

# Maxwellton Primary School and Nursery Class

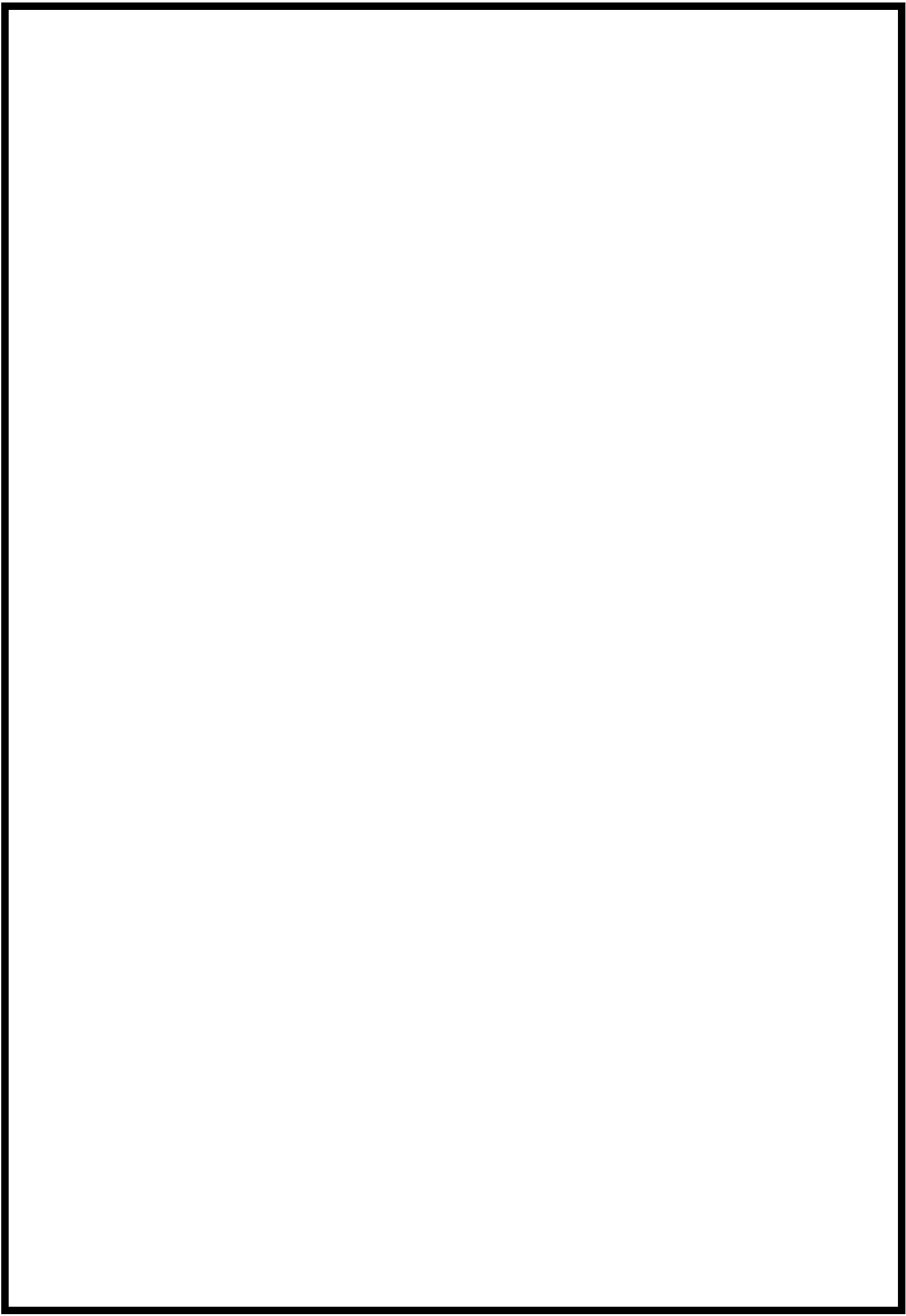


Working together, we are on the right T.R.A.C.K!

Teamwork    Respect    Achievement    Care    Kindness

## Promoting Positive Relationships Policy

May 2024



## **Rationale**

At Maxwellton Primary School & Nursery Class we are a Rights Respecting School committed to fostering a positive, nurturing ethos where everyone feels valued, respected and included. We have consistent and high expectations which contribute to a safe and stimulating environment where all children can learn and succeed. We aim to equip children with the skills, qualities and attitudes to contribute effectively to the life of our community.

## **Aims**

We aim to:

- Promote high expectations consistently.
- Encourage pupils to reflect on their choices and their impact.
- Model, expect and recognition positive behaviour.
- Value every member of our school family.
- Promote positive relationships throughout the school and beyond.
- Provide a consistent and fair approach.
- Meet all learners' needs.
- Champion the social, emotional and mental wellbeing for all.

## **Positive Relationships Charter**

- I will show respect and manners.
- I will respect everyone's right to be safe.
- I will have a 'can do' attitude.
- I will aim high and always try my best.
- I will make good choices and reflect on my actions.
- I will have kind hands, feet and words.
- I will be honest.

## **Strategies to Promote a Positive Learning Environment**

All staff will work together to:

- Be positive.
- Live and model the values of the school
- Deliver an engaging, relevant and dynamic curriculum, appropriate to the needs of each child.
- Include pupils' ideas and interests when creating learning experiences and environments, inside and outside.
- Show visible, positive consistency and visible kindness.
- Be fair.
- Communicate with parents about their child's successes and learning throughout early years and school experience.
- Nurture positive relationships.
- Provide opportunities for pupils to have responsibilities i.e. monitors, pupil groups.
- Acknowledge children in all interactions – greeting at the door, meeting in the corridor,
- Encourage and model a growth mind-set.

The Leadership Team will:

- Be positive.
- Live and model the values of the school.
- Lead by example.
- Model strategies, values and language.
- Support staff as appropriate.
- Review and reflect on systems and procedures.
- Maintain a focus on inclusion at all times.
- Recognise and share successes.
- Encourage and support personal development, research and innovation.

Parents will:

- Be positive.
- Live and model the values of the school.
- Model positive behaviour choices and lead by example.
- 'Buy in' to the school policy and support children to make good decisions.
- Focus on attitude and effort.
- Place trust in the school.
- Use language consistent with school approaches to promoting positive choices.
- Contact the school to discuss impacts from home on positive relationships within school.
- Have a positive mind-set and attitude towards restorative approaches.
- Nurture positive relationships.
- Be an active part of our school community.
- Be supportive of the school and the procedures in place.
- Have high, realistic expectations of the school, staff and children.
- Communicate effectively with the school.
- Contribute to the review and reflection on our policy and procedures.

## Recognition

There are a range of ways children can be recognised and recognitions will primarily focus on effort and the process rather than intelligence or an end product. Children will be regularly recognised with approaches such as:

- Praise: Verbal, non-verbal
- Celebrating effort and progress with encouraging words and comments
- Stickers and certificates

Teachers will consult with their class to develop a class charter based on the 'Positive Relationships Charter' and the 'Strategies to promote a positive learning environment'. A system will be developed with pupils to develop **Personal Points** and children will be awarded privileges/recognitions for showing types of behaviour such as:

- |  |                                      |
|--|--------------------------------------|
| • Modelling positive behaviours – based on class charter | • Effort                             |
| • Showing school values                                  | • Sharing with others                |
| • Taking responsibility                                  | • Staying on task                    |
| • Following instructions                                 | • Showing initiative                 |
| • Moving around school                                   | • Keeping classroom and school tidy  |
| • Helping others   | • Presentation of work               |
| • Good manners   | • Showing resilience                 |
| • Showing kindness                                       | • Making good choices                |
|  | • ** This is not a definitive list** |

Consistency is key when supporting children and recognising their positive choices. Adults in the school will use language such as:

- You are making very positive choices.
- You are showing (School Value) by...
- You are really persevering with...
- What an excellent effort you have shown with...
- You have made excellent progress with ... by...
- You have lived our positive relationships charter by...

Our ultimate goal is to develop our children's intrinsic motivation to make the right choices and be the best they can be. We also recognise that this can be supported with extrinsic recognition where effort is publicly celebrated.

We will publicly recognise effort and celebrate success in the following ways (to be agreed as a school):

- Verbal praise
- 'Ask me why I got this!' stickers
- Star of the Day
- Secret Student
- Personal Point Privileges
- Class Teacher/HT positive phonecall home
- Celebration Certificate at assembly

	Learning/Classroom		
Recognition	<u>Nursery Class</u> <ul style="list-style-type: none"> <li>• Verbal and non-verbal praise</li> <li>• Sticker</li> <li>• Privilege</li> <li>• Star of the Day</li> </ul>		
	<u>P1-7</u> Verbal/non-verbal praise 'Ask me why I got this' stickers Personal points privileges linked to demonstrating our school values: <ul style="list-style-type: none"> <li>• 10 PP – Menu 1 (discussed with pupils)</li> <li>• 20 PP – Menu 2 (discussed with pupils)</li> <li>• 30 PP– Prize Box (Provided by school)</li> <li>• 40PP – Pencil and HT Certificate</li> <li>• 50PP – Hot chocolate Friday with HT/PT</li> </ul>	Menu Examples:  <u>10 Point Menu</u> Special pillow Crown Read in library Choose 3 songs to play Line Leader for the day	<u>20 Point Menu</u> Class DJ for the week Wear slippers in class for a day 20 min free play on computer/iPad 20min – Be the teacher Positive phone call home
	<u>Whole School</u> T.R.A.C.K Certificate (Assembly) Effort Certificate (Assembly) Phonecall home (weekly nominations) House Points (Collective Responsibility) – Sporting Events, assembly behaviour, after-school club behaviour, playground behaviour, wonderful walking around the school, dinner hall behaviour. Termly extra play and treat.		

## Consequences

All staff have responsibility for promoting positive relationships and we aim to use consequences to help children develop internal understanding, self-regulation and a desire to follow the Positive Relationships Charter. Our aim is to help children look more closely at their behaviour choices and consider the results of their choices in a supportive atmosphere. The consequence will be linked to the child's behaviour and the language used will be focussed on the behaviour and not the child.

## Demonstration of Behaviours

Our consistent system is as follows:

	Low-Level Behaviours	Heightening Behaviours	Continued Behaviours	Severe/Distressed Behaviours
Types of Behaviour	<ul style="list-style-type: none"> <li>- Distracting Others/chatting</li> <li>- Rolling eyes/answering back</li> <li>- Unkind words</li> <li>- Wandering around</li> <li>- Low level unkind behaviour: not sharing/pulling a face</li> <li>- Disrespecting personal space</li> </ul>	<ul style="list-style-type: none"> <li>- Repeated behaviour after redirection/reminder</li> <li>- Unacceptable language</li> <li>- Swearing</li> <li>- Shoving/pushing</li> <li>- Verbal attacks</li> <li>- Denying actions</li> <li>- Disruption of learning</li> <li>- Disrespecting staff</li> <li>- Unsafe</li> <li>- Stealing</li> </ul>	<ul style="list-style-type: none"> <li>- Continual disruptions/behaviours</li> <li>- Failure to change behaviour after support</li> <li>- Refusal/defiance to an adult</li> </ul>	<ul style="list-style-type: none"> <li>- Physical violence</li> <li>- Discriminations - racial/homophobic</li> <li>- Destruction of property</li> </ul>
Language used	<p>Verbal reminder</p> <ul style="list-style-type: none"> <li>- Go to child's level.</li> <li>- Speak to children as privately as possible: praise in public, reprimand in private.</li> <li>- Use a calm and level tone.</li> <li>- Don't be concerned about eye contact.</li> <li>- Don't get into a conversation (just say 'Be that as it may' and continue.)</li> <li>- Walk away and don't turn back.</li> </ul> <p><i>Action that you would like to see must be stated.</i></p> <ul style="list-style-type: none"> <li>- Please be...respectful/honest/kind. Thank you.</li> <li>- You have not followed our class charter. Please remember to make the right choice by...</li> <li>- The next step will be your name on the tracking sheet.</li> </ul>	<p>Ask the child to reflect/brief dialogue with pupil by class teacher using 30-second script.</p> <p>SCRIPT:</p> <ul style="list-style-type: none"> <li>- I've noticed you are...</li> <li>- You have broken the rule of...</li> <li>- You have chosen to...</li> <li>- Do you remember last ___ when you...?</li> <li>- That is who I need to see today.</li> <li>- Thank you for listening.</li> </ul> <p>You have been reminded about your behaviour and are not making a better choice. I have to put your name on the tracking sheet.</p>	<p>You have been asked to make the right choice and have chosen not to.</p> <p>We spoke about your behaviour already and you're still not meeting the expectation of XXX. I have to put your name on the tracking sheet again.</p> <p>You will now check in with XXX at break/lunch to reflect on your choices.</p> <p>You now need to try and make things better. How can we make amends?</p>	<p>You have become unsafe to yourself and/or others. We now need to take actions to keep you/others safe.</p>

	Pre step	Step A	Step B	Step C
Nursery Class	<p>Refocus</p> <p>Verbal reminder</p>	<p>Visual reminder, using Boardmaker symbols or demonstration through adult action.</p>	<p>Re-directed learning</p> <p>Restorative action – repairing the relationship or putting right their mistake.</p> <p>Communication by nursery staff to parent/carers – as appropriate</p>	<p>Restorative action – repairing the relationship or putting right their mistakes.</p> <p>Time out of class with a member of the LT.</p> <p>Communication to parents/carers – LT</p>
	Pre step	Step A	Step B	Step C
Primary 1-7	<p>Refocus on task.</p> <p>Verbal Reminder and explanation of next step.</p> <p><b>Think about:</b></p> <ul style="list-style-type: none"> <li>- Is there a reason for the behaviour?</li> <li>- Does the child have everything they need to be successful?</li> <li>- Are there any identifiable triggers or barriers?</li> <li>- What connection is the child seeking?</li> <li>- Can I meet their needs by changing something?</li> <li>- Is the task too hard/easy?</li> <li>- Is the environment conducive to learning?</li> <li>- Is the child engaged?</li> <li>- Are expectations clear?</li> </ul>	<p>Visual reminder – give child a values card and record on tracking sheet.</p> <p>Redirected Learning</p>	<p>2 records on tracking sheets – check in with Leadership Team at break/lunch. Send with completed referral sheet.</p> <p>The LT will then choose one or more of the following:</p> <ul style="list-style-type: none"> <li>- Reflection Sheet (Restorative Questions)</li> <li>- Restorative Action – repairing the relationship and/or putting right their mistake.</li> </ul> <p>Communication by class teacher to parent/carers.</p>	<p>Restorative Action – repairing the relationship and/or putting right their mistakes.</p> <p>Time out of class with a member of the LT.</p> <p>Communication to parents/carers – LT</p>

### Meeting Learner Needs

Some pupils may have difficulty accessing the school system and for these children there will be an individual support plan following Staged Intervention procedures. This may include individual interventions, preventative measures, amazing 5-point scales, ASPs and BASPs.



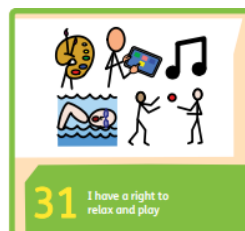


# Maxwellton Primary School and Nursery Playground Charter



At Maxwellton, we will all respect our playground charter and rules. Every child and adult has the right to be safe, be listened to and be respected.

Every child has the right to play.

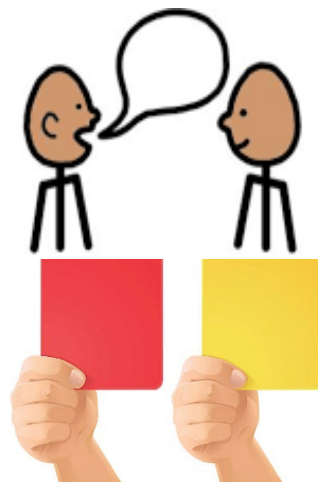


- I will show respect and manners.
- I will respect everyone's right to be safe.
- I will respect and look after school property.
- I will use kind hands, kind feet and kind words.
- I will have a 'can do' attitude.
- I will aim high and always try my best.
- I will make good choices and reflect on my actions.
- I will be honest.



If we choose not to respect our playground charter and rules, we will experience the following consequences:

- We will be given a first VISUAL REMINDER - Yellow Card.
- We will be given a second VISUAL REMINDER - Red Card. We will have 5 minutes time out in the playground at the picnic bench.
- If we receive 2 Red Cards in one break, we will come in for a reflection time and we will have a letter home to let our parents/carers know about our choices.





TEACHER: \_\_\_\_\_

[illegible]



## PROMOTING POSITIVE RELATIONSHIPS

## REFLECTION TRACKING SHEET

W/B: \_\_\_\_\_

[illegible]

**MAXWELLTON PRIMARY SCHOOL AND NURSERY CLASS  
PROMOTING POSITIVE RELATIONSHIPS**



## REFERRAL SHEET

Date:		Class:		Teacher:	
Name:				Session:	AM/MID/PM
Value to be Discussed:	TEAMWORK	RESPECT	ACHIEVEMENT	CARE	KINDNESS
Reason For Referral:	<input type="checkbox"/> Distracting Others/chatting <input type="checkbox"/> Rolling eyes/answering back <input type="checkbox"/> Unkind words <input type="checkbox"/> Wandering around <input type="checkbox"/> Low level unkind behaviour: not sharing/pulling a face <input type="checkbox"/> Disrespecting personal space. <input type="checkbox"/> Repeated behaviour after redirection/ reminder <input type="checkbox"/> Unacceptable language <input type="checkbox"/> Swearing <input type="checkbox"/> Shoving/pushing <input type="checkbox"/> Verbal attacks			<input type="checkbox"/> Denying actions <input type="checkbox"/> Disruption of learning <input type="checkbox"/> Disrespecting staff <input type="checkbox"/> Unsafe <input type="checkbox"/> Stealing <input type="checkbox"/> Continual disruptions/ behaviours <input type="checkbox"/> Failure to change behaviour <input type="checkbox"/> Refusal/defiance to an adult <input type="checkbox"/> Physical violence <input type="checkbox"/> Discriminations - racial/ homophobic <input type="checkbox"/> Destruction of property <input type="checkbox"/> Other  <div style="border-top: 1px dashed black; width: 100%;"></div> <div style="border-top: 1px dashed black; width: 100%;"></div>	
Member of LT:					
Note of Discussion:					
Parent Contacted:	<input type="checkbox"/> Not Required <input type="checkbox"/> By Class Teacher <input type="checkbox"/> By SLT			<input type="checkbox"/> Telephone <input type="checkbox"/> Slip Home <input type="checkbox"/> Meeting	



### Reflection Time Communication Slip

Teamwork   Respect   Achievement   Care   Kindness

Date: \_\_\_\_\_

Today, \_\_\_\_\_ came to Reflection Time to discuss a behaviour choice with \_\_\_\_\_.

This choice was \_\_\_\_\_.



Please discuss this choice with your child and return this slip.

Thank you.

We have discussed \_\_\_\_\_ choice.      Parent/Carer: \_\_\_\_\_



MAXWELLTON PRIMARY SCHOOL AND NURSERY CLASS  
PROMOTING POSITIVE RELATIONSHIPS  
REFLECTION SHEET



What  
happened?

What were  
you thinking  
at the time?

What have  
you thought  
about since?

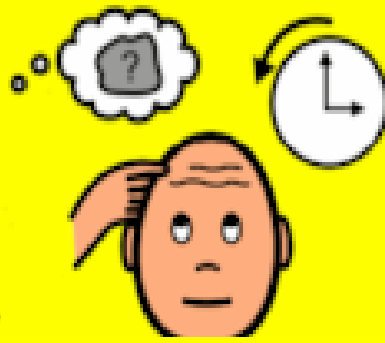
Who has been  
affected by what  
you have done? In  
what way?

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

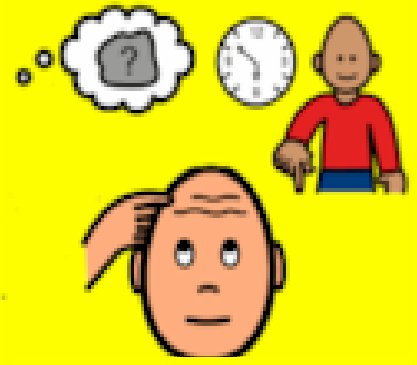
Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_



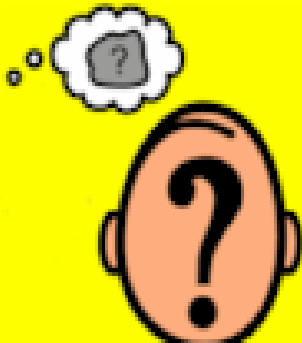
What happened?



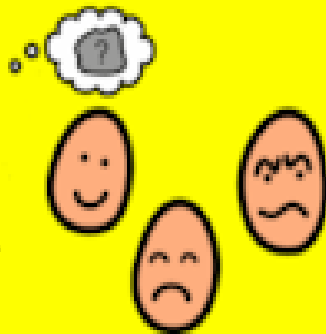
What were you thinking at the time?



What have you thought about since?



Who was affected by what you did?



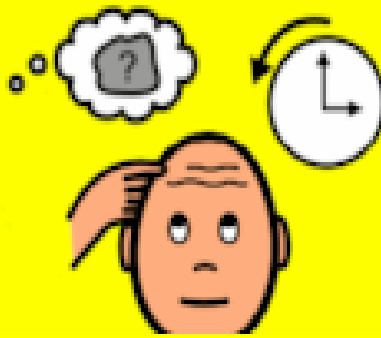
In what way?



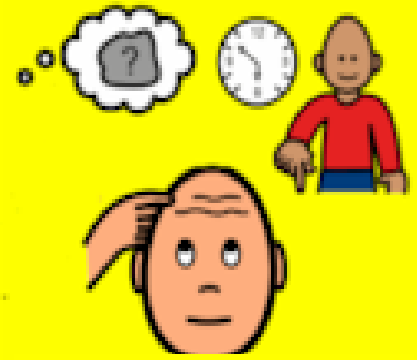
What do you need to do to make things right?



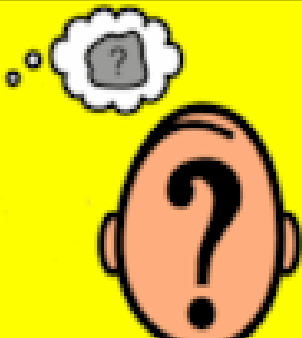
What happened?



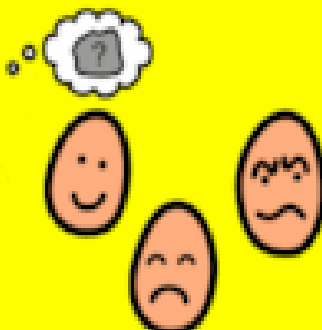
What were you thinking at the time?



What have you thought about since?



Who was affected by what you did?



In what way?



What do you need to do to make things right?



Reminder!



Am I on the right T.R.A.C.K?



Reminder!



Am I on the right T.R.A.C.K?