Weston Rhyn
Primary School
Building Positive Relationships



5 Pillars of Practice

- Consistent, calm adult behaviour
- First attention for best conduct
- Scripting difficult interventions
- Relentless routines
- Restorative follow-up

What does it look like?

Consistent, calm adult behaviour:

We have high expectations and work towards ensuring our Children feel motivated to learn and engage positively in school. We set clear boundaries and expectations for our Children to feel safe in our school. We talk calmly and with respect. We welcome and engage positively with our community.

We positively notice expected behaviour; clearly highlighting the underpinning value; praise action, not Child. We celebrate through praise, celebration postcards and class dojo; referencing our values.

Adults talk positively about Children and understand that behaviour happens for a reason; there's always a 'why?'. Behaviour is only shared with relevant Adults in school and logged on CPOMs.

Relentless routines:

Teachers Meet and Greet Children and Parents/Carers every day. Visual timetables are used in all classrooms. Positive praise is shared with Children regularly. Behaviour is managed consistently for all Children.

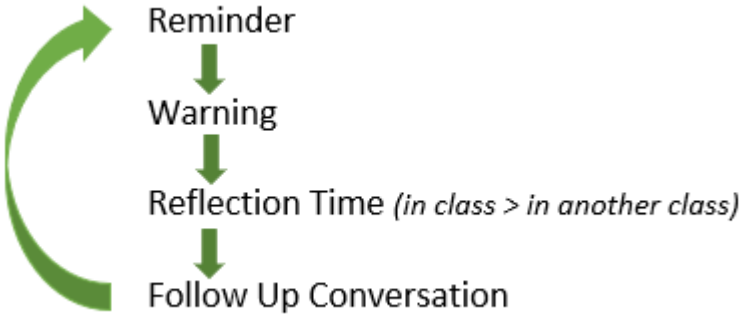
Scripting difficult interventions:

Supporting adult uses PACE (Playfulness, Acceptance, Curiosity and Empathy) strategies to re-engage and re-focus dysregulated children. Positive distraction to alleviate stress of the Child.

Restorative follow-up:

We know it is important to rebuild relationships. Initial Adult engages in restorative conversation. Consequences are discussed once a child is regulated. Every day begins with a fresh start.

Our Behaviour Pathway



Should an Adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Child is taken to a member of the Leadership Team (SLT)
- Parent/Carer contacted
- Parent/Carer meeting in school