



Positive Relationships and Behaviour Regulation Policy

Date Agreed: March 2023

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1) School vision statement

Making a positive contribution through respect

At Leen Mills Primary School, we seek to create an environment in which effective teaching and learning can take place. The crucial element of building and sustaining this learning climate is based on respect, and all of the principles of this policy are also based on respect.

1. Respect for self and others
2. Respect for the learning environment
3. Respect for the learning community
4. To strive to become an organisation that has a fully operational restorative practice model.

'Restoring relationships and community is central to restoring well-being.'

Bessel Van der Kolk M. D.

Leen Mills Primary School: Promoting the Ethos of Good Behaviour

The basis of achieving good behaviour is through positive, caring and respectful relationships between adults and children. Our expectations are high and boundaries are clear.

Good behaviour is based around our RESPECT rules, which are introduced to the children when they begin full time schooling.

- R Ready to learn**
- E Everybody tells the truth**
- S Show good manners**
- P Pride in everything**
- E Everyone is important**
- C Care and share**
- T Together we make Leen Mills**

Each classroom and work area will display the rules which will be visible to all children and staff. This is to help the children understand and follow our expectations.

2) Policy Statement

This policy was based on guidance provided by the Educational Psychology Service, members of staff, representatives from the governing body, parents and carers and pupils.

3) Policy Scope

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

4) Policy Aims and Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Leen Mills Primary School - Behaviour Regulation/Attitude to Learning Policy - Policy Aims

- Develop a positive, stimulating and caring environment where each individual is valued and respected.
- Promote self-discipline and proper regard for authority among pupils.
- Develop self-esteem in individuals.
- Work towards a collective commitment (pupils, staff, parents, governors) to maintain and develop positive attitudes in school.
- Children's contributions valued and displayed in school.
- A restorative approach to discipline as opposed to a behaviourist approach.

'Too often we forget that discipline really means to teach, not to punish.

A disciple is a student, not a recipient of behavioural consequences.'

Dr. Dan J. Siegel

5) Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

Add links to relevant statutory and non-statutory policies, and delete any aspects of this policy which are covered in other policies e.g.

- PSHE & RSE Policy
- Anti-bullying Policy
- Equalities Policy
- Health and Safety Policy
- [Keeping Children Safe in Education](#)
- **Physical Intervention/Coping with Risky Behaviour Policy**
- E-safety policy
- Curriculum Teaching and Learning Policy
- SEND Policy
- Staff handbook
- Exclusion of pupils policy

6) Roles and Responsibilities

Behaviour at Leen Mills Primary School is not just the role or responsibility of a few key staff; it is a **shared responsibility**. The relationship-based approach applies to all relationships within the school community between all adults and young people.

Example: Secondary School - Behaviour for Learning Policy - Hierarchical Support Structure

<i>Stage</i>	<i>Description</i>
<i>Classroom Teacher</i>	<i>The classroom teacher is the most important person for any student whilst at school. Being punctual, well prepared, interesting and interested avoids many problems. Teachers should aim to build strong positive relationships with students which should act as the foundation for achievement. Teachers should always try to solve any problems with students themselves in the first instance.</i>

Head of Key Stage	<i>Where the efforts of the class teacher have not been effective, the Head of Key stage will advise and support colleagues to resolve the situation. No student should be sent to a Head of Key Stage without all supportive strategies having been explored by the teaching staff. This must include ensuring that all strategies provided by the SEN team have been adhered to and the SENCO has been consulted where appropriate.</i>
Senior Leadership Team	<i>In the occasion that extended leadership team have not been able to resolve a situation, one of the Assistant Head teachers or the Head teacher will be consulted to offer advice and support where appropriate.</i>

7) Details of Our Approach

Please refer to 'Understanding Behaviour in Schools: A relationship-based approach to inclusion'. We use a strengths-based approach including relationship-based practice and restorative practice. This is not really about what we do but *how* we do it, everything we do starts with relationships - building, maintaining and repairing relationships.

Key models and approaches include:

- Responding in the Moment (Notts EPS 2020)
- [Emotion Coaching](#)
- The Restorative Classroom: Using restorative approaches to foster effective learning by Belinda Hopkins (2011)
- Maslow's Hierarchy of Need (1954)
- The whole school approach to behaviour regulation is in line with the [Education Endowment Foundation recommendations on Improving Behaviour in Schools \(2019\)](#).

Restorative Practices: Leen Mills Primary School has adopted a restorative approach to managing behaviour. This approach relies on positive relationships and a willingness for all members of our school to talk through problems that may arise. In line with this practice, pupils may be asked to put right the impact of their behaviour.

Restorative Justice (RJ) - We are aware that some pupils may need some extra support at a given time to engage in RJ. When providing this support, we must always remember we want restitution not retribution and reconciliation not revenge. We will create a supportive culture where all those affected by an incident are involved in finding a mutually acceptable way forward. RJ allows opportunities for pupils to reflect on, take responsibility for and learn from their own behaviours.

During reflection, pupils will be encouraged to think about:

- How has your behaviour affected others?
- What could you have done differently?
- How can you make amends/move forward?

9) How the school supports staff well-being and reflection

At Leen Mills Primary School, we acknowledge **the link between emotions and learning (EEF)** and **prioritises the adults' emotional needs (Anna Freud Centre).**

Leen Mills Primary School has three Mental Health First Aiders who are available to support staff and help manage stress in school. The school accesses counselling services to support staff where there is a risk of secondary trauma. The school is aware of reducing the risk of staff burnout, so expectations are monitored, with view to reducing workload and promoting a healthy work-life balance.