

READY

RESPECTFUL

SAFE

AT BOTHWELL PRIMARY SCHOOL

August 2024

RATIONALE

As a school our Behaviour Policy has been based on 'Go For Green' for several years. The 'Go for Green' policy has been highlighted through self-evaluation and feedback from our school community as being quite old fashioned and not suitably matched to current policy within South Lanarkshire Council and Scotland.

Therefore, the development of a new policy for the school has been formed based on a relational approach to Promoting Positive Behaviour and Understanding Distressed Behaviour. This piece of improvement work forms part of our School Improvement Plan this session and therefore it is something that will be under review throughout the year and if adaptations are required they will be made.

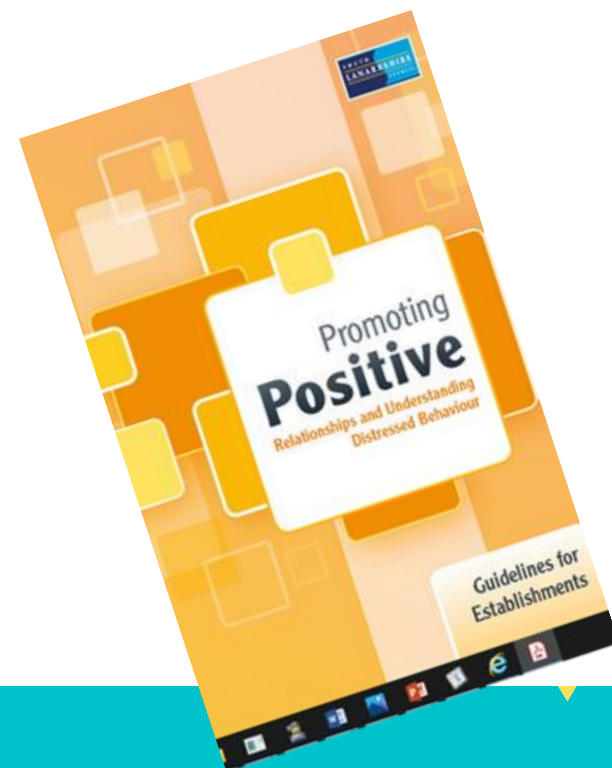
This policy is known as **READY, RESPECTFUL, SAFE**, which has been launched in school this week at assembly with Primary 2-7. We will support Primary 1 with their understanding of it in the coming weeks. It will take time to establish the new policy across the school and therefore it will be a focus for assemblies and Health and Wellbeing learning opportunities within the classroom over the coming months.

KEY DOCUMENTS

Preparation and staff training has taken place prior to the end of 2023-24 session. As a school we have used key documents to help us form our policy to best match our school community.

These documents include:

- Promoting Positive Relationships and Understanding Distressed Behaviour (South Lanarkshire Council, 2019)
- The Attachment Strategy (South Lanarkshire Council, 2019)
- When The Adults Change, Paul Dix, 2017
- After the Adults Change, Paul Dix, 2021
- UNCRC (Incorporation) Scotland Act 2024
- Relationships Matter - Why?, Education Scotland



How DOES READY, RESPECTFUL, SAFE WORK?

RRS is a relational approach to behaviour management. Our policy aims to clearly outline our school rules, shared routines and a consistent approach and language used by all staff across the school.

A relational approach is important to behaviour management as it:

- Takes an attachment-informed approach.
- Is based on understanding that many children can be highly stressed and anxious in the school environment.
- Shows understanding that children need support to learn to regulate their emotions within the school environment.
- Enables adults to aim to provide support through co-regulation. This means being calm and consistent in their approach.
- Encourages the use of active listening, empathy, while also having a clear setting of limits and communication of boundaries are essential.

OUR SCHOOL RULES

Our 3 school rules are:

Be **READY**

Be **RESPECTFUL**

Be **SAFE**



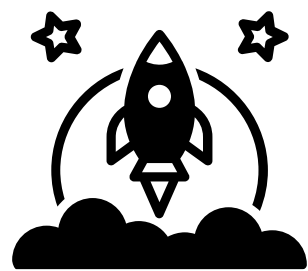
These will be displayed across the school in every classroom, the gym hall, the dining hall and the main foyer. These words will be a focus of discussion at the beginning of each new term to build on a shared understanding of what they mean for our school community.

EMPOWERING OUR LEARNERS

Part of our **Ready, Respectful, Safe** aim is to encourage our learners to take ownership of their emotions, to work towards understanding feelings and how these can impact on how we behave or react. We will promote three areas to do this:

- 'Above and Beyond' Behaviour
- 'Stop and Think' Motto
- Zones of Regulation





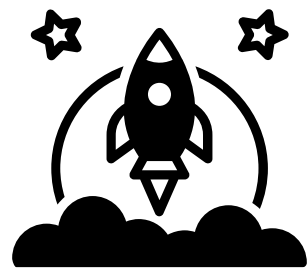
ABOVE AND BEYOND BEHAVIOUR- PART 1

A significant change that Ready, Respectful, Safe brings is the use of a visible RECOGNITION WALL in each class. This wall replaces the former Go For Green colour coded wall which was used for sanctions.

The recognition wall will be developed by each class over the first week of the new school year. The aim is for the children to be recognised to move up the wall for showing 'Above and Beyond' behaviour. Any member of staff can move a child up the wall, therefore, they can be recognised positively for their behaviour and actions in different areas of the school.

These walls mean that when any visitors or other staff are in classrooms they can celebrate the achievements of the children and encourage them to show 'Above and Beyond' behaviour. This is a whole school effort which is about encouraging a school ethos based on nurture, positivity, kindness and an interest in others.





ABOVE AND BEYOND BEHAVIOUR- PART 2

The use of the Recognition Wall will lead to a member of each class being nominated for an 'Above and Beyond' award at our weekly assemblies. The child who receives this award will be invited to our new Rainbow Room (former ICT suite) to Hot Chocolate Friday in the afternoon with the Head Teacher or other member of the Senior Leadership Team

The Senior Leadership Team will also have a HCF nominee too, which will be announced at our weekly assembly.

At HCF the children will be offered a mug of hot chocolate with mallows and cream, along with plain biscuit. If your child does not like hot chocolate he/she can have some diluting juice.

We are aware of various dietary requirements across the school, however prior to beginning HCF a permission letter will be issued to confirm all of these details.



WHAT HAPPENS WHEN A CHILD IS STRUGGLING TO BE READY, RESPECTFUL OR SAFE?

As noted previously the aim of our new approach is to help children to understand the different feelings they experience and how they can impact on others and of course themselves.

There will be times where children make mistakes, make a choice that stops them from showing they are ready to learn, from being respectful or from being safe.

When this is the situation, we have processes in place to encourage children to redirect their attention more positively. These steps will be known as the 'RRS Support Plan'. These are steps for intervening and redirecting when wrong choices are made. These steps however, are not displayed in the classroom and overall are intended to be more discrete in that the steps taken are directly between the adult and the child.

We have decided, for now, to still refer to some colours as part of our plan, to allow clear comparisons made between what is 'Above and Beyond' behaviour compared to an action that has been taken which is deemed as significantly or consistently not Ready, Respectful or Safe (especially if it has led to a negative impact on another child, the class and also themselves).

The steps are described in the following few pages.

RRS SUPPORT PLAN

At the start of every day...



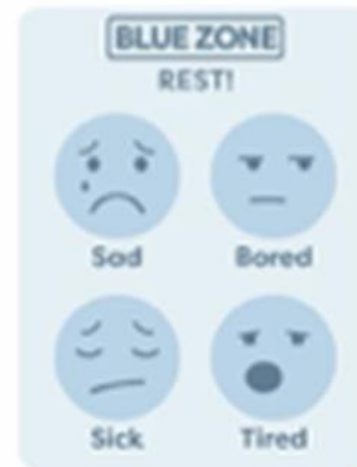
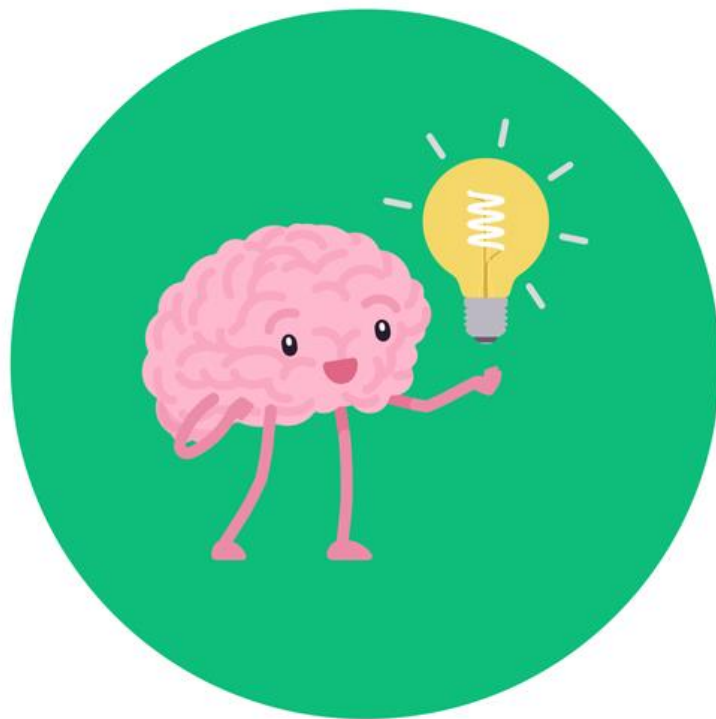
Every day is a new day. Anything negative that has happened the day before is left in the past.

We hope that everyone comes to school in the 'Green Zone', ready to learn.

If staff see that someone is not in the 'Green Zone' they will check in with them to see how they can be supported.

RRS SUPPORT PLAN

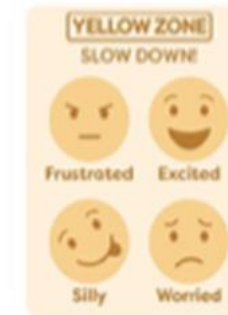
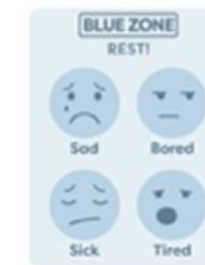
If someone starts to forget our school rules...



The adult(s) working with the child will quietly redirect the child's behaviour, encouraging them to think about the task or activity at hand.

RRS SUPPORT PLAN

'The Nudge'



If someone continues to forget to be **Ready/Respectful/Safe** the adult will remind the child more directly about making right choices. We have called this the 'nudge', meaning it is a bit more of a direct reminder to encourage the child to take 'the nudge' in the right direction.

RRS SUPPORT PLAN

'RESTORATIVE TALK'



If the child still continues to not follow our school rules, the adult working with the child will ask he/she to come and talk, 1-1, to work out what the difficulty is and help to work out how to restore the situation.

This in turn will help the adult to understand what the difficulty is and hopefully will help the child to redirect his/her attention to make more positive choices. This is called the 'Restorative Talk'.

RRS SUPPORT PLAN

'RESTORATIVE TALK'



If an adult has to have a 'Restorative Talk' on 3 occasions or more within the week with the same child, they will speak to Mrs Hogg, Mr Frame or Mrs Scullion, who will then take some time to talk to the child to see if they can help to work out what is making things difficult for him/her to be able to be

READY/RESPECTFUL/SAFE in school.

RRS SUPPORT PLAN



At this point in the support process, your child at the end of each day will colour a green dot in his/her diary. This is to allow families to know how things are going in school with regards **Ready, Respectful, Safe**. It is important that we work together and celebrate our children's daily achievements in school, as this will help to promote the idea of us working together but also the important message of 'Above and Beyond' behaviour.

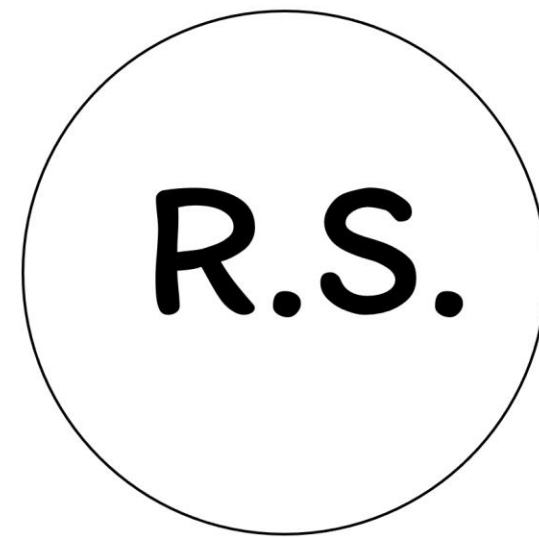
It is our hope that this will be the case for the majority of our children, the majority of the time. However, we understand that there are situations and days where further support and structure may be needed.

If in the same day after a Restorative Talk with the teacher has not helped the child to redirect his/her attention to try to be **Ready/Respectful/Safe** and show 'Above and Beyond Behaviour', then the code in the diary will change, to allow parents/carers to know that the day has been particularly difficult for their child, despite the supportive steps taken.

If this is the case, it will be done discretely, this is about supporting the child to reflect and think about how to move forward and make the right choices the next day/time.

RRS SUPPORT PLAN

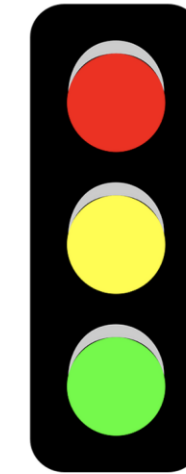
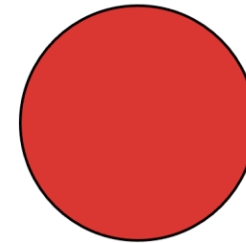
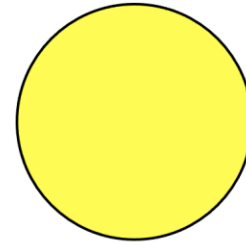
REFLECTIVE SESSION



If the adult working with your child has had a restorative talk and on the same day your child is still struggling to show **READY, RESPECTFUL, SAFE** behaviour, they will then either come to Mrs Hogg, Mr Frame or Mrs Scullion to have a Reflection Session at the beginning of break or lunch time to talk about what has been happening and work through what can be done to help refocus and repair the situation to help the child to be ready to move on more positively with the day. This is a time to think, reflect and find positive solutions to move on.

RRS SUPPORT PLAN

What happens if we still cannot show **READY, RESPECTFUL, SAFE** behaviour?

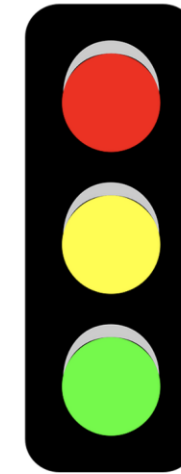
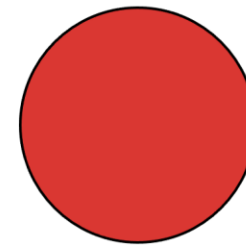
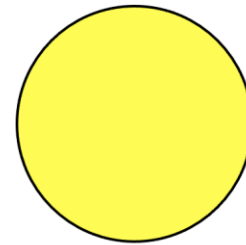


Mrs Hogg, Mr Frame or Mrs Scullion will contact home to let parents know about what has happened in your day to end up with an amber or red.

In the rare situation that a child is still struggling with their day then the code in his or her diary will change to amber (or red – should the situation in class/playground continue to deteriorate that day). This situation would likely be because the level of difficulty shown to being ready to learn, respectful and safe towards others has been significant. If this is the situation, a member of the Senior Leadership Team will be in touch with parents/carers to talk things through before your child comes home. It would be hoped that as a team the school and families will work together to support the child to refocus more positively for moving forward.

RRS SUPPORT PLAN

What happens if we still cannot show **READY, RESPECTFUL, SAFE** behaviour?



Mrs Hogg, Mr Frame or Mrs Scullion will contact home to let parents know about what has happened in your day to end up with an amber or red.

These colours will not be displayed anywhere in the school. We will not have images like the traffic lights displayed in classes to represent that someone has not been able to follow our school rules. These colours are only being used as an oral description to allow the children to understand the level of difficulty or impact that the actions that have been taken by the child has had.

As noted already, we plan to focus on the positives, but with the understanding that there is a progressive structure to support our learners should they find things difficult to follow with regards our school rules.



MOVING FORWARD

- Our Ready, Respectful, Safe policy is part of our school improvement plan during the 2024-25 session. It will be under review over the school year, and adaptations may be made.
- Our intention will be to review our vision, values and aims between now and December to align our V,V,A with our new policy to promote positive relationships and behaviour.
- The Senior Leadership Team will be available during the 'Meet The Teacher' event on Wednesday 28th August (3.15 pm – 4.15 pm) should you wish to hear more about the SLC and National perspective which has led to the introduction of our **READY, RESPECTFUL AND SAFE** policy.
- Hot Chocolate Friday letters will be issued early next week, please complete and return to the school as soon as possible. Our first HCF session will be on Friday 23rd August.
- Please remember that this is new to our whole school community. We will continue to talk to the children about what it means to be **READY, RESPECTFUL AND SAFE**, as well as carry out staff training through SLC's Attachment Strategy, PPRUDB training and in house training at school. To get it right, to embed the messages behind the policy will take time, but in the long term it will have a positive impact on our school community.