



Turriff Primary School: Getting it Right For Every Child



“Getting it right for every child” ~ How TPS 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 Turriff Primary School 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.

Teachers have written and collated the sections below to detail some of our approaches in school.

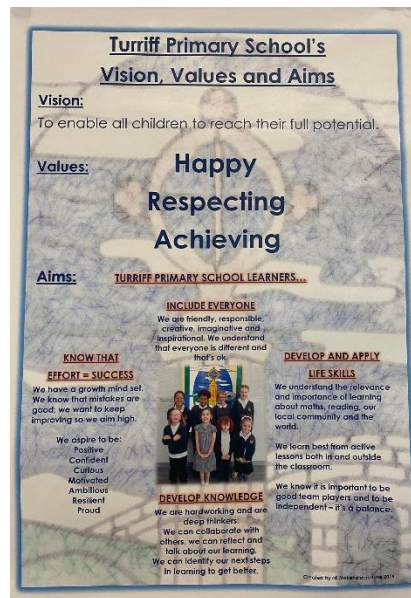
CLASSROOMS

Teachers work hard to manage their classrooms to support positive learning and effective 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 using Widget symbols help all children to see what is planned for their day at school.
- All classroom trays are labelled using Widgeit symbols.
- We aim to 'meet and greet' pupils each morning using Makaton, helping to get the school day started positively.
- Teachers set Emotional Check In times with their class so children are given the opportunity to talk about how they are feeling and teachers can act on this information to provide support when required.
- Photos of all staff that pupils will work with such as the Pupil Support Assistants (PSA) and Additional Support for Learning teachers (ASL).
- Additional 'down time' to do activities such as mindfulness and brain gym.
- Referring often to the School's Vision, Values and Aims. Posters are in all rooms in the school.
- Whole class circle time. These are class conversations, that give everyone a chance to talk about their thoughts, feeling, emotions or experiences.
- 1:1 informal conversations between a staff member and pupil.
- 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 rules & codes of conduct. We work hard to develop these with the whole class and support consistency and acknowledgement about what's working well and going right.
- Talking as a whole school: sharing issues through the weekly assembly allowing a safe space to talk about whole school issues
- Teachers' positive verbal 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.
- Positive behaviour management strategies such as the Recognition Board are used to recognise and name good behaviours ("catch them being good").
- As staff, we don't underestimate the power of smiles and kind words.
- Teaching approaches that are supported by being fair to all. We aim to treat every child with the same level of respect.
- We provide Learning Toolkits in every classroom to support all learners access the resources they need to thrive.

- Teachers plan their PSA time carefully based on pupil need – individuals and groups.
- Use of class based and whole school-based points systems to promote an ethos of success and achievement. Purple tokens and gold stars can be earned.
- Worry box in every class 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.
- 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.

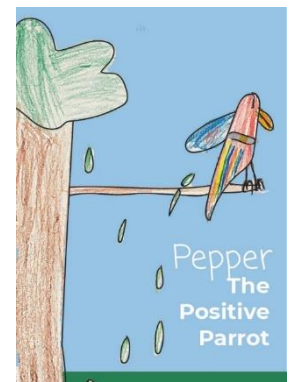
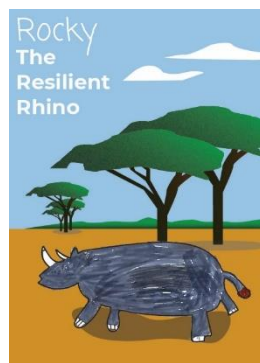
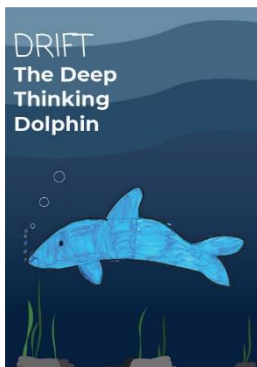
For more information, please read our TPS Positive Relationship Policy <https://turriff-pri.aberdeenshire.sch.uk/school-policies/>



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:

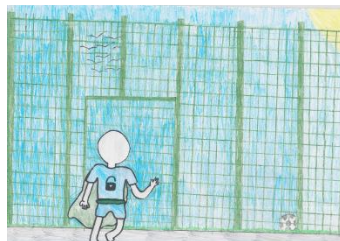
- Good news notes and emails home (individual approaches).
- Recognition of excellent behaviours using stickers and stamps, house points, PSA awards, the Head Teacher's termly postcard and House Treat afternoons.
- Recognition of excellent learning behaviours, weekly Teacher Awards presented to those who show one or more of the Super Seven Learning Powers, each week there is an assembly input on each one of the learning powers.
- Annual Prizegiving that recognises and celebrates achievement and endeavour.
- 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 TVs, Seesaw app and school social media posts.
- Wider Achievement days each term and weekly whole school assemblies promote in school and out of school successes and achievements in The Golden Book of Achievement.
- Pupils have the chance to join pupil voice groups such as Pupil Council, RotaKids, Junior Road Safety Officers and in P7 they have the opportunity to become House Captains.



LEARNING AND TEACHING

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:

- Health and Wellbeing lessons using fit for purpose resources such as Bounceback and Relationships, Sexual Health Programme <https://rshp.scot/>
- Lessons that focus on exploring friendship, emotional literacy, behaviour and relationships.
- Team building games and activities are planned in and out of the classroom.
- Teachers share the learning with parents through termly Class Curricular Newsletters.
- Time in a different part of the school (gym, canteen, learning hub, different classroom area) can often change the dynamics positively within the class.
- Physical activity in the gym or outside on the Astro or grass. Running off a bit of steam can help!
- Bikeability for P5-7 children, with a trike available for individuals who require the extra support.
- Anti-bullying learning, policy, 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.
- BounceBack activities that foster resilience, wellbeing and social-emotional approaches.
- Growth mindset activities.
- Brainstorming approaches exploring feelings, thoughts, emotions, solutions, challenges, difficulties.
- Teachers ensure they differentiate their planning to meet the needs of individuals, groups and the class.
- Whole school weekly assemblies that focus on the TPS Nurture Superheroes.

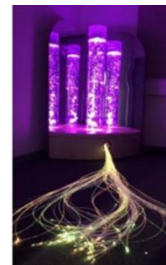


- Pupils are involved in the planning process, so they are aware of their learning wants and needs.
- Classroom learning related to Rights Respecting Schools and the UNCRC.
- Engaging fast finisher activities that motivate and support learners to continue/ take further their learning.
- Singing: Fischy Music tunes and Charanga used as another way to explore thoughts, feeling and emotions.
- Planned activities that support calm, settled and mindful time.
- Planned outdoor time daily as part of learning and teaching time.
- Transition planning between year groups such as Meet the Teacher books and Step-Up time, especially from Nursery to P1 and P7 – S1.

INDIVIDUALISED APPROACHES

Sometimes individual children need individual, tailored approaches to support them. Here are some of the ways we do this at TPS:

- Pupil Support Assistant time.
- Additional Support for Learning Teacher time.
- Pupil Support Worker time.
- Intervention and Prevention teacher time.
- Nature Nurture Practitioner time.
- Enhanced Provision Centre for the Cluster
- Additional time or/and support from the Senior Management Team.
- English as an Additional Language Teacher time.
- Speech and Language Therapist time.
- Sensory Garden time.
- Sensory Room time.
- Soft Play Room time.
- Group Room time.
- Referral to a social group such as Happy to Be Me, Roots of Empathy and Seasons for Growth that explore themes of bereavement, separation, loss, self-confidence, empathy and resilience.
- Individual Education Plan (I.E.P.) drafting & negotiation
- Use of individual timetables to support children to understand what will happen now/ next or 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. Widget symbols are used for this.
- Use of highly differentiated timetables for individuals.
- Physio and Occupational Therapy built into daily timetables.
- Quiet areas in the classroom or the school that children can go to if appropriate.
- Access to Sensory resources such as water or fidgets when needed.
- In an age/developmental 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, canteen etc).
- Individualised planning for learning, break times, lunch times and transition times in the day.
- Enhanced transition planning for P7 – S1 that starts earlier in the school year.
- Use of Social Stories.



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 meeting time to engage in professional learning and dialogue.
- Professional discussions with the school's Educational Psychologist.
- Single Agency Meetings and Multi Agency meetings allowing Parents and all professionals involved with the child plan together.
- Engaging with agencies and professionals out with Education. Some examples of this are:
 - Health (including the School Nurse and School Doctor)
 - Social Work (including Family Support Workers and the Local Area Coordinator)
 - Police (including the School's Liaison Officer)
 - Charities (including Barnardo's and Quarriers)
 - The Church (including our School Chaplain)
- 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.
- We work with community partners such as
 - Aberdeen Football Club Community Trust
 - Turriff United Football Club
 - Banff Rugby Club
 - SensationALL
 - Businesses that provide therapy time such as music therapy and outdoor learning.

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: 01888 530855
- Email us and we'll get back to you: turriff.sch@aberdeenshire.gov.uk
- Have a look at our website <https://turriff-pri.aberdeenshire.sch.uk/>
- Have a look at the authority's Educational Psychology's website <https://blogs.glowscotland.org.uk/as/aberdeenshireeps/>