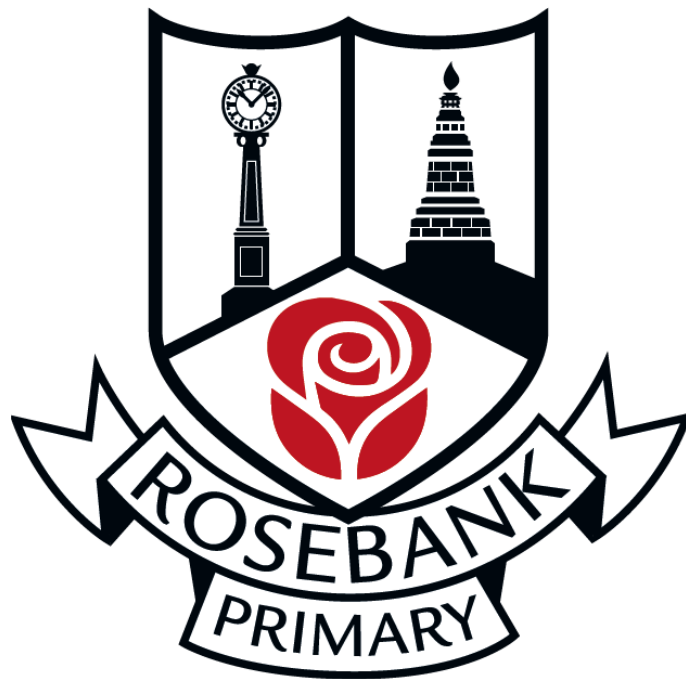


# **Rosebank Primary School**



## **Relationships & Wellbeing Policy**

## **Rosebank Primary Relationships and Wellbeing Policy.**

### **Rationale/Introduction**

At Rosebank Primary we believe that children learn and develop best when they are part of a culture of mutual respect with clear expectations of how they and others should behave. Through interactions and guidance from trusted and caring adults, who provide a good role model and value their individual personalities, pupils can develop empathy and understanding of how their interactions effect both others and the learning environment. (see appendix 1 for staff help sheet)

### **All behaviour is a communication**

Understanding what a child is communicating through analysing the behaviour they display supports staff to respond in a firm, consistent but non-punitive way and avoid being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. Where challenging behaviour is apparent teachers will analyse patterns and reach solutions through the use of an ABC chart Appendix 2. Recording the antecedent, behaviour and consequence, noting of time of the day allows patterns to be identified. For example, if a child is struggling to stay on task just before lunch they may be hungry

We realise that it is not always easy for a pupil to get one-to-one time with the teacher and that often it is difficult to say if you have a problem. Each classroom will have a 'T Mail Box' available. The children can put a little note in the box for the teacher. This can be anonymous. They can ask for their problem to be discussed as a class issue during Circle Time or on an individual basis.

### **Restorative Approaches**

Children are supported to understand that using aggression is inappropriate and they are encouraged to resolve problems in other ways. Staff will not raise their voices, other than in emergency circumstances. We do not single out or humiliate children in any way. Where children exhibit unacceptable behaviour they will, wherever possible, be re-directed to alternative activities until they are calm enough to be part of a restorative conversation. We do not 'name' the behaviour or suggest what might happen next eg. "You kicked me" or "don't you dare kick me" as these can often lead to a quick escalation in the behaviours. We never talk over the pupils head about what the perceived difficult behaviour has been.

Positive scripted discussions ensure consistency across the school and model expected behaviour. Eg:

- “At Rosebank we use our words when we are upset and not our hands/feet”
- “At Rosebank we treat others the way we would want to be treated”
- “At Rosebank we walk in the corridor”
- “At Rosebank we describe how we feel and do not use inappropriate language”.

Staff are excellent role models in every way including appearance and actions and are expected to support a strong growth mindset through positivity and motivational praise. For eg:

- Acknowledging children in the corridor and asking how they are or expressing good morning.
- Expecting and reciprocating good manners eg holding the door and thanking where it is held.
- Reminding pupils of excellent behaviour through positive interactions. Eg “Please remember to say pardon and not what if you did not hear me”.

Restorative conversations should support both parties to discuss why a behaviour was not appropriate, what would have been a preferred reaction and what can be done to resolve the current issue and move on effectively. Staff will always ensure that it is made clear to all involved that it is the behaviour and not the child that is unwelcome.

All staff have completed initial training in restorative approaches and have been issued with restorative conversation prompt cards to support this (appendix 3). The support staff are working alongside the SMT to facilitate this approach and are available for staff to refer to during break times or to resolve conflicts before children return to class. This results in less interrupted teaching time. The P7 buddies and P6 Play champs will also work in conjunction with staff and are part of the playground approach.

## **Growth mindset**

Supporting pupils to develop a growth mindset permeates all aspects of learning and teaching at Rosebank. The beliefs we have about our intelligence, effort, and struggle impact on the choices we make about learning throughout life. Children with a growth mindset believe that intelligence can be continually developed. They see school as a place to develop their abilities and embrace challenge as opportunities to grow and reach their optimum potential.

The school values statement: “ Dream, Believe, Achieve!” was developed in conjunction with all stakeholders and encourages learners at Rosebank to become continually stronger by continually asking questions and talking about their progress. Staff facilitate this in all plenary and feedback sessions and our

'growth learning mats' (appendix 4) have been developed to support pupils in developing a positive mindset at all times.

## **A consistent authoritative school climate**

At Rosebank we ensure that a consistent, high standard of behaviour is expected from all pupils and that a system of positive and fair reinforcement is in place, as detailed in Appendix 6.

### **Whole school approaches**

- All staff meet and greet using the same agreed welcome board – naming pupil as part of verbal greeting and choice of interaction (eg. High five)
- Continually make all learners feel important and valued
- Use positive notes
- Have in place recognition boards (see appendix 7 for guidance)
- Simplify rules – “At Rosebank we treat others how we would like to be treated” and “little deals and big deals” – what this looks like should be taught as a part of welcome back week and revisited (See Appendix 8)
- No raised voices by adults – remove emotion – or swap in with another adult
- Give more attention and recognition to those doing the right thing – take the shine off making the wrong choice/wrong behaviour
- Consciously recognise and praise behaviour that is above and beyond – don't walk past
- Use routines consistently for transitions – see appendix 5
- All behaviour interventions should be without negative emotion
- Limit interventions to 30 secs then move on – take time to have a full restorative conversation later when both parties have time and are emotionally ready
- Use the Rosebank micro scripts consistently
- Availability of exit pass (both those for time out and those to come and chat to SMT)

Children and their families understand these procedures and they are regularly reviewed and consulted on with them. Parents are informed fully of any issue or concerns that may arise and we work in partnership to develop any specific approaches required to meet pupil's individual needs.

## **The Environment offers a safe base**

At Rosebank we recognise that in developing relationships and wellbeing we must ensure an environment that is conducive to learning and takes into account individual needs.

All classrooms and areas of the school should take into account that:

- The physical environment is important as it can help create that feeling of safety and security for a child. It should be organised, uncluttered with resources accessible to all.
- A key concept of nurture is to recreate aspects of home environment – attractive, tactile, cosy to ensure pupils feel valued and welcome.
- We consider sensory issues – there may be issues with sensory integration eg. Where the room is too hot or too cold this can impact on behaviour.
- We create a controlled emotional atmosphere including, visuals to support such as the calm it folder, Zones of regulation chart, worry monsters, 5 point scale and voices scales and safe spaces with cushions and blankets and neutral colours.
- Consistency is developed - over time and between adults, setting clear parameters and boundaries.
- Children learn that it is okay to fail and see this as an opportunity for growth.
- There are variety of different systems in place for praise and reinforcement.(see appendix 5)
- We understand de-escalation techniques and practice it in the class including calming music/yoga, calm boxes, transition objects and ear defenders.
- We assess where pupils are on the arousal continuum and how we can support them to get back to baseline or take time out until they are ready.
- There is a need to practice 'availability' and provide additional structure and supervision as required.
- Staff plan in order to ensure positive beginnings and endings are in place and planned for – whole school strategy towards this is agreed on and followed by all.

## **Antibullying**

Bullying takes many forms. It makes people feel hurt, threatened and left out. It can be physical, verbal or emotional both face to face or online. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately as per the Dundee City Council antibullying guidelines, sourced at <https://www.dundee.gov.uk/publication/anti-bullying-guidelines-242kb-pdf>.

As part of their remit our support staff support our consistent approach to analysing and monitoring incidents of perceived bullying. Any alleged bullying issues are recorded on a 'perceived bullying' slip and brought to SMT's attention. There will then be further analysis of what has happened and supports and next steps planned

in line with whole school restorative practices approach, discussed above. Incidents that are deemed to fit the definition of bullying, as detailed in the DCC guidelines, will also be recorded on the seemis system and discussed and reviewed as part of the senior referral team (SRT) meetings. We also continually strive to work in partnership with parents by communicating openly.

In conjunction with 'Respect me' training the school staff should model the shared values that bullying is never and acceptable the culture of mutual respect within relationships in the school are crucial in both preventing and responding to bullying.

As part of the whole school work on equality and diversity we also have a continual commitment to tackling prejudice based bullying – including religion & race, disability and sexuality. We at all times celebrate differences within our school community and actively celebrate this throughout the year as part of our diversity calendar. Any unkind references or negative discrimination is dealt with seriously and, where appropriate will become a teaching point.

In line with our use of restorative scripts (appendix 3) it is important that all staff are consistent in their approaches to responding to bullying behaviours:

- Listen (take time to discover the reasons for bullying)
- Do not label (name the behaviour)
- Be prepared (for strong reactions from parents – work together to seek solutions)
- Address what was happening behind the behaviour (even when the bullying has stopped)



**Rosebank Primary School**  
Coldside Campus  
15 Alexander Street Dundee  
DD37DL



## Appendix 1

### Relationships and wellbeing at Rosebank help sheet

At Rosebank we are proud to be part of a special 'family'. The minute you come in the school remember you work at the best school in Dundee, and act like it!

This starts as soon as people arrive through the gate but also as visitors arrive at the front door.

We always treat people the way we would expect to be treated or wish our child to be treated – celebrate the school – give a visitors pass – offer to show the person around and explain how the campus works. Teachers should do daily greetings at the classroom door.

We are a team (the best school team) and we don't walk past a pupil without acknowledging them positively or staff member in need (obviously unless another member of staff is in situ and indicates your intervention is not needed).

Be relentlessly bothered and model good manners/patience and respect! e.g. Thank pupils for holding a door and do the same, say good morning etc

Remember we have no clue what the pupils have had to face or deal with that morning and all staff are expected to show visible kindness at all times.

We do not name or suggest misdemeanours in front of the child– give silence – zip your mouth

e.g. "Don't you dare throw that book or he just threw that pencil across the room"

### CALM, QUIET AND CONSISTENT

No raised voices – if you hear shouting it must be an emergency. Do not allow your emotions to rule your actions – take a step back and do not show your buttons have been pressed – either in body language or pitch of voice. 30 second interventions are the way

forward – longer restorative conversations (script on your fob) can only happen when both pupils and adult are ready. We are not punishment or sanction led. You need to weigh up if it is best to move the child to another area and get a member of staff to tidy any mess or return later with the child to restore the area. It is not giving in if you decide it is best to move on and not dwell. Every child is different.

Pause, remind a child what is expected, offer solutions and move on.

Eg. “At Rosebank we walk Jack remember – I know you will make the right choice , I will be in my room if you want to come and talk to me when you are calm – I’ll be there waiting on you.”

Or “I’m going to walk on now and I know you will do the right thing”

Try and avoid “Don’t answer me back”

SMT will do walkrounds AM and PM and consistently model this approach. We encourage Rosebank walking – not stepford pupils but calm productive transitions and will be visible to remind this and give house points. During transitions all non-class committed staff pay a part in reinforcing this – its not just down to the class teacher!

Use over emotion to celebrate those who constantly behave well, notice the small things of the always on track pupils– not just those who can have issues and praise effort. Don’t forget to give the Rosebank cushion to someone each morning. The Star of the week certificates and crowns will be restarted and the children who get them for effort, manners and respect will be at the Kings and queens table on a Friday.

Assemblies will be fortnightly via teams (alternate with leadership groups) and we will reinvigorate certificates and start HT hot chocolate again.

Have a plan in mind but be ready to adapt:

Be calm

Poker face – no reaction to angry/swearing responses

Respect physical space

Do not place time limit “you have 10 seconds to pick that up!”



Swap in with another adult if you get the vibe this will nip it in the bud

Think about where you are – is this causing a disturbance, and could you move the issue

Give empathy – not solutions

Be ready for the emotions to change in waves

Have a distraction (or list of them) up your sleeve – it's not giving in or the child winning.

### How to frame scripts – some ideas

Your work needs to be done.... It would be fab if you let me help you get started....

Otherwise, you will have to do it over break ... it's your decision

Yesterday you were amazing at helping me tidy – I know you can be that fantastic helper again

I don't like this behaviour, but I care about you and I know you know how to make the right choices

What poor choices do you think have just caught my eye? What can fix this?

SMT are always here to help and debrief or discuss strategies but be careful not to bypass your own strategies and send the child out or to us too quickly. This gives the message that you have had your buttons pressed and reinforces the negative behaviour. Often using the safe space etc can divert or send to an agree peer for a message – or for a drink of water etc. Tag team and then try again.

Remember:

zones of regulation charts and calm folders and calm kits

T mail

Exit passes

It's so frustrating when a planned strategy doesn't work but there is always something else you can try and something else and something else – as a team we can do solution circles. A fab example of this thinking out of the box is always visible in the Rose Garden and I strongly recommend spending time to see this in practice.

## Appendix 2 – ABC chart

# Abc record chart

Name \_\_\_\_\_

Class \_\_\_\_\_

[illegible]

## Appendix 3

### Staff restorative questioning prompt cards

#### Restorative Questions (person responsible)

1. What happened? (..and then what happened?)
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by this? How have they been affected
5. What do you think needs to happen now?

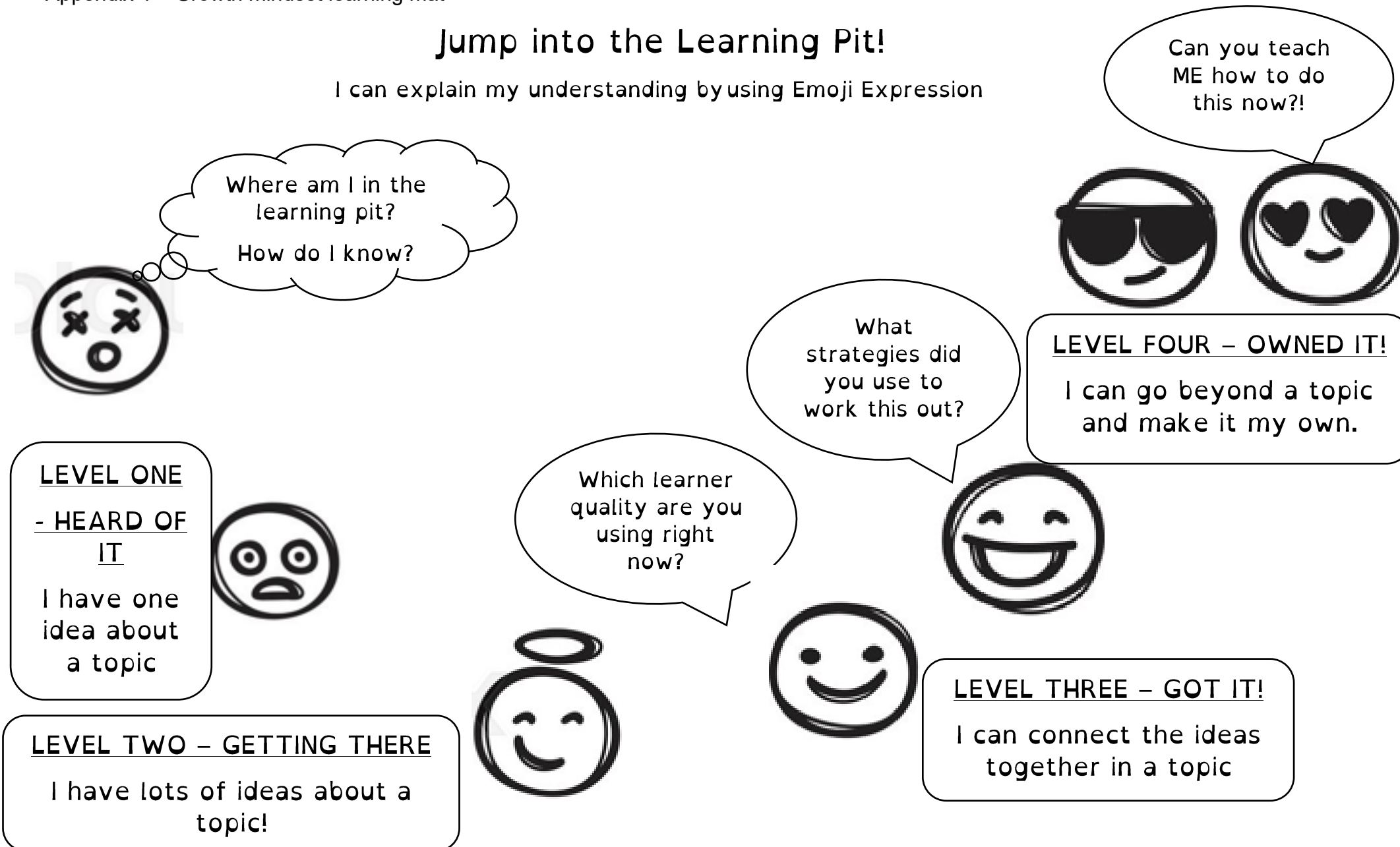
#### Restorative Questions (person harmed)

1. What happened? (....and then what happened?)
2. What were your thoughts at the time?
3. What have your thoughts been since?
4. Who have you/anyone else been affected by this?
5. What's been the hardest thing for you?
6. What would you like to see happen?

Appendix 4 – Growth mindset learning mat

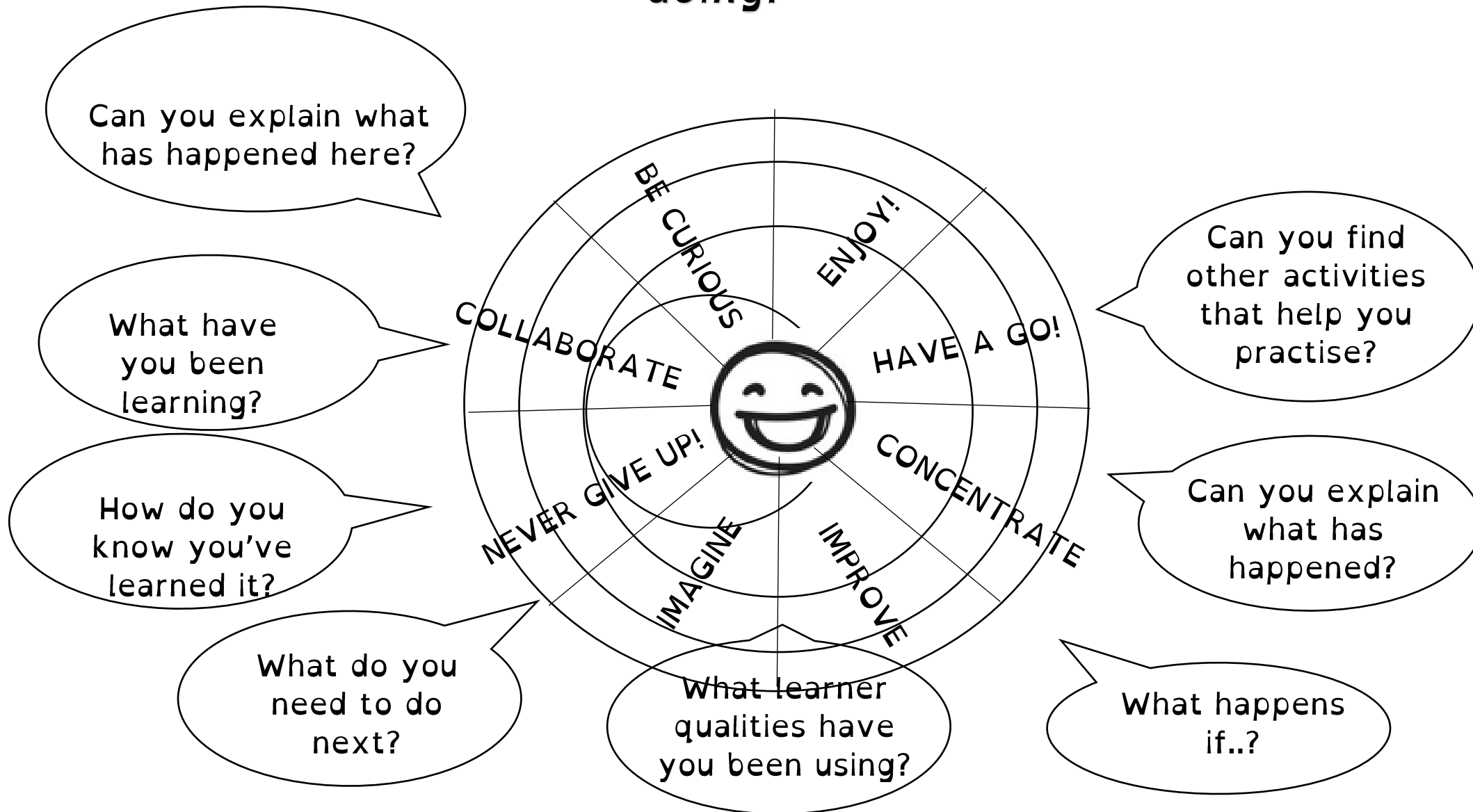
# Jump into the Learning Pit!

I can explain my understanding by using Emoji Expression



## Our learner qualities help us become stronger learners

**Please ask us lots of questions so we can tell you what we're doing!**



## **Appendix 5**

### **Rewards: encouraging good relationships**

1. **Class Incentives** - Teachers can introduce their own personal incentives to motivate pupils and promote good behaviour such as individual points as long as the whole school procedures are in place. Teachers will use praise regularly, motivating stickers and send home small certificates to the parents to share good news.
2. **Assembly Certificates** – One child will be nominated per week to receive a star, SHANARRI and metaskills award. The good news will be shared at assemblies on a Wednesday and tweeted to share with parents. Wider achievement proud moments are also celebrated
3. **House tokens** – Golden tickets/ house tokens are handed out by staff in all areas of the school for good behaviour. All playground awards go towards house points. The house captains and monitors community group will collect them each week and add them to the totals.

## **Appendix 6 -Relationships and Wellbeing Procedures(cont)**

<b>Level</b>	<b>Examples of Behaviour</b>	<b>Who Deals With It?</b>	<b>Suggested Consequence/Sanction/ Intervention</b>	<b>Recording</b>	<b>Informing Parents/Carers</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Friendship issues</li> <li>• Playground upset</li> <li>• Disruption to class</li> <li>• Breaking school rules</li> <li>• Lack of cooperation</li> <li>• Minor violence</li> <li>• Unacceptable language (minor)</li> </ul>	Class teacher Adults (PEYSA, HWBA, SFDW)	<ul style="list-style-type: none"> <li>• Positive praise to those exhibiting desired behaviour</li> <li>• Review classroom strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-Pupil-Parent Conversation Record, if thought appropriate</li> <li>• Could be recorded in a behaviour log</li> </ul>	<ul style="list-style-type: none"> <li>• Informal discussion with parent (in playground, phone call home)</li> <li>• Note in home/school book</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• On-going friendship issues</li> <li>• Misuse of school property/services</li> <li>• Perceived Bullying</li> <li>• More persistent disruption</li> <li>• Failure to attend lesson/opting out</li> <li>• Swearing</li> <li>• Not responding to previous supports</li> <li>• Persistent use of calm space/exit passes</li> <li>• Multiple interventions with different adults</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Adults (PEYSA, LCASFDW)</li> <li>• Referral to SRT</li> </ul>	<ul style="list-style-type: none"> <li>• message home for advice</li> <li>• Temporary time out in other class</li> <li>• Time with SMT</li> <li>• If physical, child kept in for break</li> <li>• Temporary break from class</li> <li>• Possible involvement of agencies/staged intervention process</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking sheet ABC to analyse behaviour</li> <li>• Previous records/letters</li> <li>• Record of in school support</li> </ul>	<ul style="list-style-type: none"> <li>• CT/SMT contact home and agree next strategy.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Physical violence, including spitting</li> <li>• Wilful vandalism</li> <li>• Perceived bullying</li> <li>• Rudeness</li> <li>• Persistent resistance to rules</li> <li>• Racist behaviour</li> <li>• Deliberate theft</li> <li>• Serious misuse of services e.g. internet</li> <li>• Leaving the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher or DHT</li> <li>• Teacher in her absence</li> </ul>	<ul style="list-style-type: none"> <li>• 30 second intervention by staff member involved</li> <li>• Thinking time given (possible 'errand' to link teacher)</li> <li>• If necessary exit pass or removal from class by SMT</li> <li>• planned parent contact</li> </ul>	Tracking sheet ABC to analyse behaviour Previous records, including any consultation with outside agencies ABLE targets where appropriate	<ul style="list-style-type: none"> <li>• Meeting arranged with parent, pupil and staff – serious incident, perhaps first one, but needs recorded</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Severe violence</li> <li>• Dangerous breach of rules, Health and Safety</li> <li>• Behaviour which puts self/others at risk</li> <li>• Possession of offensive materials or dangerous use of resources</li> <li>• Racist behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Head Teacher or DHT</li> <li>• Teacher in her absence</li> </ul>	<ul style="list-style-type: none"> <li>• Short-term internal exclusion with re-admittance and/or conditions</li> <li>• Risk assessment following re-integration</li> <li>• Parental involvement in recovery contract</li> </ul>	<ul style="list-style-type: none"> <li>• Internal exclusion plan</li> </ul>	<ul style="list-style-type: none"> <li>• As per DCC Exclusion Policy procedures</li> </ul>

## Appendix 7

### Recognition boards

The recognition board is designed for positive praise, reinforcing the behaviours and actions you want in your classroom. It must be a whole school initiative and each class has one focus that is the schools (decided at the fortnightly assembly) and one that is personal to the classroom. Children can nominate their peers and staff can nominate children too. If we or the children see the behaviour we put them on the recognition board and give them house points.

The children are should be excited by the board and so motivated to recognise the behaviour in themselves and each other. SMT and all non class committed staff should further emphasise this when popping into classes.

Ideas for the recognition board:

- Supporting others
- Perseverance
- Staying on task
- Having kind words
- Putting our hand up
- Showing kindness
- Showing forgiveness
- Listening carefully

Ideas at: [www.whentheadultschange.com](http://www.whentheadultschange.com)





## Appendix 8

### August welcome back week – areas to cover

- Revisit transition story
  - Set class expectations and rules in conjunction with pupils – make and display class chart – set high standards for looking after property and keeping place tidy – job boards. PLEASE do not do a lesson to generate class rules, these end up with parrot like discussions – but do cover work on the script “At Rosebank we treat others the way we would like to be treated” and what the expectation of this is. The children know what appropriate behaviour is and praising continued effort is the way to reinforce this.
  - Revise/Teach zones of regulation – fill in charts with ideas /strategies from pupils – go over use of safe space, fix it folders and calm box, exit pass reminders
  - Develop recognition wall and explain to pupils use – see guidance sheet in Inservice 2024 file in staff share . see relationships and wellbeing policy for an explanation of how this works and examples at [www.whentheadultschange.com](http://www.whentheadultschange.com)
  - Discuss and develop this DCC vision of pupils being Loved, Loving and Loveable (any items for display outside my office appreciated)
  - Develop learning journey and explain use
  - Go over use of Birthday board/make a calendar of everyone’s birthday/use of Dream Believe cushion
  - Internet safety lesson – set expectations for appropriate use and care of laptops/ipads
  - Equity and equality presentation
  - Use POD – teach expectations before you go out
  - Discuss lego wall – design a lego character competition – incorporate tasks for the wall weekly that link to class learning
  - Explain and try out marking key / struck strategies / set/teach jotter expectations - remind pupils of using sound charts for supporting spelling
  - Establish maths working wall/ enable table and remind pupils of how to use
  - Remind/review oracy guidance
  - P3-7 all complete Glasgow Wellbeing survey – Jessica can advise on this
  - P1-2 complete SHANARRI wheels (with blether board symbols if easier) take pics of these and upload to SEESAW journals and keep copies of pics for attainment discussions
- 
- Rights of the child:

[Children's Rights Infographics | Together Scotland](#)

[UNCRC Articles Archive - The Children and Young People's Commissioner Scotland](#)

[cypcs.org.uk](http://cypcs.org.uk)

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/first-steps-to-rights>

[Child Friendly CRC](#)

[Kahoot Rights Game](#)

[Know Your Rights](#) – downloadable booklet for pupils

[Article of the Week](#) – can be used monthly and in any order that suits your school

[Creating a RRSA network in your community](#)

[ABCDE of Rights](#) – could be used in the classroom – RRSA steering group – or assemblies

[Articles in Action](#)

[Linking Events to Rights](#) – useful for planning your monthly themes

[Votes for Schools](#) – lots of different debates – would fit in with any current debating/democracy skills development

- Dream, Believe, Achieve – teach this - the school vision - and what it actually means in practice and what it looks like – pupils should be able to discuss this at any point asked.
- Values and Aims – go over this again – illustrating what this may look like in reality.
- Discuss the playground and expectations - buddy bench, outdoor classroom area, music area, playground games, class boxes, pod (Marie will come around and remind pupils of how it works). Can you Particularly drum in that WE DO NOT drop litter at Rosebank and they should report it if they see or point out to the child that we want to keep the school tidy. P7's will get stickers to give out and support staff will do house points
- Review and remind pupils how to use the safe space, fix it folder, calm box and exit passes and go back over this regularly.
- Teach and get routines up and running for posting on seesaw and adding house points independently.
- If you are introducing a class points system – be careful and think it through! Like when undertaking sports, don't let success hinge on competitiveness and winners – although this is great for a few it is soul destroying for the majority – try to base this around equal accountability. No hierarchy cards or moving card etc these hold children to ransom and stress them out.
- Global citizen focus – One World Centre planner (remember there are a range of global citizen texts outside my office for teacher use only).
- Introduce the concept of the learning pit – you can find this in the appendix of the relationships and wellbeing policy – we are aiming to produce a Rosebank version of this as an action point from the Teaching backwards work-you may want to do a class one at this point though.