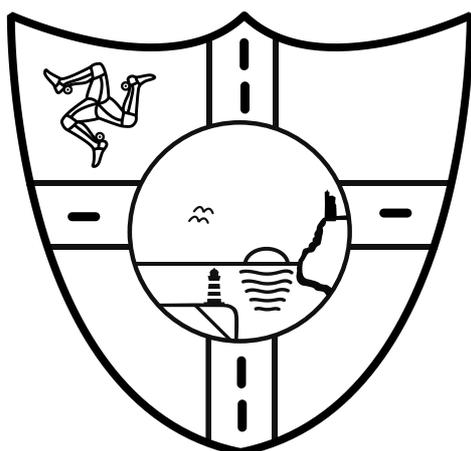


# RUSHEN PRIMARY SCHOOL



## Behaviour and Relationships for Learning Policy

February 2021

This policy is a working document and the staff and children of Rushen Primary School are working together to develop, 'what we do around here', further.

## **Introduction**

At Rushen Primary school we aim to create an environment where everyone is safe, valued and included. This Behaviour for Learning Policy outlines the school's vision of how we create an effective learning environment. This policy is supported by the 6R Learning Dispositions and the RPS Learning Muscles and applies to all stakeholders (children, staff, governors, parents and the wider community).

Promoting good behaviour amongst children is a shared responsibility. All those who work or are involved with the school all have a vital role to play. All stakeholders should model positive relationships, respecting others, their families, cultures and beliefs. Positive relationships are central to our philosophy and we teach the children interpersonal skills to add to their social toolkit, supporting them with managing relationships. High quality teaching, with relevant, interesting and challenging learning opportunities, motivate the children. The children take an active role in talking through issues to find solutions, reflect on their behaviour, learn from their mistakes and rebuild relationships. Everybody is accountable for their own actions and words. This approach ensures, we are helping children become empathic, considerate citizens who have the skills to avoid conflict and resolve problems independently.

## **Aims**

### **Our values and beliefs about behaviour**

- Good behaviour doesn't just happen. It requires an investment of time and a joint effort by all those involved with Rushen Primary School. We must teach children how to behave.
- Through shared expectations and a consistent approach, good behaviour will be achieved.
- As members of the staff of this school we show a deep level of care for every child, even at the toughest moment, with the most challenging pupil. We treat children and each other with dignity and respect.
- Parents are our partners and the first educators of their children. We work in partnership with parents to support our children.
- Feelings and thoughts can affect behaviour. We teach children strategies and ways in which they can control the way they react to their feelings.

### **Our aims**

- To develop positive relationships, which support all stakeholders in promoting good behaviour.
- To have high expectations of ourselves and our children, with support for and from families.
- To create an environment which supports learning in all areas, including behaviour.
- To celebrate achievements.
- We seek to help children learn from their mistakes. We model and teach the right way to deal with issues. We talk things through with children to help them find solutions, repair relationships and to right wrongs. We forgive and offer fresh starts.

## **Provision**

### **What we do around here/routines**

Routines are in place to ensure good behaviour is automatic throughout the day, especially at times of the day which are predictably challenging and less structured. School procedures are in place for the following:

- Welcoming the children every morning
- Escorting classes around the school
- In corridors
- Distributing resources
- Entry to rooms and settler activities
- Children leaving class
- Tidying up and sending out
- Supervising the corridors
- Break time and lining up

### Positive relationships

Teachers spend a significant amount of time building positive relationships with children. We use their first names and take the time to talk to them and find out what makes them tick. When we say hello or ask about their interests, we are setting the tone and encouraging emotional development and growth and showing that we care. We are genuinely interested in all of the children in our school.

We encourage our children to develop positive relationships and share the following aims with them;

- We welcome new children and adults to our school
- We treat each other with care
- We look after and help each other
- We collaborate
- We are interested in each other and engage in conversations
- We are polite and we get to know each other
- Everybody has the right to feel safe

### Positive reinforcement and celebration

It is important that we all contribute to creating a positive atmosphere by recognising and celebrating the behaviours we expect. "Thank you for listening so well." "You look really smart." "This group is ready". These comments often bring others on track. This must not simply be used as an extrinsic motivator where children try to please the teacher, rather we are using children's own behaviour to demonstrate to their peers 'what it looks like when it's good'.

### Reflection

Children will make mistakes and bad choices. This is to be expected. The easiest way to avoid distractions and unacceptable behaviour is to engage children in 'being a learner'. Our learning muscles develop learning to learn skills, encouraging pupils to focus on learning.

When the inevitable happens, we, the adults, remain calm and professional, modelling the kind of behaviour we expect. We do not engage in arguments with young people, we do not take things personally and we do not seek revenge.

When we talk it through we are doing this to:

- To repair the damage that has been done.
- To restore damaged relationships.
- To plan to do better next time.
- To demonstrate that the school has high expectations that apply to everyone.

### Restorative Practice in School



The aim is to defuse situations, keep things at the lowest possible level and avoid small problems escalating into big ones.

Good Informal techniques include:

Reminding children about the expectation and 'what we do around here'  
Tactically ignoring the behaviour  
Moving closer  
Looking or gesturing at the child  
Praising others  
Quiet friendly words  
Describing the behaviour  
Partial agreement and re-directing "Maybe he did, where are you up to?"

Unsuccessful informal techniques include:

Asking why: "Why are you talking?"  
Shouting  
Threats of consequences

March 2022