you... (following the agreed routine)
3. I expect.... (to see the table tidy in the next 2 minutes)
4. I know you will... (help Kayleigh to clean the pen off her face).
5. Thank you for ... (letting go of her hair, let's walk and talk)
6. I have heard what you said, now you must... (Collect your things calmly and move to the thinking spot).
7. We will.... (have a better day tomorrow).

## **7 Juicy bits of script**

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and that will happen... if you choose not to do the work, then this will happen... I'll leave you to make your decision.
2. Do you remember when you helped me to tidy up yesterday? That is the Steven I need to see today, that is the Steven you can be all the time.
3. I don't like your behaviour. Your behaviour is disrupting the class, damaging and dangerous. I don't like your behaviour but I do believe you can change it.
4. I am not leaving. I care about what happens. You can be brilliant.
5. What do you think were the poor choices that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Darrel, it's not like you to... kick doors/shout out/ slap Ewan's face

**If a child turns away, mimics you or refuses to listen – keep delivering the script.**

**If a child cries, say I'll come back when you have stopped crying. Skilfully find your moment to return.**

### **How to respond in a high pressure situation**

I am going to come and speak to you later about what will happen next

I am going to walk away and give us a chance to calm down

I don't think I have enough information to make the right decision right now.

## **6 ways to re- route a power play**

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 them too).**
4. **Be that as it may... (I still need you to join in the group).**
5. ***I've often thought the same ... (but I need you to focus on...)***
6. ***I hear you... (it's not easy but I know you can do it brilliantly).***

## Over and Above

Try for 30 days.

Focus on behaviour/positive recognition that goes over and above creates an immediate shift in expectation.

You picked up those coats without being asked that are over and above. **Nice work...**

There are 3 students whose homework was over and above. Exceptional work. Those three students have just earned the class a fast track ticket to the lunch queue

## The Keystone 5

1. Embellished countdowns with positive encouragement. Ensure use of voice shares urgency.

5. Great Carl you have turned to face me and your work is in the middle of your desk

4. Ellie thank you for helping Claire

3. Spot on this group you are the first to be ready

2. Sarah, nearly there? You just need to pop your coat on the back of the chair

1. Quick as you can Sam. Thank you everyone.

2. Eyes on Me – supports children to know this is the cue for listening.

3. TROGS- Set the class to work. Use the same pattern every time:

T. Time and task – give the time/deadline before the task so that they can listen and time plan as they do so

R. Resources – what will the individuals or groups need for the tasks and where they can find them.

O. Outcomes- what do you want to see at the end of the allocated time, or what the success criteria you have structured is or better, agreed with the class.

G. Grouping – individual work in silence, paired work, groups seating arrangement.

S Stop signal – a reminder that you will use the countdown when you want to speak to them as a class.

4. Reflective Questioning

Use no more than 2 of these in any lesson to see how far we have come and to think about the direction of travel. Teachers should judge when it is right.

Be prepared to intervene, change direction, move children. This is the teacher's role to lead the lesson. You are testing what they have learned and using this to inform your teaching.

After the pause you may regroup the children, invite peer teaching, let some groups work independently or others work intensively with you.



#### Early Pause –

- How much effort are you putting in?
- Do you remember the routine? What is the next step?
- Are you working with the right people?
- Have you closed off the outside world to give your best focus to the task?

#### End of lesson Pause

- How well did you understand this lesson?
- What are you still thinking about?
- What do you wish you had asked?

#### Reflect on behaviour

- Are you sitting next to the people you work best with?
- What did you bring to the lesson?
- What troubles did you cause for others?
- When were you selfless/ helpful?

#### 5. Eliciting success criteria

- Use a good model that children can deconstruct.
- Be the scribe for the children to model expectations
- Ask children – whose ideas are these? Cementing they are in the driving seat and working on goals that they have set themselves.
- Ask children to choose the criteria they can achieve. Support children who find it hard to pitch perfectly.

### **Key Concepts Underpinning Our Policy**

**United Nations Convention on the Rights of the Child (1989):** This includes the right to be safe, have a good quality education and to develop friendships. Upholding these rights as well as broader human rights is central to this policy.

**Curriculum for Excellence: Health and Wellbeing across Learning: Responsibilities of All (2014)** On a day to day basis, all practitioners within early years' establishments and schools are responsible for supporting the development of positive relationships through delivery of the Curriculum for Excellence. As part of this, staff are responsible for the planning of specific experiences and outcomes within the Health and Wellbeing Curriculum. All staff have responsibility for promoting positive relationships among children and young people through the relationships, experiences and outcomes.

**Getting it Right for Every Child:** It is the responsibility of staff to consider the wellbeing of all children. The wellbeing of each child can be considered using the wellbeing indicators to ensure children feel safe and are healthy, achieving, nurtured, active, responsible, respected and included. Some children will require more targeted and /or individual approaches to develop positive relationships and achieve their potential.

**The Equality Act (2010):** Schools have a duty to provide equality of opportunity for all and to progress equality in particular for those children with a protected characteristic, it places a duty to foster good relationships with those who have a protected characteristic and those who do not.

The amended **Education (Additional Support for Learning) (Scotland) Act (2009)** outlines the wide variety of circumstances which may give rise to additional support needs. This places a duty on all education authorities to identify such needs and plan and review appropriately. Buchlyvie Primary school follows the staged approach by Stirling Council to such intervention.

**Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour (2018):** A positive school ethos and culture (sometimes described in research as 'climate') is essential to developing good relationships and positive behaviour in the classroom, playground and wider community.

### Collation of Regulation Activities

**Message:** That we can use simple activities to help us calm and think. These activities do not need to be long. Just often (predictable) and involve rhythm/pattern.

3 minutes of interaction, where in this you share many 5 seconds moment of connection is enough. The younger the child the more frequent these need to be.

#### **Movement:**

Obstacle courses ... from chalk on ground (see to use of rope, buckets, hula hoop, tunnel, balls in garden)

Wall push-ups, crab walking, commando crawling, superhero poses

Jumping (short, high, long jump, high knees), trampoline, skipping

Keepy uppies (table tennis ball and bat, tennis ball and bat, football etc.)

Bouncing a ball, throwing a ball, passing an object back and forth between hands,

Hula hoops

Animal walks

Rocking back and forth on heels, hanging from object, swinging, rocking horse/chair

Yoga moves

Skate boarding

Juggling

Hopscotch + Hop and learn (create a pathway of cards with problem/word on each, answer each question to get to the end – mixture of fun challenge problems)

Dance

Raking leaves, sweeping

Running – fast to wall, slow and high knees or heel to foot, run on spot.

Table tennis

Play dough / silly putty. Sand activities

Resistant bands

Scented lotion,

Re-organised a room helps re-set

**Sensory:**

Breathing (rainbow picture,

Self-massage – special stone or piece of blanket if like soft texture, butterfly hug, brush skin.

Massage with another - from drawing on back, tapping out rhythm on back, head or hand massage, use cushions – rest and press. Bear hugging (any hug needs to last 15 sec to give fuller sensory experience)

Warm bath, cold water on face or wrists

Making bubbles with washing up liquid, blowing bubbles and popping them

Sensory bags

Drums (wooden spoon and pans)

Go Noodle

Music – (60-80 BPM to calm, but provide range as this may be too slow). Playlist breakfast time/ calming.

Playing a musical instrument

Sound baths (YouTube)

Baking – stirring spoon etc.

Food and drink – warm drink, crunchy food, ice cube.

Make bean bags with material and rice.

**Interactions:**

If hard with humans, seek our pets. Take time showing value of brushing, stroking, and a larger animal offers good sensory feedback if animal on lap/child can lean against.

Smile / peek a boo games / 'noses' (all ages like these games despite the link with younger children)

Caring gestures – hand rub on back, touch on shoulder

Eye signals:

Hold hands and stand facing each other. Use eye signals to indicate direction and number of steps to take. For example. When you wink your left eye two times, both you and child take two side steps to your left. For older children, you can add signals for forward and backward movement as well (head back for backward, head forward for forward). You can hold a balloon or a pillow between you by learning close to each other as you move.

Measuring:

Measure the child's height, length of arms, legs, feet, hands and so forth. Keep a record for later comparisons. Measure surprising things such as the child's smile, the length of his ears, how high he can jump. You can use fruit tape for measuring, then tear off the length and feed it to the child "This is the size of your smile" Thus combine structure with nurture.

Bubble tennis:

Blow bubbles high in the air between you and the child. Choose a bubble and blow it to the child. The child blows it back. Continue, see how many passes you can both manage before the bubble bursts.

Pop the bubble:

Blow a bubble and catch it on a wand. Have child pop the bubble with a particular body part, for example finger, toe, elbow, shoulder, or ear. This is a structured way of playing with bubbles.

Bubbles readily capture the interest of young children and can be used as an engaging activity either in this structured form or in a spontaneous way (for example by having the child pop all the bubbles as quickly as she can)

Newspaper punch, basket food:

Stretch a single sheet of newspaper tautly in front of child. Have child punch through the sheet when given a signal. You must hold the newspaper so firmly that it makes a satisfying pop when the child punches it. To extend the activity, you can add a second or third sheet of paper, have child use the other hand, and vary the signals. For the basket toss, crush the torn newspaper into balls. Have child toss into the basket you make with your arms.

Signature handshake:

Make up a special handshake together, taking turns adding new gestures; for example high 5, clasp hands, wiggle fingers etc. this can be cumulative over several sessions and can be your beginning or ending ritual.

Faces in mirror – copycat.

Hand pattern games

Walking /sitting alongside someone

Tag games

Pac Man (make a grid on the ground with chalk)

Silent football/basketball (played with ball or ‘tossable’ object) or cotton ball football (cotton buds and straws with line for goals)

Reading and games together – story telling, bingo, Simon says, Lego, hide and seek, fort building.

Cup stacking (how many different configurations can you do, how high can you get?)

### **Thinking games:**

Puzzles – from peek a boo, Kim’s game, a range of sensory puzzles (hand in bag and guess object), Sudoku, mazes.

Games – snakes and ladders, card games, Desert Island (have a large range of objects either written, drawn or actual objects. A mix of essential and luxury – toilet paper, phone, batteries, magnifying glass, sunscreen, deck cards, blanket, whistle, seeds, knife, chocolate, pizza, book etc. Play in teams or 1:1. Challenge – on a desert island. Choose 10 objects, how will you survive? Given 5 mins to re-negotiate their choice. Add other challenges i.e. storms, being attacked wild animals)

Logic games (i.e. Wolf, sheep, cabbage (doesn’t need pen and paper but might help younger ones). challenge the child to help the man in the boat move a wolf, sheep and a cabbage to the other side of the lake.)

Drawing / doodling

Reading (see online for free reading material)

Make up rap songs

Evoke curiosity in environment around you (what do these clouds look like? Can you find a ladybird?)

Music linked with reading/number content (see NME handout on music for ideas)

NME some ideas -

**Returning to safe base:**

Could we use social distancing physical mapping to build in movement that helps us regulate i.e. a leap frog pad in the middle of squares? / Footprints for in/out jumping

Is there a school or class mantra we can return to throughout the day? - Song 'we're all together again' in Fischy music kids CD 'Fabby Dabby Dee'. For the high school class a familiar quick routine we always start with, perhaps that's just 5 slow breathes before lesson

**Regulation and wellbeing**

Thread through day short, quick repetition i.e. rocking on our heels, a yoga move, desk press-ups, tapping out a simple rhythm on the desk. Scrunch up spare paper and toss in the bin.

Staff and pupil access to a 'wobble' room - take their own resources and sit for 5

Pupils have access to cards with their name on it (be it pictures like the bear cards or 5 point scale, or words) they can post in a box to let you know how they are feeling today. Gives you a daily check-in of whole class and individuals.

**Connecting and relationships:**

Invisible string concept

Sharing / story telling - share some aspects of yourself i.e. you at school, learning a new skill, something funny.

Increase the number of little interactions with your pupils - 'breathe, look and smile' - because every interaction can be an intervention (Karen Treisman)

Just love Bruce Perry quote -

"it merely requires being present in social setting and being, well, basically, kind....The more we can provide each other these moments of simple, human connection – even a brief nod or moment of eye-contact – the more we'll be able to help heal those who have suffered traumatic experience. (From The Boy who was Raised as a Dog)

Make up a Mexican wave going round the class - a daily one to keep everyone on their toes.

**Websites:**

<https://beaconhouse.org.uk/resources/>

<https://www.neurosequential.com/covid-19-resources>

<https://www.gonoodle.com/> (movement and mindfulness)

<https://www.berhythmic.com/> (Luke Graner - drumming)

<https://www.cultofpedagogy.com/movement//>

<https://www.greenchildmagazine.com/free-meditation-guided-relaxation-scripts-kids/>

<https://www.bing.com/search?q=resonant+breathing+u+tube&src=IE-SearchBox&FORM=IENAE2>

[https://services.nhslothian.scot/camhs/Resources/Pages/ResourcePacks.aspx#Children\\_and\\_Young\\_People](https://services.nhslothian.scot/camhs/Resources/Pages/ResourcePacks.aspx#Children_and_Young_People) (range of ideas Inc sensory bags)

<https://www.youtube.com/watch?v=ymPlqw-nTjA> (rsna daily music challenge every Wednesday)

<https://www.facebook.com/730769510374299/posts/2819017558216140/?sfnsn=scwspwa&extid=9CRkA6MAaut7FXLb> (OT ideas)

<https://www.mind.org.uk/need-urgent-help/how-can-i-distract-myself/games-and-puzzles/>

<https://www.teachstarter.com/au/blog/10-visual-brain-teasers-kids-will-love/>

**Other materials:**

Hull Brain Boosters pack

NME hand out 'Using Brain-friendly music in the classroom'

NME '6 core Strength handout ideas'

How to make a sensory travel kit article.