



Rochsolloch Primary School

Relationships Policy

November 2021

 <p>12 I have the right to be listened to, and taken seriously</p>	 <p>19 I have the right to be protected from being hurt or badly treated</p>	 <p>28 I have the right to an education</p>	 <p>29 I have the right to an education which develops my personality, respect for others' rights and the environment</p>
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1. Rationale

Rochsolloch Primary School has created this policy in accordance with the *United Nations Convention on the Rights of the Child (UNCRC) (1992)*, and the six principles of nurture:

1. Children's learning is understood developmentally
2. The environment offers a safe base
3. The importance of nurture for the development of self-esteem
4. Language is vital means of communication
5. It is understood that all behaviour is communication
6. The importance of transition in children's lives is understood

Our vision is that '*Everyone achieves their potential*'. We endeavour to realise this ambition by taking action based on our shared values of *Respect, Happiness and Achievement*. This policy has been informed by reflection on a range of professional texts, training, accounts of best practice, and our own experiences.

2. Aim

- Create a culture of outstanding behaviour for learning, for community and for life.
- To ensure all learners are treated fairly and with dignity, shown respect and supported to develop good relationships.
- To help learners manage their behaviour and be responsible for the consequences of it.
- To build a community that values respect, happiness and achievement.

3. Consistency

Professional judgement is central to our practice, but consistency in approach is essential.

Consistent language

- Simple and clear expectations reflected in all conversations about behaviour, centred on the school rules *Ready, Respectful, Safe*.
- Staff greet children each morning positively, and make a determined effort to learn as much about the children in their care as possible through casual interactions and planned curriculum activities.
- Staff respond to behaviour with regulated emotions, and in a way that takes account of the needs of the learner and their developmental stage.

Consistent follow-up

- Ensuring 'certainty' and staff dealing with behaviour with support from colleagues.
- After an appropriate number of interactions to remind learners of expectations, the following consequences/rewards may be used to maintain a positive learning environment for all learners.

Consequences	Rewards
Short time working in other area of class	Positive Postcard home
Short time out of class in open area	Positive phone call home
Time working in another class	Aim High Hero Certificate
Side by side conversation with SLT	Hot Chocolate Friday
Phone call to parent/carer	
Meeting with parent/carer	
Spending break times indoors	

Consistent positive reinforcement

- Aiming for a notional 5:1 ratio of positive to negative interactions with children throughout the day.

4. Accountability

It is the responsibility of all adults in the school to reflect on their role in supporting positive behaviour norms around the school. The Senior Leadership Team will provide feedback and engage in dialogue to attempt to identify patterns of, or triggers for, negative behaviour. The following questions may be used to facilitate discussion around supporting the child:

- Is there consistency of practice, as described in section 3?
- Is the learning environment appropriate?
- Are the expectations of behaviour appropriate?
- Are the activities provided appropriately challenging and engaging?

5. Monitoring behaviour

- As appropriate, teachers monitor behaviour, consequences and rewards using the RPS Weekly Behaviour Record. This is used to inform conversations around patterns of behaviour and possible underlying triggers.

Policy Date *January 2024*

Review Date *January 2026*