

Our Aims, Values and Restorative Practice



Braeburn

PROUD TO WORK, LEARN AND GROW TOGETHER

Our Aims, Values and Restorative Practice

Our belief is that all children should be given the opportunity to achieve their best within a safe and caring school community.

When children leave Braeburn Primary and Nursery Academy, we want to ensure that they have developed a range of qualities, attitudes and skills that will prepare them effectively for the future.

Our aims are to ensure all children learn how to:

- Keep themselves and others safe
- Show mutual respect at all times
- Be ready to learn and try their best.

We place great importance on your child's emotional health and wellbeing and see our job as educators not just to teach children to read and write, but to also equip them to navigate the challenges, pressures and conflicts of life.

We look forward to seeing you at our

Open Doors sessions in November

where you can hear more about our restorative behaviour approach.

Refreshments will be available

Behaviour, Wellbeing and Restorative Practice

Behaviour Expectations

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 provide the children with valuable life skills, and the tools to be able to overcome the challenges that they will face as they learn, grow and develop over the years.

We are proud to say that we work with the children **restoratively**. This means that we will proactively support the children in managing any conflicts that arise. This could be a conflict in their learning, but it also may be a conflict with their peers.

As a restorative school we have core values, 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 have 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 views on issues that are important to them. As part of this, we can offer children time in our wellbeing hub if they would like to have support in resolving an issue.

This will also be a time where the children can come and learn about issues such as tolerance, democracy and mutual respect.

They are guided and supported in their development of emotional vocabulary and articulation, in an environment that is safe and empowering. We believe that building resilience and tolerance in our young people is an essential life skill. Empowering the children to be able to navigate and communicate in a



Wow!

- I have made someone in school proud of me
- I am always trying my best
- I am always being supportive
- I challenge myself
- I am always enthusiastic and positive
- I set a good example to others
- I always make the right choice.

- I will be a positive role model
- Everybody will trust me
- I will feel really happy at school
- I will earn a Wow sticker and a postcard will be sent home
- **I will make my teachers, family, friends and myself proud!**



Good

- I make the right choices
- I tell the truth
- I am able to be a good learner
- I can keep to the school expectations
- I am a good friend
- I show respect to everyone
- I follow instructions the first time and listen to others.

- Everybody will see what a good job I am doing
- I will be a successful learner
- I will earn Dojos.
- **I will be happy and enjoy coming to school. My team will be very proud!**



Wobbly Behaviour

- I have disrupted my learning and that of other children in my class
- I am not working as hard as I can
- I am not considering other people's feelings
- I am not showing respect.

- I will be asked to stop
- I will be given a friendly reminder
- I will lose some play time
- I will have thinking time to improve my behaviour and get back to GOOD
- **I will feel disappointed with myself.**



Unacceptable

- My behaviour is persistently disrupting my learning and that of others
- I am making the wrong choices, even when having chances to make the right choices
- I am using violence – any kind, kicking, hitting, hurting others, OR threats to do so
- I am encouraging others to make the wrong choices
- I am using bad language with intent
- I am not telling the truth.

- I will have time with another team to think about my actions.
- I will have a phone call home and parents asked to come into school.
- A member of the Senior Leadership team will be told about my behavior and will meet with my parents with me.
- I will take ownership of my behaviour
- There will be a consequence
- I may be excluded.

way that ensures they can manage the challenges and triumphs that lie ahead.

Our behaviour expectations, above, sets out a clear guide for all staff, pupils and parents at school. It supports everyone in understanding not only what the different behaviours are, but importantly how they make us feel.

The desire to exhibit Good or Wow behaviour is the aim for all pupils at all times, as this usually means they are doing their best and are happy with themselves and others.

There are many ways that we celebrate and promote this in school.

When exhibiting Wobbly or Unacceptable behaviour, restoration work begins around how the child can make better choices in order to move back towards good, taking into account their feelings and those of others affected.

Rather than using the colour, we prefer to use the terms Wow, Good, Wobbly or Unacceptable. This highlights the behaviours and the words in the different sections, rather than 'I am on green'.

Behaviour, Wellbeing and Restorative Practice



In a similar way, our school routines carry out a similar role, helping EVERYONE in school understand what is expected of them.

Alongside the behaviour chart, the poster, above, provides a guide for staff and pupils in restoring situations where there is conflict.

It helps to move behaviour management on from the more traditional approaches of *Why did you do that?*, *Who is to blame?* or *What punishment do I give?* into a more resolution seeking *What has happened?* *Who has been affected?* and *How can we begin to repair some of the harm caused?*

Pupils are praised for their honesty and often work together in 'Solution Circles' to seek the restoration

needed, building trust and respect in each other over time.

With restorative approaches, pupils take more responsibility for behaviour the further they move through school.

The aim is that pupil behaviours will develop, not to gain a reward or avoid punishment, but because the pupils understand the need to build a social community and to show others respect.

It focuses on repairing harm rather than rule-breaking.

Morning check in

As part of our daily routine, all pupils will be given the opportunity to 'check in' with staff to allow them the opportunity to express how they are

feeling. This can be a rating or score up to 10, or a colour, which relates to a feeling. These two systems are both useful as one is a sliding scale that can be referred to during the day or act as something of a moderating influence eg: Are we really a 2, or are we just a bit tired?

The colour system supports language development and the ability to express why we are a certain score.

As they move through school, pupils are encouraged to develop their vocabulary further and learn how to support and help each other to be nearer a ten or yellow in colour.