



# Behaviour and Wellbeing Policy

Signed: D Fraser

Date: November 2020

Review Date: November 2023

Review Period: Every 3 years  
(By Local Governing Body)



## **Brotherton and Byram Behaviour and Wellbeing Ethos**

Our philosophy towards responding to behaviour is rooted in the Restorative approach; we aim to provide children with clear boundaries and consequences to behaviours.

Our aim is to provide children with the skills and tools to successfully resolve conflict, understanding how the choices they have made have affected others. We promote positive language and look to find opportunities where children can succeed and have good choices to their behaviour recognised. We use the language of 'Wow' and 'Good' but equally we are consistent in our high expectations that children with our care guidance and support can make mistakes but then work hard to rectify any damage their actions, words or consequences have caused.

We are passionate in having a whole school approach to behaviour that is consistent. Regardless of being 3 or 11 each child is recognised as an individual, and taught important life skills to be able to fit into the school community and reach their potential. Our behaviour chart is a feature within every classroom, and is referred to throughout the school day. It is the lynchpin to ensuring we have a calm and stable school environment, but it also allows children to take responsibility for their own choices and actions.

The Headteacher and LGB have written this policy and have ensured it complies with Section 89 of the Education and Inspection Act 2006. This is incorporated throughout the policy and reviewed on a regular basis.



## **The Restorative school**

During your child's time with us we will not only provide them with a first class education in all the core subjects but we will also look to educate them both socially and emotionally. We will look to give the children valuable life skills, and tools to be able to overcome the challenges that they will face as they learn and grow over the years. We are proud to say that we will be a restorative school, this means that we will proactively support the children in managing any conflicts that arise, this could be conflict in their learning it but it also may be conflict with their peers. As a restorative school we have some core values, these are based around three themes:

1. Being kind and respectful to ourselves and others
2. Always telling the truth
3. Working as part of a team

Our approach to behaviour and your child's wellbeing has those values at the core, we believe in giving children the skills and techniques to talk about their feelings and to be able to express their view on issues that are important to them. As part of this we will have sessions once a week in our pastoral base, 'The Hub', where we will use a restorative approach called a solution circle. This will be time where the children can come and learn about issues such as tolerance, democracy and mutual respect. Being guided and supported in their development of emotional vocabulary and articulation, in an environment that is safe and empowering. Building resilience and tolerance in our young people we see as an essential life skill. Empowering the children to be able to navigate and communicate in a way that ensures they can manage the challenges and triumphs that lie ahead.

Our hope for you as parents is that we will very much work in partnership, and as part of our Ethos we would like to extend that opportunity to talk about how we feel to yourselves at any time. If you have any questions or comments, we would urge you to come and discuss them with us. The only way we will be able to foster good relationships that benefit your child, are through showing mutual respect and having trust in what we do. It would not be possible for us to get the best for our children without having good parental engagement, but it is our hope that by choosing for your child to attend our school that you have the trust that we will always do our best to ensure your child has every possible opportunity to grow and learn. We hope that you support us in our mission to educate the whole child, equipping children with vital skills to live a happy and healthy life.

## Our Behaviour Expectations

### WOW!!

I have made an adult in school proud of me by...  
 Always trying my best  
 Always being a good friend  
 Challenging myself  
 Always enthusiastic and positive  
 I set a good example to others

I will be a positive role model  
 I will have lots of friends  
 Everybody will trust me  
 I will feel really happy at School  
 I will make a 'Wow' phone call to my loved ones  
 I will make my Teachers, family, friends and myself proud.

### GOOD

I am able to be a good learner  
 I am able to follow my class charter  
 I am a good friend  
 I am polite and kind to everyone  
 I follow instructions and listen carefully to others  
 I always tell the truth

Everybody will see what a good job I am doing and I will be a successful learner.  
 I will get gems in my pot  
 I will be happy and enjoy coming to school. My team will be very proud

### Wobbly

I have stopped other children in my class from learning.  
 I am not working as hard as my team expects, or I know that I am capable of.  
 I am not thinking about how my actions are affecting people's feelings.  
 I am not showing great respect

I will be given a reminder  
 I may lose social time  
 I may have thinking time, and I will think about how to improve my behaviour to get back onto good  
 I will feel disappointed with myself.

### UNACCEPTABLE

My behaviour is disrupting my learning and that of others in my class. I am making bad choices.  
 Any kind of violence Kicking, Hitting, or hurting others.  
 Encouraging others to make bad choices  
 Bad language and telling lies  
 Continual disrespect and bad attitude  
 I have had chances to change and

I will have time out to think about my actions.  
 I may go onto the consequences table.  
 I may be sent to a senior member of staff.  
 I may be excluded  
 My behaviour will be explained to my parents or carers.