



Bankier Primary

REACH FOR THE STARS

Relationships Policy

Policy Statement

Bankier Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We expect all within our school community to maintain the highest standards of conduct and support others to do the same.

We recognise that behaviour is a form of communication.
Our Relationships Policy supports staff as they build and maintain positive relationships with learners and support them with behaviours that require change.

Policy Aim

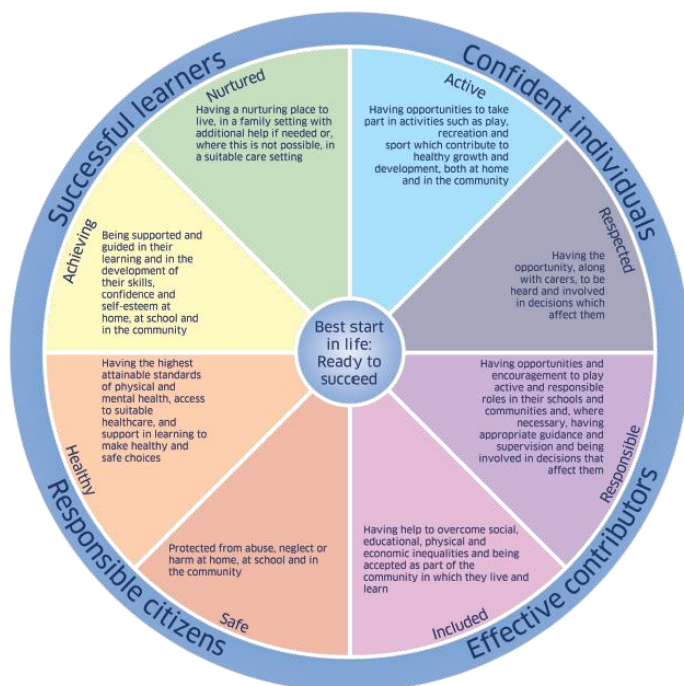
Article 28 of the UNCRC states that children have the right to an education.

The aim of this policy is to guide the continuous development of positive learning and behaviour where:

- All learners and staff feel valued as part of our community and encourage all others to feel the same.
- Staff are empowered and supported by a clear framework for promoting positive behaviour and managing behaviour that requires change.

To achieve this we at all times:

- Promote and model the GIRFEC SHANARRI indicators, the UNCRC articles and the 4 capacities of Curriculum for Excellence, to encourage life-long learning and wellbeing.
- Promote and model our School Values and School Charter.
- Ensure that all learners are treated fairly, shown respect and made welcome each day.
- Help learners to understand their behaviour, be aware of their rights and take responsibility for their actions.



CONVENTION ON THE RIGHTS OF THE CHILD



Our Values

At Bankier Primary we recognise the skills, qualities and needs of each individual and at all times value demonstrating that we are:

- **Resilient**
- **Equal**
- **Achieving**
- **Contributing**
- **Healthy**



Bankier Primary

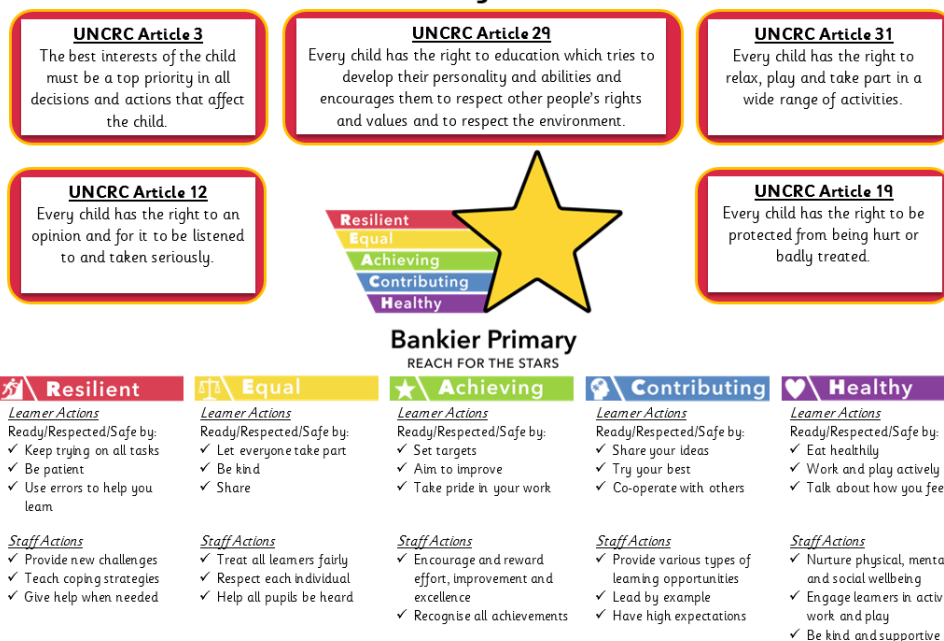
Our School Charter

At Bankier Primary our School Charter identifies five UNCRC Articles as priority rights for our learners. To ensure our School Values help us to meet these rights, we have three actions for all within our community to demonstrate and feel at all times:

- Ready
- Respected
- Safe

Our School and Playground Charters identify what learners and staff do to help meet these rights.

Bankier Primary School Charter



Bankier Primary Playground Charter

To be Ready/Respected/Safe we:

Resilient

Pupil Actions

- ✓ Little deal = talk to sort it
- ✓ Big deal = walk away or tell an adult

Staff Actions

- ✓ Encourage children to keep trying
- ✓ Provide advice about challenges

Equal

Pupil Actions

- ✓ Share and let people join in
- ✓ Respect people's space

Staff Actions

- ✓ Be friendly and fair
- ✓ Have calm, restorative conversations

Achieving

Pupil Actions

- ✓ Play, have fun and try new things
- ✓ Make good choices

Staff Actions

- ✓ Observe what happens carefully
- ✓ Reward good choices

Contributing

Pupil Actions

- ✓ Keep the playground tidy
- ✓ Look after equipment and each other

Staff Actions

- ✓ Join in with play
- ✓ Provide playground equipment

Healthy

Pupil Actions

- ✓ Follow instructions
- ✓ Talk

Staff Actions

- ✓ Help people who are hurt
- ✓ Listen

Bankier Primary Positive & Restorative Behaviour Framework

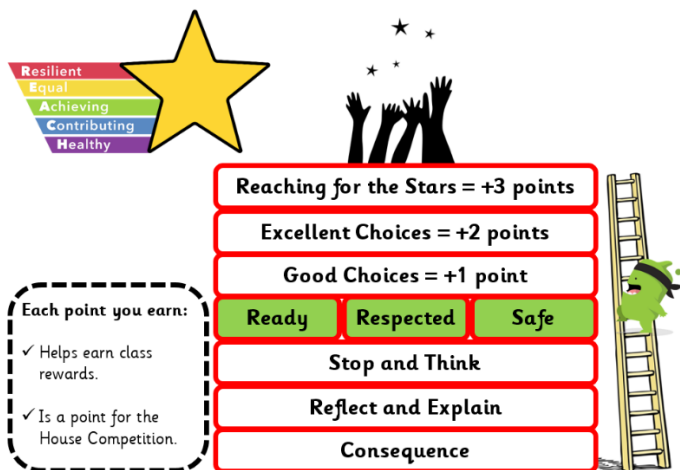
To meet our aim our approach to positive and restorative behaviour has 3 layers:

1. Universal Approach 2. Targeted Approach 3. Systematic Individualised Approach

1. UNIVERSAL APPROACH

The Universal layer of our Framework explains our whole school system for positive and restorative behaviour, including our class rewards and house system:

Ladder Poster



Class Rewards Poster



Class Reward Targets

Prize Type	Prize Description	Points Cost
Gold		Pupils in class x 50 =
Silver		Pupils in class x 30 =
Bronze		Pupils in class x 20 =

Current Class Total: _____ points

Class Charter

- Each class teacher will agree a Class Charter with learners at the start of the school year and consistently refer to this throughout the year, to support and promote a positive learning environment.
- The class charter should identify relevant UNCRC articles and agreed learner/staff actions.

Organisation

- Each class will display and frequently refer to the Ladder Poster, Class Rewards Poster, Charters & Values and online Dojo points system. All of these will be included within a prominently positioned class Health & Wellbeing display (Dojo via SmartBoard).
- Every learner will begin each day considered **Ready, Respected and Safe** on the Ladder.
- Each Ladder step will be used as a discussion point to reward positive behaviour and work or to frame restorative conversations about behaviour that requires change.
- Each class teacher should title their class on Dojo as the class name (e.g. Primary 1) and when adding learner names should use first names only (plus first letter of surname if required).
- On the Groups page, learners should be organised into their Houses (Braeface, Castle Rankine, Underwood and Wyndford) but can also be grouped into further options if the class teacher chooses.
- The Senior Leadership Team and other teachers who regularly teach learners from a class (e.g. specialist teachers for PE, Art, etc. and support for learning teachers) should be added as co-teachers.

Class Greetings and Opportunities to Share Feelings

- Each class teacher will aim to greet each learner each morning, for example by welcoming them at the door and saying their name and/or providing options for actions (e.g. high five/handshake/hug, etc.)
- In addition to all staff striving to build positive trust with learners, within the routines of each classroom learners will be provided with a means of sharing their feelings should they wish (e.g. class feelings check-in system, class worry box). The class teacher will use this as a way to engage in discussions to support/encourage individual learners when required.

Encouraging Positive Behaviour

- All staff will promote our Values when recognising positive behaviour/awarding points:

Resilient	Equal	Achieving	Contributing	Healthy
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- Points will be allocated as specified on the Ladder and should be labelled on Dojo accordingly:
+1 point 'good choices' +2 points 'excellent choices' +3 points for 'Reaching for the Stars'
- Points will be referred to as 'points' (rather than 'dojos', 'dojo points', etc.). This is so that points can count towards class rewards and the House System without confusion.
- Learners who achieve 'Reaching for the Stars' will receive a certificate from their class teacher. Extra copies of these certificates can be found in Staff Share > Read > House & Rewards System
- No points will be removed from a learner for any reason at any time.
- All members of school staff can issue points to any learner in class/around school.
- No more than 3 points can be issued to a learner at one time, to ensure consistency across school.

Restorative Management of Behaviour Requiring Change

When learners make choices which are not reflective of School Values and Charters, the Ladder supports a structured and restorative approach to behaviour management:

- **Stop and Think:** following informal reminders, a formal warning in the form of a quiet word with the learner to remind them of expectations, School Values and Class/School/Playground Charters.
- **Reflect and Explain:** if the Stop and Think stage is not effective then learners will next require some time to process their thoughts and reset emotions. The format of Reflect and Explain may vary from situation to situation to suit the learner's individual needs. For example, discussion alone may be most appropriate or tools such as a sand timer, play-doh, feelings books or thought sheets may also be helpful. In different situations the most helpful space for the learner might be at their desk, in a nurture space in class or in a calm space beyond the classroom. Learners will take time to reflect and the adult will use restorative language to guide the follow-up conversation. At all times, the restorative aim is to return the learner to being Ready, Respected and Safe.
- **Consequence:** final stage of the Ladder System. With teacher discretion to carefully consider the specific circumstances/learner, a consequence may infrequently be required to help a learner understand the impact their actions have if either:
 - They are not responsive to the earlier steps of the Ladder System
 - There is an incident of extreme behaviour (e.g. physical violence to others, bullying)

Prior explanation about a possible consequence should be provided whenever possible, to help the learner understand why their behaviour requires change and to prevent the consequence being required. Providing this information empowers staff to maintain control of situations whilst allowing the learner to make choices within the parameters set by staff, which can help to diffuse tension.

A consequence will result in a phone call home to discuss with parents/carers. Ordinarily this will be by the class teacher but the Senior Leadership Team will provide support and/or contact parents if this is discussed as being more appropriate.

When a consequence is required, it is important that this maintains a restorative approach that involves constructive explanation of the consequence, the reasons for it and how it helps to move forward. For example:

- It allows school and home to discuss how to encourage the learner to change their behaviour
- It completes a task in an agreed, appropriate way (e.g. in a separate space or with SLT)

- It helps to respect the rights of other learners
- It helps the learner to (re)build positive relationships with others
- It helps the learner or others to be ready, respected or safe

The learner will often more successfully discuss and accept the consequence when calm. Staff should therefore carefully consider the timing of discussion if circumstances allow.

Restorative Language

- At all 3 steps, staff will frame conversations around language linked to Emotion Works and restorative practice when interacting with learners. For example:
 - *"What has happened?"* (Emotion Works **yellow** and **green** cogs- Triggers and Behaviours)
 - *"How were you feeling?"* (Emotion Works **orange** and **red** cogs- Feelings and Body Sensations)
 - *"How are you feeling now?"* (Emotion Works **orange** and **red** cogs- Feelings and Body Sensations)
 - *"Who has been affected and how are they feeling?"* (Emotion Works **orange** cog- Feelings)
 - *"What can we do to move forward?"* (Emotion Works **blue** cog- Regulation Strategies)
 - *"How can things be done differently in the future?"* (Emotion Works **blue** and **grey** cogs- Regulation Strategies and Intensity)
- Positive encouragement should always form a key part of the discussion, for example by reminding the learner about successes they have had at other times.
- In situations involving conflict between learners, it is also important that they are provided with staff guided opportunity to understand each other's feelings and to rebuild relationships.

Class Rewards and House Competition

- Each class will discuss and agree on 3 potential class prizes they would like to work towards.
- Each prize will be allocated a set price:
 - Value of Bronze Prize = number of learners in class x 20
 - Value of Silver Prize = number of learners in class x 30
 - Value of Gold Prize = number of learners in class x 50
- The agreed prizes and costs should be written onto the poster.
- House Captains (two per week) will record each classes' house scores and total class score for the week. This will ordinarily be from 2.30pm each Friday and the House Captains will be able to complete this task remotely with the support of the Leadership Team to access scores on Dojo.
- The class total will be written on a cheque and delivered to class teachers each Friday.
- Once the cheque has been delivered, teachers should reset class points to zero at a time that suits them, ready for Monday morning.
- At a suitable time (e.g. Friday afternoon or Monday morning), each class teacher should also update the 'Class Rewards Poster' with the new total.
- As the class total approaches the value of a prize, the class should discuss whether they want to cash in their prize or save for a more costly prize.
- House scores will be recorded by the House Captains, to be shared at assemblies.
- House colours are:

Braeface = **yellow** Castle Rankine = **green** Underwood = **blue** Wyndford = **red**
- A reward for the winning House will be announced at assembly, on a termly basis.
- All staff should contribute to promoting the house competition.

Additional Rewards

Teacher Autonomy

- Each class teacher also retains autonomy and responsibility for utilising further incentives and rewards suitable for their class (e.g. group reward system, recognition board, incentives)

Bankier Brilliant Bairn

- Each member of staff will identify a Bankier Brilliant Bairn on a weekly basis and email the name and reason for the award to the Headteacher by Thursday at close of school.
- This is a learner who has worked and/or behaved consistently during the week or who has excelled in demonstrating one of our School Values or who has shown a high level of effort or improvement in an area.
- Brilliant Bairn certificates will be issued to the winners at assembly the following week.
- Following assembly, Brilliant Bairn certificate winners will also be rewarded by attending a 'Slice of the Stars' party led by a member of the Senior Leadership Team that day.

Star Diners and Star Liners

- Through observation and through dialogue with staff, the Senior Leadership Team will also identify a winning class on a weekly basis for:
 - Star Diners- a class behaving responsibly in the lunch hall (4x wins for a class = a V.I.P. lunch)
 - Star Liners- a class lining up and moving around school responsibly (4x wins for a class = extra break)
- The Senior Leadership Team will help to promote the Star Diners and Star Liners awards by updating a lunch hall display and by announcing winners at assemblies. The winning class for each award will receive a certificate and will be presented with a trophy to keep in class until the next assembly.

Superstar Certificates

- At Bankier Primary we also value celebrating the wider achievements of our learners. If a learner has an extra-curricular/out of school achievement that they are proud of, they are encouraged to inform the Senior Leadership Team so that this success can be shared at assembly and a Superstar certificate can be awarded.

2. TARGETED APPROACH

The Targeted layer of our Framework explains the approach for where a child is consistently finding it challenging to have their needs met through the Universal approach.

Class teachers (with guidance if required from Support for Learning teachers and the Senior Leadership Team), will identify additional strategies that can support and motivate the child. These will be discussed and agreed with the child and a parent/carer. Strategies may include:

- Discussion with home to identify triggers and next steps
- Additional immediate incentives (e.g. stickers, chance to earn end of day reward each day or weekly)
- An individual reward chart
- The use of tools such as sand-timers, sensory cushions, fidget aids, sensory materials, etc.
- Consideration of seating position within the classroom
- Creation of social stories related to behaviours requiring change, emotions, etc.
- The creation of a fix-it folder containing calming items, social stories, alternative activities that provide a balance of challenge and opportunity to experience success, etc.
- Opportunities for regular, scheduled nurture conversations with class teacher (e.g. at home time)
- An individual visual timetable, 'now and next' chart or positive behaviour chart at child's desk
- The creation of a feelings chart to help the child understand and manage their emotions
- Regular home/class teacher check-ins about successes/challenges
- An individual 'school contract' detailing agreed rights, behaviours and targets
- Timetabled nurture support slots
- Use of an agreed time out system (e.g. with cards for the learner/teacher to suggest 5 min time-out), which may include access to a calm area within the classroom, an open area or a Nurture space
- Gathering of evidence for potential referral to partner agencies if relevant

In circumstances where supports will be required longer term, the creation of a Child's Plan (i.e. Form 4) including Health & Wellbeing targets may be required.

3. SYSTEMATIC INDIVIDUALISED APPROACH

The Systematic Individualised layer of our Framework explains the approach for when GIRFEC related circumstances lead to a child being unable to cope in the classroom environment for a prolonged period of weeks, despite the thorough implementation of Universal and Targeted approaches.

In such circumstances, the following actions will be discussed and introduced as and when relevant:

- Regular check-ins/restorative conversations between child and Senior Leadership Team
- Regular pastoral support for staff working with child from Senior Leadership Team
- Regular dialogue between Senior Leadership Team and parents/carers
- Creation of a Child's Plan (i.e. Form 4) if not already being used to plan support
- Soft-start and/or support around transitions, including possible entrance/exit through main entrance
- Alternative timetables/provision, for example including:
 - Co-ordinated, timetabled Nurture interventions within/beyond the classroom
 - Co-ordinated, timetabled support for learning within/beyond the classroom
 - Timetabled opportunities for responsibilities around school to help raise self-esteem/engagement
- Referral to partner agencies
- School exclusion procedures
- Part-time timetable

Anti-Bullying

At Bankier Primary, bullying behaviours are not accepted.

Article 19 of the UNCRC states that all children have the right to be protected from being hurt or badly treated.

Falkirk Council's Promoting Positive Relationships in Falkirk's Educational Establishments Policy states that "Bullying behaviour, of any kind, impacts on children and young people's wellbeing and affects their attainment, inclusion and participation".

What Else Do Our Staff Do

To meet our aim, all staff must also strive at all times to:

- Maintain clear, consistent routines
- Have high, achievable aspirations and expectations for each individual learner
- Plan lessons that engage, challenge and meet the needs of all learners
- Encourage and maintain high standards of behaviour, responsibility and effort throughout the school
- Nurture self-esteem, confidence and a sense of belonging
- Consistently and passionately focus on and reward positive behaviour, being specific about reasons
- Seek opportunities to acknowledge and reward effort and improvement
- Model calm, respectful approaches to interacting with others, for example through kindness, care, good humour and empathy for others.
- Manage low level misbehaviours by rewarding others who are behaving positively wherever suitable
- Use restorative approaches for managing behaviour that requires change
- Focus on the behaviour displayed rather than on the person
- Be well organised and prepared

What Else Do Our Senior Leadership Team Do

To meet our aim, our Senior Leadership Team must also strive at all times to:

- Be visible around key transitions in the day
- Assist with the management of play and behaviour in the playground

- Support learners and staff by carefully investigating, discussing and advising about events involving behaviour that requires change
- Collate and use data to inform improvement
- Initiate and maintain communication with parents/carers when necessary
- Greet learners and families at the beginning of the day.
- Value and acknowledge positive effort, improvement and success for learners, staff and leaders
- Regularly share good practice
- Regularly review, update and support the use of the Universal and Targeted layers of the Positive & Restorative Behaviour Framework
- Regularly review, update and lead provision for learners requiring a Systematic, Individualised approach.
- Chair Team Around the Child Meetings and Multi-Agency Meetings
- Liaise with partner agencies
- Apply for and co-ordinate support from partner agencies