

Relationships, Learning & Behaviour

Restorative approaches may be used to develop pupils' understanding of the consequences of problematic behaviour. This is done through discussions with staff and peers, and through role play and reflection. The term 'restorative practices' is used in education to mean restoring good relationships when there has been conflict or harm.

Restorative approaches include informal restorative conversations and reflection sheets. In some cases, restorative mediation may also be appropriate to support pupils.

If challenging behaviour is continued, or persistent, some of the following strategies may be used:

- Phone call home
- Pupil contract
- Meeting with parents
- Personalised behaviour plan

If, after an agreed period of time, satisfactory progress is still not being made the Head Teacher will discuss with parents and carers the involvement of the relevant outside agencies to support a solution. This may include a referral to Behaviour Support Service, Educational Psychologist, Additional Support Team or Child & Adult Mental Health Service (CAMHS). Each child will be discussed on an individual basis.

Strategies to support children in developing Positive Relationships and Behaviour

A range of strategies are used to support all pupils in developing positive relationships and behaviour. This list is not exhaustive but supports may include –

- The Emotions Talk Resource. The Emotions Talk chat board should be used by all staff to support pupils in discussing their emotions. The chat board/emotions cards are displayed in all classrooms.
- Weekly Circle Time
- Building Resilience Programme
- Annual Respect Me Week
- Individualised reward/support programmes
- Partnership work with a range of services such as ASL Service.



Roseburn Primary School

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Summary Guide

Our Vision

Our vision at Roseburn is to develop well-rounded, confident, and responsible individuals who achieve success. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone has equal opportunities, and develops an enthusiasm for learning.

Our consistent whole school approach will ensure our learners are safe, healthy, achieving, nurtured, active, respected, responsible and included.

Aim

We aim to create a culture in which children make appropriate choices and take positive actions.

Roseburn Rules and Values

Our three school rules are:

Be Kind Be Safe Work Hard

These are underpinned by our school's core values of:

**Relationships, Rights, Respect, Responsibility,
& Resilience**

The above rules and values were reviewed and agreed by the whole school community in session 2020-21

Ethos

Roseburn Primary is a Gold Rights Respecting School. Our 'rights based' approach underpins our ethos and curriculum. We believe that a shared understanding of expectations helps us to protect these rights. At the beginning of each session each class creates a 'Class Charter' which outlines their chosen UNCRC rights of learners and staff in the classroom,

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Rights Respecting School Aims

- To ensure that all members of the school community are aware of and protect the rights outlined in the UN Charter of the Rights of the Child.
- To recognise and reward positive relationships and behaviour.
- To provide children and staff with an environment that is conducive to focused learning and allows learners to achieve their potential.
- To recognise that it is everyone's responsibility to operate a fair and consistent policy.
- To encourage all children to take responsibility for their own behaviour.
- To establish clear procedures for dealing with and managing unacceptable behaviour.
- To encourage the active involvement of all parents and carers in promoting positive relationships and behaviour.

Motivation and Rewards: Positive Relationships and Behaviour

- At Roseburn Primary we value positive recognition of good behaviour and the following of our school rules. Strategies used by staff include:
- Verbal praise and positive feedback
- House Tokens
- Star of the Week Certificate
- Values Certificate
- Head Teacher sticker
- Class stickers and stampers
- Use of children's work/behaviour as role models
- Display of 'wow' work on "Achievement Wall"
- Sharing of achievements in weekly news
- Class marble jar
- Good news phone call home
- Table points
- Visit to the Head Teacher with good news
- Hot Chocolate Friday
- Sharing achievements at assembly

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Restorative Approaches

Staff take every opportunity to use positive reinforcement and build better relationships with a view to improving behaviour. Restorative conversations support early resolution in issues between children.

Our restorative approach is based on the following values:

- RESPECT – for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

Restorative Approaches to Managing Inappropriate Behaviour

At times there will be a need to apply consequences to underpin the positive relationships process, and remind children that all choices have repercussions.

Children who do not make positive behaviour choices receive a warning about the choice they are making. If the behaviour continues they receive a second warning,

If the behaviour continues "Actions have Consequences" is applied.

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