# Ballumbie Primary School Positive Relationships Policy

## SCHOOL CONSISTENCIES

- **R**espectful Rooms
- **E**xcellent Environments
- **S**upport Each Other
- **P**ositive Playground
- **E**veryone Says Hello
- **C**alm Corridors
- **T**errific Transitions

## VISION

To ensure all children are supported to succeed, ensuring they succeed together, and everyone's achievements are celebrated.

Support all, Succeed together, Shine bright

## 'ABOVE AND BEYOND' BEHAVIOURS

- 4 Capacities
- School Rules
- School Values
- Recognition Board Targets

## VALUES

Creativity

Ambition

Respect

Equality

## BALLUMBIE TRAUMA PLAN

A whole school focus on:

- Communication with all
- Consistent adult behaviours

## RULES

Ready to learn
Respect for myself, others and the environment
Keep yourself and others safe

## BALLUMBIE GOOD PRACTICE CHECKLIST

- Visualisation
- Routines and Structure
- Environment
- Emotions

## RECOGNITION BOARDS

- Names/pictures cannot be removed once displayed.
- The goal is to be decided by the class/class teacher (linked to rules/school consistencies and values).
- A collective celebration when all names or pictures are displayed rather than a reward.
- Time scale is agreed as a class.
- Focus on positives – catch them being good.
- Focus on effort to achieve target – goal/expectation may vary dependent on the child.
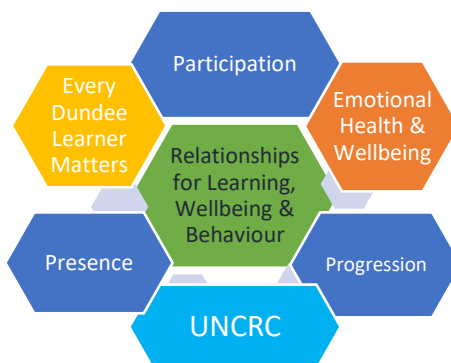


## MEET AND GREET

- All classes should be collected by teachers promptly – morning, break and lunch.
- Teachers should greet each child at their classroom door on arrival.
- Greet each child personally i.e. by name, high five, fist bump, etc.
- Say 'Good Morning' or 'Good Afternoon' to whole class at the start and end of each day.
- A positive interaction during the first 20 minutes of the day.
- Share visual timetable during first 20 minutes of the day.

## BEHAVIOUR PATHWAY

Consistent use of our Behaviour Pathway will support learners to make more positive behaviour choices. Behaviour Pathway contained within the Positive Relationships Policy further explains steps to take when presented with undesirable behaviours.

**REMIND**     **REDIRECT**     **REGULATE**     **REVIEW**

## NURTURE PRINCIPLES

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

## LANGUAGE SCRIPTS

The consistent use of nurturing scripts will support co-regulation and equip our learners with strategies to manage strong emotions.

**SCRIPT 1**: "Be where you are meant to be thank you."

**SCRIPT 2:** "I can see that you are *upset/angry*. Take some time in a calm space and we will talk about it soon."

# HEALTH AND WELLBEING RESPONSIBILITY OF ALL

# THE DUNDEE STANDARD

We will improve the Health and Wellbeing of children and young people in Dundee through:

- Robust implementation of CFE and Responsibility of All.
- A strong relational approach based on the Nurture Principles.
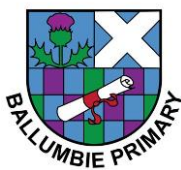- Evidence based targeted support based on rigorous assessment using The National Practice Model.

## To meet the Dudee Standard your setting will:

| MENTAL AND EMOTIONAL WELLBEING | SOCIAL WELLBEING | PHYSICAL WELLBEING |
|---|---|---|
| • Ensure every child and young person can identify their own key adult.<br><br>• Engage with 'Applying Nurture as a Whole School Approach' to support self-evaluation of nurturing approaches and plan next steps.<br><br>• Engage with 'Emotional Health and Wellbeing for children and Young People' toolkit.<br><br>• Develop resilience in children and young people through a variety of learning and teaching approaches. | • Use 'How Good is OUR School' to ensure the voice of the learner is heard in meaningful decisions in the life and work of the setting.<br><br>• Celebrate diversity based on a culture of mutual respect.<br><br>• Promote opportunities for wider achievement and celebrate success. | • Promote safe and active travel in a positive and planned way.<br><br>• Ensure all children and young people can demonstrate how to get help in an unsafe situation. |
| PHYSICAL ACTIVITY AND SPORT | RELATIONSHIPS | PLANNING FOR CHOICES AND CHANGES |
| • Provide a safe and enjoyable outdoor learning environment with opportunities for high quality learning and play.<br><br>• Actively participate in and support your cluster PEPAS group. | • Offer a wide range of strategies to support the development of positive relationships.<br><br>• Ensure every adult models positive interactions with all children e.g. restorative approaches, Growth Mindset, use of ABLe Toolkit.<br><br>• Engage all stakeholders in developing a meaningful relationships policy which reflects the Vision, Values and Aims of the establishment and Dundees Anti-bullying Guidance. | • Support effective transitions at all stages.<br><br>• Provide opportunities to Develop the Young Workforce and continually raise expectations and aspirations.<br><br>• Engage with 'Skills 4.0 – A skills model to drive Scotlands future' to plan an essential skills focus through the curriculum.<br><br>• Embed the 'Career Education Standard' to enable pupil entitlements to be met. |

BALLUMBIE PRIMARY

# BALLUMBIE PRIMARY SCHOOL
# POSITIVE RELATIONSHIPS POLICY
# CONTENTS

# BALLUMBIE PRIMARY SCHOOL

# VISION, VALUES, AND AIMS
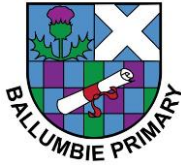


Our Positive Relationships Policy is underpinned by a commitment from all staff to provide a **calm and consistent** approach to promoting **positive behaviour** and **nurturing relationships**.

Positive relationships are essential to the promoting of positive behaviour, leading to improved learning and teaching, resulting in raised attainment and achievement for all.

## SCHOOL VISION

Our vision is referred to regularly by all staff to ensure a consistent approach to behaviour management and building positive relationships.

| Support | | Succeed | | Shine |
|---------|---|---------|---|-------|
| (all) | - | (together) | - | (bright) |

## SCHOOL VALUES

Our school values are implicit within all that we do in our school, and contribute fully to our whole school vision. These are based on principles which we believe will encourage all involved to be the best they can be and provide the basis for the ethos we wish to promote. They are as follows:

Creativity

Ambition

Respect

Equality



## SCHOOL RULES

Our school rules aim to promote desirable behaviours which we hope guide our children in school, at home, and in the community:

Ready to learn

Respect for myself, others and the environment

Keep yourself and others safe

# SCHOOL CONSISTENCIES

Consistent approaches towards various aspects of everyday school life allow children to enjoy a calm and caring environment. This is achievable by implementing our **RESPECT** approach which was created by pupils:

| | |
|---|---|
| **R**espectful Rooms | • Listen to all staff and pupils.<br>• Every classroom having a calm area/calm space.<br>• Follow instructions.<br>• Tidy classrooms, dinner hall, gym hall.<br>• Sitting nicely.<br>• Lovely lunchtimes with inside voices.<br>• Focus on work.<br>• Greet visitors politely.<br>• Take turns to talk. |
| **E**xcellent Environments | • Recycle.<br>• Tidy corridors.<br>• No writing on walls.<br>• Respect equipment, property and furniture.<br>• Keep the library clean. |
| **S**upport Each Other | • Help each other.<br>• Encourage each other.<br>• Listen to others.<br>• Be fair and share.<br>• Include others. |
| **P**ositive Playground | • Put litter in the bin.<br>• Stay safe in the playground.<br>• Ask permission to collect equipment.<br>• Include others in games.<br>• Be kind and respectful to all staff.<br>• Line up when the bell rings.<br>• Talk to staff in playground if there is a problem.<br>• Be honest and be positive. |
| **E**veryone Says Hello | • Everyone is polite.<br>• Asking how peoples days are.<br>• Smile at others.<br>• Say hello. |
| **C**alm Corridors | • Line up nicely.<br>• Stay in lines.<br>• Respect all school property.<br>• Pupils wear permission lanyards.<br>• Keep to the left of the corridor.<br>• Walk nicely.<br>• Quiet voices. |
| **T**errific Transitions | • Use of 'Stop Spots'.<br>• Teachers collect and dismiss lines from the playground at all times.<br>• Give way to others.<br>• Hold the door for others.<br>• Use of silent signals/hand up.<br>• Good role models. |

(linked to our school rules of **respect** yourself, **respect** others, **respect** the environment)

# BALLUMBIE GOOD PRACTICE CHECKLIST
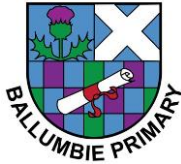
Our '**Ballumbie Good Practice Checklist'** is based upon the 'Good Practice Checklist for Supporting Learners', but has been adapted by Ballumbie staff to meet needs within Ballumbie.

The 'Dundee Good Practice checklist' is available in Nursery/Primary share>Supporting learners>Good Practice Checklist.

The following guidance is linked to directly to the Nurture Principles, and aims to support the adaption of the learning environment so that it is universally accessible to all.

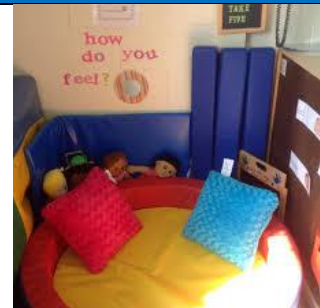| UNIVERSAL SUPPORTS FOR ALL | |
|---|---|
| **VISUALISTAION** | |
| • Clear visual timetable<br>• Routines in place<br>• Areas within classroom are labelled<br>• Pupils personal space labelled (peg and tray)<br>• Systems of pupils to request help/support | |
| **ROUTINES AND STRUCTURE** | |
| • Choosing boards<br>• Support materials for independence available<br>• Pupil roles and responsibilities<br>• Advance notice of transitions | |
| **ENVIRONMENT (INCLUDING SENSORY NEEDS)** | |
| • Noise chart in use<br>• Aware of temperature<br>• Well organised/tidy classroom (resources organised and accessible)<br>• Displays on display boards only<br>• Calm space in room set up<br>• School rules displayed<br>• Recognition Board displayed | |
| **UNDERSTANDING AND EXPRESSION EMOTIONS** | |
| • Calm kit used with adult and child<br>• Calm strip available<br>• Fix it folder to support restorative conversations<br>• Scripting used effectively | |
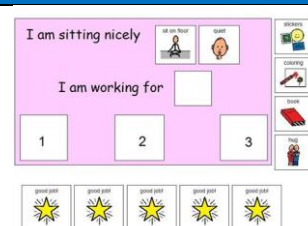
Further advice can be requested from ESA team/SLT if you have concerns regarding a child in your class who may need further targeted supports.

# BALLUMBIE TRAUMA PLAN

All staff at Ballumbie are 'Trauma Informed', therefore we aim to underpin all that we do with this knowledge in order to provide the best service possible.

The following plan has been created and agreed with all staff, as an action plan of what we commit to provide/change:

## COMMUNICATION STRATEGY

- Communication with all staff regarding individual changes in circumstance/agreed scripting/ EY/school plan for child/ specific strategies/how to intervene (or not if appropriate)
- Information shared about new pupils with all relevant staff
- Agreed plans/individual strategies shared regarding children who pose as a flight risk
- Visuals used in all rooms to promote consistency
- Use of walkie talkies for extra support where required – please refer to Digital Devices Policy for further information
- Adults/team who work with child to debrief following triggered behaviours and agree further actions – actions to be shared with all staff
- Partnership interventions discussed with teachers/staff prior to interventions commencing and protocol for referral followed
- Identified adult for child to support/meet parent if/when necessary
- Able planning/Care plans shared with all staff working with child - helpful/unhelpful responses to be shared

## CONSISTENT ADULT BEHAVIOURS

- We respect the privacy of the child – adults do not discuss behaviours/sensitive issues openly (including the staffroom)
- Adults offer support to colleagues and then return to rooms
- Adults role model the behaviour/language/tone we expect
- Change our language – 'are you okay?', 'I can see you are upset…'
- Always say hello when passing all staff/children in the corridor/around school
- Universal supports in place in all classes/areas
- Offer a safe space to regulate behaviour (universal supports)
- Give child controlled choices
- Consistent use of Positive Relationships Policy by all – never give up on child/build RELATIONSHIPS
- Children given consistent boundaries/expectation – language of school values/rules/consistencies by all staff

We aim to ensure that all adults demonstrate a consistent approach when building relationships and promoting positive behaviour.

Calm, smiling adults and predictable responses lay the foundations for a climate that works for all children. Ballumbie staff are trained to identify connections between actions and behaviours, and are explicit with the standards they expect to see in their classrooms. Staff model appropriate relationships and behaviours, and focus on the mental, emotional, social and physical wellbeing of all pupils and colleagues.

# REWARDS

At Ballumbie, our whole school approach to positive behaviour includes nominating children for **Above and Beyond**, along with **1 personalised class teacher choice of reward**, given during class time.

Children who demonstrate **'Above and Beyond'** behaviours are invited to join a member of the Senior Leadership Team on a Friday afternoon to share their successes from throughout that week.

During **'Above and Beyond'**, children are given the opportunity to discuss with their peers what has went well that week, whilst enjoying juice and a biscuit to celebrate. Each nominated pupil will have their name written on a star to be displayed on the whole school **'Above and Beyond'** display board, and will be awarded a certificate to share with home.

To be awarded the title of **'Above and Beyond'**, children must consistently aim to demonstrate one or more of the following traits within the selected school consistencies:

| 4 Capacities | | School Rules |
|---|---|---|
| **Successful Learners**<br>Always trying our best in everything that we do. | **Confident Individuals**<br>Motivated to learn and set realistic goals. | By demonstrating the school rules within the classroom, corridors, and playground:<br><br>Ready to learn<br>Respect for myself, others and the environment<br>Keep yourself and others safe |
| **Effective Contributors**<br>Working together by helping each other and sharing ideas. | **Responsible Citizens**<br>Showing respect and displaying good manners | |
| School Values | | Recognition Board |
| By demonstrating the school values within the classroom, corridors, and playground:<br><br>Creativity<br>Ambition<br>Respect<br>Equality | | Making a conscious and consistent effort to have name displayed on classroom Recognition Board.<br><br>RCT teachers and Support Staff can contribute to the implementation of Recognition Boards also. |

| Personalised Class Teacher Awards may include: |
|---|
| Table Points |
| Certificates |
| Stickers |
| Class Target Rewards i.e. trip to the park, movie afternoon etc |
| Positive Notes Home |
| Positive Phone Call Home |
| Choosing time |
| Extra Playtime |

# RECOGNITION BOARDS



The use of **Recognition Boards** within every class across our school promotes further consistency of positive praise and desirable behaviours. It is a collaborative strategy which encourages inclusion and equality, by focusing on one behaviour/goal for all children.

Staff are encouraged to pursue the behaviour by enthusiastically reinforcing, as there should be no material reward. The **Recognition Board** is to foster a positive interdependence within the classroom where there is no prize, but a collective aim of getting everyone's name/picture displayed.

| NON-NEGOTIABLE CONSISTENCIES: |
|---|
| • Names/pictures cannot be removed once displayed. |
| • The goal is to be decided by the class/class teacher (linked to rules/school consistencies and values). |
| • A collective celebration when all names or pictures are displayed rather than a reward. |
| • Time scale is agreed as a class. |
| • Focus on positives – catch them being good. |
| • Focus on effort to achieve target – goal/expectation. |

**Recognition Boards** can be designed by the class teacher alongside the class and can be displayed in an age and stage appropriate manner.

**Recognition Boards** are to be implemented by every class teacher at the start of each new session to ensure a consistent approach across the school, regardless of age or stage.

*"A recognition board is the simplest way to shift the culture in your classroom. It doesn't prevent you from dealing robustly with poor behaviour; it just means that you will be dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does."* – Paul Dix, Pivotal Education

# MEET AND GREET
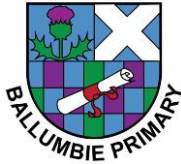
Having a consistent **'Daily Meet and Greet'** in all classes across our school, ensures that all our learners are starting each day with a consistent, positive and nurturing experience.

The delivery of **a Daily Meet and Greet** may differ depending on staff role within the school, however every member of staff has a responsibility to participate.

| TEACHER DAILY MEET AND GREET |
| --- |
| • All classes should be collected by teachers promptly – morning, break and lunch. |
| • Teachers should greet each child at their classroom door on arrival. |
| • Greet each child personally i.e. by name, high five, fist bump, etc. |
| • Say 'Good Morning' or 'Good Afternoon' to whole class at the start and end of each day. |
| • A positive interaction during the first 20 minutes of the day. |

| SUPPORT STAFF DAILY MEET AND GREET |
| --- |
| • Support staff to greet children in playground before 9:00am (if on playground support) |
| • Say 'Good Morning' or 'Good Afternoon' to individuals at the start and end of each day. |
| • Greet each child personally i.e. by name, high five, fist bump, etc. |
| • Support the sharing of lunch choices |
| • Support the sharing of visual timetables with individuals to prepare for day ahead. |

| SENIOR LEADERSHIP TEAM DAILY MEET AND GREET |
| --- |
| • Senior Leadership Team rotate (termly) around entrance doors to school building/playground areas to greet pupils on arrival. |
| • Greet pupils within each class by saying 'Good Morning' and/or 'How are you', to ensure no child is missed. |
| • Alternatively, if unable to be available at entrance, visit classes during morning session to greet/check in. |

"Outstanding behaviour management starts at the door of the classroom with an Oscar-winning performance: a high-energy, infectious and irresistible character who interests, provokes and engages." – Paul Dix, Pivotal Education

# BALLUMBIE BEHAVIOUR PATHWAY

| | 1. Remind | 2. Redirect | 3. Regulate | 4. Review |
|---|---|---|---|---|
| | A gentle reminder of school rules, values and desirable behaviours. | A simple redirection of attention and repeat of expectations. | A restorative experience to learn from behaviours | A review of behaviours and opportunity to reflect |
| **BEHAVIOUR** (Use of teacher judgement throughout) | <ul><li>Swinging on chairs</li><li>Hoods/hats up in class</li><li>Interrupting in class</li><li>Running in corridors</li><li>Unkind comments</li><li>Walking about during lesson</li><li>Not listening</li><li>Disrespectful/rude/bad manners</li></ul> | <ul><li>Repeated display of Column 1</li><li>Rude signs repeatedly</li><li>Shouting/screaming in corridors repeatedly</li><li>Arguing repeatedly</li><li>Refusing to follow instructions repeatedly</li><li>Inappropriate noises repeatedly</li></ul> | <ul><li>Leaving the classroom without permission</li><li>Calling staff names</li><li>Continual swearing</li><li>Lying</li><li>Following own agenda</li><li>Threat of violence to peers/staff</li><li>Stealing</li></ul> | <ul><li>Destroying school property/leaving school grounds</li><li>Throwing chairs/equipment</li><li>Hurting pupils/staff/self</li><li>Violence</li><li>Sexualised behaviour/chat</li><li>Physical fighting</li><li>Stealing</li></ul> |
| **STRATEGIES TO ADDRESS** | <ul><li>Silent signals</li><li>Reminder (quietly to child)</li><li>Magic 123/countdown</li><li>Redirect attention</li><li>Reinforcement of positive behaviour</li><li>Recognition board</li><li>Strategic ignoring</li><li>Moving seat/working alone</li><li>All staff modelling expectations</li><li>Use of News Round to have Restorative Conversation</li></ul> | <ul><li>Scripting</li><li>Support from PEYSA/LCA</li><li>Restorative conversation</li><li>Reminder school rules/values</li><li>Continue to redirect</li><li>Positive praise or reinforcement/redirection</li><li>Fix it folder</li><li>Giving choices/Brain breaks/Sensory breaks/Calm Area</li><li>Inform appropriate adult</li><li>Use of News Round to have Restorative Conversation</li></ul> | <ul><li>Use of calm space</li><li>Playtime/lunchtime chat</li><li>Inform SLT</li><li>Scripting</li><li>ABLe strategies</li></ul> | <ul><li>Contact with home (SLT or identified adult)</li><li>Purple card</li><li>De-escalation strategies</li><li>Staff to swap out where necessary</li></ul> |
| **CONSEQUENCE** | <ul><li>Keep record of consistent low-level behaviours</li></ul> | <ul><li>Share record of consistent low-level behaviours with link person (i.e PT, PT SL, DHT)</li><li>Loss of agreed activity/group in class</li></ul> | <ul><li>Parents to be informed by identified link person (i.e. PT, PT SL, DHT, HT)</li><li>Loss of agreed activity/group in class</li></ul> | <ul><li>Parents to be informed on same day by identified link person (i.e. PT, PT SL, DHT, HT)</li><li>Home to reset</li></ul> |
| **WHO WILL DELIVER/OVERSEE** | <ul><li>Class Teacher – send 'note home' to make aware of behaviours (Ballumbie Template)</li></ul> | <ul><li>Class Teacher – phone home to share concerns, and arrange a Parent Meeting if necessary</li></ul> | <ul><li>SLT</li></ul> | <ul><li>SLT</li></ul> |

# PLAYGROUND BEHAVIOUR PATHWAY

The Playground Behaviour Pathway is to support pupils to make more positive behaviour choices out of the classroom environment. The individual needs of the pupil should be considered prior to commencing the universal behaviour pathway. Some pupils will have individual Playground Behaviour Pathways that class teachers should share with all relevant staff.

Please note that all information regarding significant playground incidents should be shared with class teacher, however should be dealt with by appropriate staff member (PEYSA/LCA/SLT/CT) over lunchtime, playtime, or as close to event possible.

| 1. Remind | 2. Redirect | 3. Regulate and Review |
|---|---|---|
| Staff – Support Staff | Staff – Support Staff share with Class Teacher | Staff – Support Staff share with Class Teacher and inform SLT |
| A gentle reminder of school rules, values and desirable behaviours | A simple redirection of attention and repeat of expectations. | A restorative experience to learn from behaviours and opportunity to reflect |
| Unkind comments<br>Not listening<br>Disrespectful/rude/bad manners<br>Toy fighting<br>Inappropriate signs<br>Arguing | Refusing to follow instructions<br>Lying<br>Stealing<br>Persistent behaviours as seen in column 1 | Destroying school property<br>Calling staff names<br>Continual swearing<br>Leaving the school grounds<br>Sexualised behaviour/chat<br>Physical fighting/assault<br>Persistent behaviours as seen in columns 1 and 2 |
| Strategies to follow:<br>Strategic ignoring<br>Reinforcement of positive behaviour<br>Reminder school rules/values<br>Redirect attention<br>All staff modelling expectations<br>Use of school scripting | Strategies to follow:<br>Continue to implement strategies from column 1<br>Give controlled choices<br>Send child to another area or time out of game<br>Support from another PEYSA/LCA | Strategies to follow:<br>Continue to implement relevant strategies from column 1 and 2<br>De-escalation strategies<br>Move other children to alternative areas of the playground<br>Call for key/identified member of staff (Safe person)<br>Support from another PEYSA/LCA<br>Call for SLT |
| Action taken:<br>Restorative conversation with adult involved | Action taken:<br>Support staff to report to Class Teacher where appropriate to implement behaviour pathway<br>Restorative conversation with support staff/and or class teacher<br>Concerns shared where appropriate with parent by Class Teacher or Support Staff | Action taken:<br>Support Staff report to Class Teacher and inform that SLT are aware<br>Restorative conversation/Investigate with support staff and/or SLT<br>Concerns and behaviour pathway shared with parent by SLT or identified adult |
| RADIO CALL: | RADIO CALL: | RADIO CALL: |
| No radio call required | "Can I please have a PEYSA/LCA to (insert area/support required)" | "Bravo to (insert area)" = Anyone available to respond and support<br>"Bravo and SLT to (insert area)" = Anyone available and SLT available to respond and support – use this call when SLT are required regarding next step decision |

PEYSAs supporting each other can contact office staff to get SLT out of a meeting if SLT are unable to have walkie talkie on during meeting (if BRAVO + SLT call is made)
PEYSAs can ask to swap in/swap out with Beehive staff if further support is required

Please remember when using Walkie Talkies, to only use individuals initials, and class. No full names should be shared.

# LANGUAGE SCRIPTS
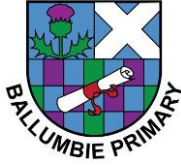
The selected **Language Scripts** within our Positive Relationships Policy were created by class teachers and support staff.

| **SCRIPT 1:** "Be where you are meant to be thank you." **WALK AWAY** |
| --- |
| **SCENARIO**: Based on a child wandering around the school/in corridors with no intent or purpose (without lanyards). |

| **SCRIPT 2:** "I can see that you are _upset/angry/appropriate feeling_. Take some time in a calm space and we can talk about it soon." **WALK AWAY** |
| --- |
| **SCENARIO:** Based on a child presenting as extremely heightened. |

**Nurturing Scripts** may be a more appropriate and relevant response at Step 3 (REGULATE) of the Behaviour Pathway, for children who are upset, distressed, or for repeated incidents where our chosen **Language Scripts** have been ineffective.

**Nurturing Scripts** are strategies and statements that can be implemented to remind, redirect, regulate and review, in order to support positive behaviour within teachers own classrooms. All staff are responsible for supporting positive behaviour in and around school.

| NURTURING SCRIPT STRATEGY | DESCRIPTION | EXAMPLE |
| --- | --- | --- |
| LANGUAGE PATTERNS | Partial agreements that defuse situations quickly. | **WHEN/THEN:** <br> **WHEN** you sit down **THEN** I can speak with you <br> **MAYBE/AND:** <br> **MAYBE** you are upset **AND** when you sit down I can speak to you <br> **IF/THEN:** <br> **IF** you are stuck put your hand up **THEN** I will know you need help |
| CONNECTING AND DEFUSING | Word requests in a way that offers options to help the child feel a sense of choice and empowerment. | **SHARED RESPONSIBILITY**: us, we, lets, together <br> **OFFER CONTROLLED CHOICE**: Which, what, why <br> **LIMITED NON-NEGOTIABLES**: 'what about', 'how do you feel', 'is it ok', 'why don't we' |
| RUNNING COMMENTARIES | Describe what you see with regards to the child's emotions. | "You look happy today." <br> "I am wondering if you are feeling sad." <br> "I can see that you aren't ready." |

# NURTURING PRINCIPLES
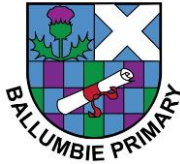


## What we do at Ballumbie:

| Nurture Principle 1<br>Children's learning is understood developmentally. | Nurture Principle 2<br>The classroom offers a safe base. |
|---|---|
| <ul><li>Differentiation and Fluid Groupings within classes to allow for pace and challenge.</li><li>Formative and Summative Assessment used to inform planning.</li><li>Learning is explicitly shared (displayed LI and SC).</li><li>Learning is robustly tracked to allow for appropriate intervention if/when necessary.</li><li>Varied resources to meet individual needs.</li><li>Observations on learners and staff to ensure improvement is a priority.</li><li>Able Plans reviewed regularly and shared with learners and families.</li><li>Reference to benchmarks, progression pathways, Es and Os when planning.</li><li>Regular moderation activities for staff to share practice.</li></ul> | <ul><li>All learners are welcomed by staff through consistent 'Meet and Greet' practice.</li><li>School vision and rules are referred to regularly and modelled by all staff.</li><li>Bubble Box/worry box in classrooms to</li><li>Time out/Brain Breaks implemented when identified as necessary.</li><li>Boundaries and clear expectations are set for all.</li><li>Teacher awareness of pupil background</li><li>Classrooms are nurturing with consistent Calm spaces.</li><li>Childrens voices are heard and this is evident within learning journeys.</li><li>Staff are trained in de-escalation strategies.</li><li>Displays reflect current learning.</li></ul> |
| Nurture Principle 3<br>The importance of nurture for the development of wellbeing. | Nurture Principle 4<br>Language is a vital means of communication. |
| <ul><li>Recognition Boards are used consistently in all classes.</li><li>'Above and Beyond' behaviours are celebrated weekly.</li><li>Daily Mile</li><li>Active Learning and play opportunities are purposely planned for to meet the needs of all learners.</li><li>Time built in throughout daily practice talk to children about their lives.</li><li>Wider achievements are celebrated.</li></ul> | <ul><li>Restorative Conversations are used by all staff to support and resolve situations when necessary.</li><li>Fix it folder are implemented within all classrooms.</li><li>Scripting is used effectively to support all learners and promote consistency.</li><li>Purposeful use of positive praise by all staff.</li><li>Positive language is modelled by all.</li><li>Consistent use of universal Behaviour Pathway.</li><li>Whole School Agreements i.e. Terrific Transitions, Calm Corridors are adhered to be staff and pupils.</li></ul> |
| Nurture Principle 5<br>All behaviour is communication. | Nurture Principle 6<br>The importance of transition in children's lives. |
| <ul><li>Adults model appropriate responses and positive relationships.</li><li>Check ins with individuals are effectively used and agreed as supportive strategies.</li><li>Safe/identified adults are identified for individuals.</li><li>Staff self-regulate and model remaining emotionally calm.</li></ul> | <ul><li>Transition visits are carefully planned.</li><li>Visual timetables and routines are visible and clear, through the use of Boardmaker.</li><li>Learners are prepared in advance of any changes.</li><li>The transferring of information between teachers is carefully planned for and thought-out.</li><li>'Moving up day' is planned for within the yearly calendar.</li><li>Enhanced Transitions are carefully planned for.</li><li>Awareness of home/family circumstances is expected by all.</li></ul> |

# <u>REFERENCES</u>
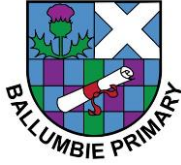
A range of local and national policies, guidelines and legislations were referred to when creating the Ballumbie Positive Relationships Policy:


Nurturing Approaches in Dundee, Building Positive Relationships Part 1: De-escalation Guidelines

https://www.dundeecity.gov.uk/sites/default/files/publications/Dundee%20City%20Council%20deescalation%20guidelines.pdf


Better Relationships, Better Learning, Better Behaviour

https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf


Nurturing Approaches in Dundee, Building Positive Relationships Part 2: Guidelines for Physical Intervnetion

https://education.gov.scot/improvement/documents/inc55applyingnurturingapproaches120617.pdf


Applying Nurture as a Whole School Approach

https://education.gov.scot/improvement/documents/inc55applyingnurturingapproaches120617.pdf


Restorative Approaches

https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches/


Dundee City Council Good Practice Checklist

(Available on Nursery-Primary Shared drive)

## Restorative Questions

What happened?

What were you thinking about at the time?

Who is being affected by your behaviour?

What impact has this incident had on you?

What do you think you need to do to make things right?

## Restorative Questions

Who has been affected and in what way?

What have you thought about since the incident?

What has been the hardest thing for you?

How did this make others feel?

What do you think needs to happen next?

How could things have been done differently?

## Whole School Agreed Language Scripting

**Script 1:** Be where you are meant to be thank you. **WALK AWAY**

**Script 2:** I can see that you are _____. Take some time in a calm space and we can talk about it soon. **WALK AWAY**

## Behaviour Pathway

| REMIND | REDIRECT | REGULATE | REVIEW |
|---|---|---|---|
| A gentle reminder of school rules, values and desirable behaviours. | A simple redirection of attention and repeat of expectations. | A restorative experience to learn from behaviours. | A review of behaviours and opportunity to reflect. |

## 30 Second Supporting Script

**I have noticed that**… (link to school vision/value/rule

**I need you to**…(give 2 options and explain what they need to do)

**Remember when**…(note a time of success)

**I know you can do this, you are better than this.**

**Thank you.**

WALK AWAY