



Glenbervie School

Getting it Right for Every Child



▶ **Getting it right for every child” ~ How Glenbervie supports children in school**

- ▶ Children come to school each day and we would always have high expectations that they will settle into school, engage in lessons and have a great time with their friends.
- ▶ We are an inclusive school and our belief is that the best place for children to thrive with their learning and relationships is to be with their peers and their own teacher, in their own classroom.
- ▶ Sometimes this can prove difficult though. Barriers to learning may arise from specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues.
- ▶ Sometimes these barriers disrupt class learning or cause difficulties during break times. Sometimes these tricky situations affect only the child themselves and sometimes they can impact on their classmates and staff they work with.
- ▶ At Glenbervie we work hard to support all our children and we put in place universal strategies that support in a variety of ways.
- ▶ We also have targeted interventions that support groups of children or individuals.
- ▶ If there's been a tricky issue or challenging time there are a range of strategies we can adopt that can support an individual, group or class that has been affected.
- ▶ Working with our staff, we've put together this Powerpoint that details some of our approaches in school.

Glenbervie School-Approaches



If there's a tricky issue at playtime or in class these are some of the approaches staff may take to help:

- Whole class circle time. These are class conversations, that give everyone a chance to talk about their thoughts, feeling, emotions or experiences.
- 1:1 chats between a staff member and pupil
- Buddy or peer groups to chat with
- Playground Pals
- Restorative discussions between children who have had an issue.
[You can read more about restorative approaches by clicking here.](#)
- Story times using books about themes that may have been challenging in school.

- Discussing, developing and revisiting classroom charters which contain School expectations. We work hard to develop these with the whole class and support consistency and acknowledgement about what's working well and going right.

Glenbervie School-Approaches

- Talking as a whole school: sharing issues we've experienced at school to help overcome them or encouraging participation in whole school assemblies where class work, group and individual successes are shared and celebrated weekly.
- Talking about and learning conflict resolution approaches (linked to restorative approaches):
 - De-stress before we speak
 - Time for everyone to speak and be heard
 - Listening to what others have to say
 - Negotiating solutions together
- Nurture sessions supporting calming and self-regulation, mood and feelings exploration. This is usually done in groups and sometimes done with the whole class.
- 1:1 support for children to help understand, acknowledge and plan for transitions within the school day/week/year as these can be an added time of concern or anxiety.
- Teacher feedback on behaviours, learning and work to support children to have a sense of pride and accomplishment in the day they are having at school.
- Social groups that explore themes of bereavement, separation, loss and resilience:
 - Seasons for Growth- Intervention and Prevention Teacher
 - Nurture Group- ASL Teacher
 - Pupil Support Worker led groups/1-1

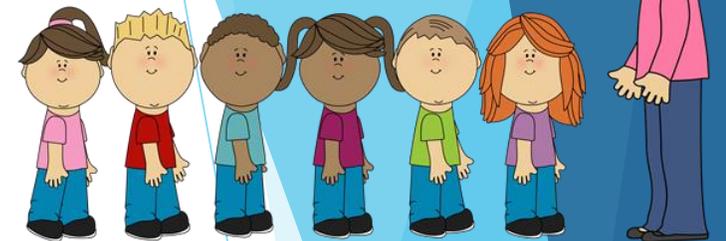


Classroom Management Approaches

- ▶ Staff work hard to manage their classrooms to support positive learning and teaching times.

Here are ways they support positive behaviour management:

- Having routines in place supports children to know what to expect in their school day/ week.
- Visual timetables help children to see what is planned for their day at school.
- We aim to 'meet and greet' each morning, helping to get the school day started positively.
- Additional time for learning if learning has been disrupted.
- Additional 'down time' to do 'recovery' activities.
- Positive behaviour management strategies to recognise and name good behaviours ("catch them being good").
- As teachers, we don't underestimate the power of smiles, kind words, acceptance following behavioural incidents.
- Teaching approaches that are supported by being fair and consistent to all. We aim to treat every child with the same level of respect.
- Consistently: staff showing that we hold high expectations for all our pupils.
- Use of class based and school-based points systems to promote an ethos of success and achievement.
- Use of the school House System to promote a sense of belonging and team work.
- Worry box in class/school for children to post concerns or worries privately to the class teacher who can follow up privately or during set times like circle time.
- Staff consider carefully seating arrangements and work with children to give choice and support in who they work with. These arrangements are changed regularly to support children feel settled in class with others they can work with.





Curriculum approaches to supporting pupils at School

- ▶ What we learn in our classrooms also helps us to understand, be supported and build our resilience. These types of learning help with these themes:
 - PSHE lessons exploring friendship, behaviour, relationships.
 - Team building games and activities.
 - Outdoor Learning
 - Time in a different part of the school (gym, hall, different classroom area) can often change the dynamics positively within the class.
 - Physical activity in the gym or outside. Running off a bit of steam can help!
 - Anti-bullying learning, approaches, campaigns, supports within class and across the whole school.
 - Creative approaches (drawing, painting, writing) to explore feelings, thoughts and opinions.
 - Puppet play times to explore feelings, thoughts and ideas.
 - Free play time to explore feelings in home corner, painting area, role play areas.
 - Drama time to explore feelings, thoughts, emotions.
 - Growth mindset activities and Visible Learning Roots/Activities.
 - Brainstorming approaches exploring feelings, thoughts, emotions, solutions, challenges, difficulties.
 - Whole school (weekly assemblies) and classroom learning related to Rights Respecting Schools and the UNCRC.
 - Engaging fast finisher activities that motivate and support learners to continue/ take further their learning.
 - Singing: Teacher choice and Fischy Music tunes used as another way to explore thoughts, feeling and emotions.
 - Yoga activities to support calm, settled, mindfulness time

Recognising the Positives



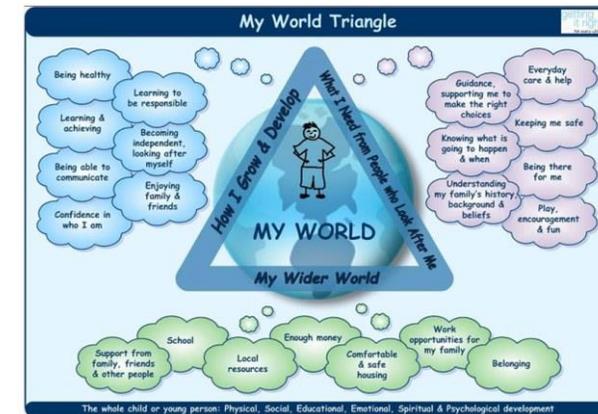
- ▶ Children respond well to positive praise and attention and this can help engage them and make them feel enthusiastic about school and their learning. These approaches also help when it feels like we're going through tricky times. We use the following approaches to help:
 - Good news notes home and shared on Seesaw/Social Media (individual approaches).
 - Recognition of excellent behaviours (Shared Values/Praise Slips/ Headteacher's Awards' Hot Choc Friday).
 - Daily home -> school diary (paper based, email or through Seesaw app) for individual children.
 - School to home communications through email, text message, phone call or Seesaw app.
 - Sharing photographs and school work through displays throughout the school, Seesaw app and school social media posts
 - Whole school assemblies promote in school and out of school successes and achievements
 - As well as exploring Children's Rights, our whole school assemblies also have a focus of "Our Minds Matter and "Bounce Back " looking at themes that support positive mental wellbeing.

Individual Approaches

- ▶ Sometimes individual children need individual, tailored approaches to support them. Here are some of the ways we do this at Glenberrie:
 - Additional time or/and support from the Head Teacher or ASL Teacher
 - PSA Support
 - Pupil Support Worker or Intervention & Prevention Teacher Support.
 - Counselling support.
 - Use of symbolised timetables to support children to understand what will happen during the school day (or week) so they know what's coming up and are reassured the day is progressing as planned by the teacher.
 - Time out and /or quiet areas in the classroom (e.g. library corner) or school (e.g. sensory tent) that children can go to if appropriate.
 - In an age/stage appropriate manner use of teddy bears/ dolls/ soft furnishings that can be cuddled, played with, held if needed.
 - Signposting children to know who is available at different times to support or help them (in class, playground, dinner hall, corridors, etc).
 - Individualised planning for learning, playtimes and transitions.



GIRFEC: My World Triangle



Partnership Working

- ▶ It often helps when adults work together or when we connect with partners to support children in different ways.
- ▶ Here are some of the ways we do this:
 - Working with parents and carers to discuss approaches that will work with their individual child.
 - Staff time to explore, train, reflect, plan, re-plan, engage in professional learning and dialogue.
 - Engaging with agencies and professionals out with school. Some examples of this are:
 - Educational Psychologist,
 - Health including School Nurse and Doctor, Speech & Language, Physiotherapy, Occupational Therapy
 - Children and Mental Health Service (CAMHS)
 - Clinical Psychologists
 - Woman's Aid
 - Social Work
 - Family Support Service
 - Creating a Child's Plan together to ensure school and wider multiagency supports meet the needs of the child
 - Our work with Active Schools aims to engage children in physical activities that, in turn, support their mental wellbeing.
 - Our good Community links and visibility with businesses and the local village.
- ▶ **We promote open communication between home and school.**
- ▶ This is a key strategy which we know works in getting it right for our pupils.
- ▶ If you have a concern about your own child do consider the following:
 - Phone us at school for a chat: 01569 690490
 - Email us and we'll get back to you: glenbevie.sch@aberdeenshire.gov.uk
 - Have a look at our Educational Psychologists Web page. It's a 'one stop shop' that signposts a variety of different supports for children, parents and staff
 - <https://blogs.glowscotland.org.uk/as/aberdeenshireeps/>

