

Whiteness Primary School



Better Relationships-Behaviour-Learning Policy

Our Aims and Expectations

At Whiteness Primary School and Early Years we are committed to establish a school environment built upon positive relationships. We believe that better relationships lead to better behaviour, which results in better learning.

We believe that all children can succeed particularly when all staff across the school and Early Years work consistently in their approaches to foster positive relationships. Our high expectations work alongside our nurturing and positive ethos where we support everyone to become more self-aware, show self-control and accept responsibility for their own actions. All pupils will grow socially, emotionally and academically, with mutual respect between all members of the school community.

Our aspiration is that all stakeholders have pride in our school. We are working to build a community where everyone feels included and valued both within school and beyond the school gates.

Our Core Values

- Kindness
- Respect
- Inclusion
- Determination
- Perseverance

Our whole school community shared values they felt important, these form our interactions with school users.



Our School Rules

Our core values clearly inform our school rules, which are:

- ***We are safe***
- ***We are ready to learn***
- ***We are respectful***

This provides everyone with clarity over what we strive for, consistency in how we achieve it within a clear process of communication.

Supporting and encouraging appropriate behaviour

We all need support and guidance at times in our lives. Our children learn by making mistakes and being guided how to learn from them. We support our pupils in a variety of ways including:

- Restorative conversations and follow up
- Use of the Zones of Regulation language in our conversations with pupils
- Use of the Zones of Regulation to support pupils to self-regulate
- Reinforcing our positive relationships
- Giving time for mindfulness
- Encouraging growth mindset
- Ensuring we are meeting all pupils' wellbeing needs - SHANARRI
- Listening and giving our pupils' a voice
- Using nurturing approaches in school
- Recognising and celebrating with pupils their positive actions through Star Pupil Awards, SHANARRI Superstars and positive notes.

Consistency

We recognise that consistency in approach from all staff is crucial in establishing a safe environment in which to learn. We will 'Praise in Public' and 'Reprimand in Private' (PIP & RIP) ensuring pupils feel valued and celebrated when meeting the schools' expectations, but not publicly shamed when they get it wrong.

As a staff we have agreed three simple consistencies that we will implement, they are

1. to "meet and greet" pupils positively each morning
2. to be kind, calm and continuously support all children
3. to recognise and appreciate positive actions from all.

Communication

We will communicate in a clear, detailed and timeous manner. We will use our **three school rules** as a point of reference in **all** behaviour conversations and allow pupils to express how they feel and how to reset their emotions using the Zones of Regulation language. If our pupils behave in a way that interrupts safety, learning or respect we will check that behaviour. We check small behaviour breaches with small, reasonable consequences, which have a restorative ending. If our pupils do not follow our reasonable and clearly explained instructions, we have steps to remind, address and re-engage them in meaningful learning.

ALL staff – Pupil communication

1. Starts with mutual respect
2. Check the behaviour
3. Remind pupil of expected behaviour
4. Address the behaviour using clear instructions of what was not appropriate and why through restorative approach where required (*See Appendix A*)
5. Re-engage with the pupil and move on.

Responsibilities at Whiteness

In the classroom

Responsibility lies with the class teacher to maintain a well-managed and structured classroom environment. A positive learning culture based on trust and respect with clear expectations will enable pupils to learn free from stress and worry. Teachers will provide safe places and opportunities for pupils to practise skills such as self-regulation, mindfulness and growth mindsets in order to help them recognise how to take control and responsibility for their own learning.

In the playground

Responsibility lies with the head teacher and playground supervisors to ensure pupils are safe and respected when out playing. Pupils must be listened to and feel confident that their worries and concerns are addressed. Training and regular dialogue enables playground supervisors to approach incidents consistently and in line with this policy.

Throughout the school

All school staff have a shared responsibility and consistently follow this policy to promote better relationships, better behaviour, better learning. Overall responsibility of staff actions lies with the Head Teacher.

Key behaviour principles and sanctions

When children do not follow the rules, all staff deal with them in a calm and consistent manner, as noted above. A sound understanding between all adults, that children are not defined by their behaviour. ***ALL behaviour is communication.***

We remind pupils that inappropriate behaviour choices lead to consequences, we support them to reflect on their behaviour choice and give them opportunity to make amends. For example, they may make a sincere apology or replace something that has been broken. We also remind them of the impact of their behaviour on others as part of developing an understanding of accepting responsibility.

After a child has received a sanction, it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Once staff have dealt with the inappropriate behaviour, all parties MUST be informed.

When a pupil needs time to regulate himself or herself, there is a lapse before a sanction is agreed. In such circumstances, staff inform the child of this.

Advice and support from expert services e.g. Educational Psychology or the Education Outreach Team is available to support children who are struggling with relationships in school.

Persistent inappropriate behaviour

All members of staff and pupils begin each day afresh with optimism and encouragement for success.

If a child needs ongoing support with their behaviour, the following options may be considered:

- The child will have a discussion with the Class Teacher where they will work collaboratively to identify any reasons, concerns or difficulties, which may be leading the child to make inappropriate behaviour choices. The class teacher will then work with the pupil and any other staff required addressing these issues. The Class Teacher may discuss these concerns with the Head Teacher at this point and the situation monitored closely.
- Pupils are supported through this process with regular check-ins and opportunities for positive developments such as responsibility given for tasks or the opportunity to use a quieter, more nurturing space if required. A behaviour target may be set if that is useful.
- If a child is unable to manage themselves during break-times and is perceived to be at risk of harming themselves or others by not following adult guidance then they will be supervised 1:1 by a staff member.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school to promote good behaviour. The school firmly believes in the importance of working in partnership with parents and effective communication between the two. The school will ensure that

where pupils' behaviour is of concern, parents are informed and forward actions planned in partnership to support the pupil.

Recording Incidents

All incidents of inappropriate behaviour are reported to the Head Teacher. Any bullying behaviours are dealt with in line with the Shetland Island Council Anti-Bullying in Shetland Schools Policy and Procedures.

Review

This policy and its effectiveness is evaluated regularly and any adjustments made where necessary to address any current concerns. These are shared with staff, parents/carers and pupils.

The school expects all members of the school community to adhere to the principles as set out in the policy, which is accessible to all via the school website.

Appendix A

Restorative approach to conflict:

FACTS	1. What has happened? 2. What were you thinking at the time?
CONSEQUENCES	3. Who has been affected? 4. How have they been affected?
FUTURE	5. What needs to be done now to make things right? 6. How can we do things differently in the future?

This can be displayed in classrooms or on lanyards to remind staff of the main steps.