

# BRIDGE ROAD SCHOOL

## BULLETIN

### Bridge Road School focus of the week

## 'Owning behaviour'



For children who live in uncertain family situations, who do not trust easily and who do not have positive role modelling for taking responsibility, asking them to own their own behaviour is no easy task. Learning to take responsibility for our own actions can be a lifelong process, the teachers at Bridge Road School are well placed to provide support and guidance for students. Creating a positive and trusting relationship with children is at the heart of learning this life skill. When you demonstrate what it means to take responsibility, owning up to your mistakes, apologizing for your behaviour and showing how relationships can be repaired when things go wrong. The teachers at Bridge Road School try and help children create a supportive classroom culture, free of blame, where students are supported to take risks in their learning and are explicitly taught how to build and maintain relationships and where taking responsibility for behaviour is encouraged and modelled.

#### ***Here are some ways we help students own their own behaviour***

**Model responsible behaviour** Actions speak louder than words and children notice more of what we do than what we say. Demonstrating an attitude of problem solving rather than complaining when faced with a challenge, and owning up to mistakes rather than blaming or making excuses is a great start.

**Explicitly teach responsibility** What does it mean to be responsible? The teacher at Bridge Road role plays to demonstrate taking responsibility in a variety of different situations and scenarios and try to use the word 'responsibility' when talking about behaviour, to raise students' awareness. By making being responsible an appealing characteristic by linking it to positive outcomes e.g. 'because the class was responsible and completed the work we get to go out for a game' encourages the children to want to be responsible.

**Use a restorative practices approach** Restorative practices are all about taking responsibility for your own actions by understanding how what you do affects others. When students are able to discuss their behaviour in a non-threatening, no blame context they are more likely to take responsibility.

**Conducting small group sessions** for students who find it particularly difficult to own their behaviour. In the same way you would teach a student who lacks reading skills, we address a student's need by providing good role models, differentiated instruction, giving opportunities to practise skills in a supportive environment and assistance to transfer the skills in different settings.

**Reinforce responsibility** When students own their behaviour, we give them specific praise and link it to how they feel about themselves e.g. '*you must be proud of yourself for owning up to not completing your work. You took responsibility for your behaviour*'.

**Running class circle time** and class meetings to discuss issues that affect the class. By giving students the opportunity to speak and share how other students' behaviour affects them builds empathy and compassion in students by helping them understand the consequences of their actions.

**Teaching students to problem solve** issues that arise in the class and work collaboratively with others to put solutions into practice. Encourage an attitude of shared responsibility for the classroom environment and all students' learning. Brainstorming lists of possible consequences for problem behaviour and negotiate with students how they will be applied.

**Do what you say you will do** Teachers follow through with rewards and consequences to ensure accountability for their students. Helping students understand the repercussions of their actions when they are consistent.