



Weston Rhyn Primary School
Building Positive Relationships

Community

Courage

Respect

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:

“The culture is set by the way that the adults behave.”

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.

First attention for best conduct:

“Why crush behaviours with punishment when you can grow them with love?”

We positively notice expected behaviour; clearly highlighting the underpinning value. We celebrate through praise, postcards and class dojo; referencing our values.

Relentless routines:

“It is your routines, and your relentless repetition of them, that makes the students feel safe enough to learn.”

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:

“When learners are struggling, they need support.”

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:

“Visible consistency with visible kindness allows exceptional behaviour to flourish.”

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 Language for Supporting Positive Relationships

“Reminding children of their good behaviour in the middle of dealing with their poor behaviour.”

- * It was the rule about ... (reference rule) that you broke.
- * You have chosen to ... (identify consequence as decided by child with adult support).
- * Do you remember last week when you ... (reference a previous positive behaviour)? That is who I need to see today ... Thank you for listening. (Then give the child some ‘take up’ time.)