

Wrenbury Primary School Relationship and Behaviour Policy

At Wrenbury Primary School, we are guided by the belief that **We All Matter**. Every child is an important part of our school community, and we are committed to fostering an environment where everyone feels safe, respected, and valued. We believe that by supporting each child's social and emotional development, we can help them grow into compassionate, responsible individuals who make positive choices.

Our School Ethos and Values:

- **We All Matter:** Every individual's feelings, actions, and choices are important, and we ensure that every child is treated with respect and kindness.

Our School Rules:

1. **Safe:** We ensure everyone has the right to feel safe at all times, physically and emotionally.
2. **Ready:** We come to school ready to learn, try our best, and take responsibility for our actions.
3. **Kind:** We treat others with respect, empathy, and care, understanding that our words and actions can affect others.

Recognising Positive Behaviour:

At Wrenbury Primary School, we understand that positive behaviour is just as important as addressing negative behaviour. We actively celebrate and reward the following behaviours:

- **Demonstrating kindness** towards peers and staff
- **Taking responsibility** for actions and learning from mistakes
- **Working together** in a spirit of cooperation
- **Being a positive role model** for others

Recognition of positive behaviour may include:

- Verbal praise from staff
- Weekly behaviour awards and certificates
- Special roles or privileges in the classroom
- Celebrating success in school assemblies

Restorative Approach to Behaviour:

At Wrenbury Primary School, we use a restorative approach to behaviour management. Rather than focusing solely on punishment, we prioritize helping children reflect on their behaviour, understand its impact on others, and learn how to make better choices moving forward. Our aim is not just to address the behaviour but also to help children restore relationships and build a stronger, more respectful school community.

Reflecting on Behaviour:

When a child's behaviour falls short of our school expectations, they will be given three warnings. Each warning is an opportunity for the child to adjust their behaviour with the support of the teacher. If the behaviour continues after the third warning, the child will complete **Reflect Time** with an adult, usually during a break time.

During **Reflect Time**, children are supported to:

1. **Understand what went wrong** – Identify the choices that led to the behaviour and how they could have responded differently.
2. **Recognise the impact of their actions** – Think about how their actions affected others and the wider school community.
3. **Plan for better choices in the future** – Discuss what positive actions they could take in similar situations going forward.

Restoring What Went Wrong:

In line with our restorative approach, when a child's behaviour affects another pupil, they will be asked to restore the situation. This may involve:

- **Apologising to the affected child** – Taking responsibility for their actions and showing empathy.
- **Making amends** – Finding ways to make things right, whether through a kind gesture, helping to resolve the issue, or showing positive behaviours moving forward.

By encouraging children to take ownership of their actions, we help them develop a deeper understanding of how their choices affect others.

Addressing Persistent or Severe Behaviour:

We understand that some children may struggle more than others with managing their behaviour. If a child's behaviour continues to be a concern after **Reflect Time**, the following steps may be taken:

1. **Parental Involvement:** The child's parents or carers will be contacted to discuss ongoing concerns and to work together on strategies to support the child's behaviour.
2. **Behaviour Support Plans:** For children who require additional support, a tailored **Behaviour Support Plan** will be developed. This may involve small-group sessions with staff, additional social-emotional learning support, or involvement from external professionals (e.g., educational psychologists).
3. **Progress Monitoring:** Regular reviews of the child's progress will be conducted to assess the effectiveness of the interventions and adjust them if needed.

Support for Children with Specific Needs:

We recognise that children may have individual needs that impact their behaviour. For children with social, emotional, or behavioural difficulties, the following measures will be put in place:

- **Personalised Support:** Where necessary, individual support plans will be developed to help children navigate their behaviour and provide tailored interventions.
- **External Support:** For children with more complex needs, we may work with outside agencies, such as counsellors, educational psychologists, or local behaviour specialists, to provide additional guidance and support.

We aim to ensure that all children receive the appropriate support to thrive in our school community.

Consequences and Accountability:

We believe in teaching consequences rather than using punitive measures. Children will learn that every action has a consequence, whether positive or negative. Some examples include:

- **Unkindness on the playground:** A child may be temporarily removed from the playground to reflect on their behaviour and ensure that all children can feel safe.
- **Consistent Disruptions:** If a child continually disrupts learning, they may be given "reflect time" to regain composure and reflect before returning to the classroom.

These consequences are intended to help children learn from their actions and guide them toward making better choices in the future.

Non-Negotiable Behaviours:

Our school community has identified specific behaviours that are non-negotiable and will not be tolerated:

- **Physical violence or aggression**
- **Bullying, including name-calling or teasing**
- **Verbal abuse or disrespect**
- **Deliberate damage to school property**

When these behaviours occur, the child will be temporarily removed from the playground and asked to reflect on their actions with an adult. In severe cases, parents will be contacted to ensure that we are working together to help the child understand why these behaviours are unacceptable. If behaviour persists, a **Behaviour Support Plan** may be developed in collaboration with parents.

Monitoring and Evaluation:

To ensure that this policy is effective and is being applied consistently, we will:

- **Review behaviour patterns** regularly to identify trends and areas for improvement.

- **Seek feedback** from students, parents, and staff to understand how the policy is working and to make necessary adjustments.
 - **Track the progress** of children who are receiving additional support to ensure that interventions are effective.
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Communication with Parents:

We believe that a strong partnership with parents is essential for supporting children's behaviour and development. When necessary, parents will be informed about incidents of behaviour, and we will work together to create strategies for positive change. Regular communication ensures that we are all on the same page and can help guide children to make the best possible choices.

Conclusion:

At Wrenbury Primary School, we are committed to creating a nurturing, safe, and respectful environment where all children feel valued and supported. By using a restorative approach, recognising positive behaviour, and teaching children the importance of making thoughtful, kind choices, we aim to build a community where everyone can thrive and recognize that **'We All Matter'**.