

Proud to work, learn and grow together

# School Behaviour, Wellbeing and Restorative Practice Policy

Robert Wilkinson Primary Academy



**Robert Wilkinson**  
PRIMARY ACADEMY

<b>Approved by:</b>	Local Governing Body	<b>Date:</b> OCT 2023
<b>Last reviewed on:</b>	October 2023 (amended Feb 2024)	
<b>Next review due by:</b>	October 2026	

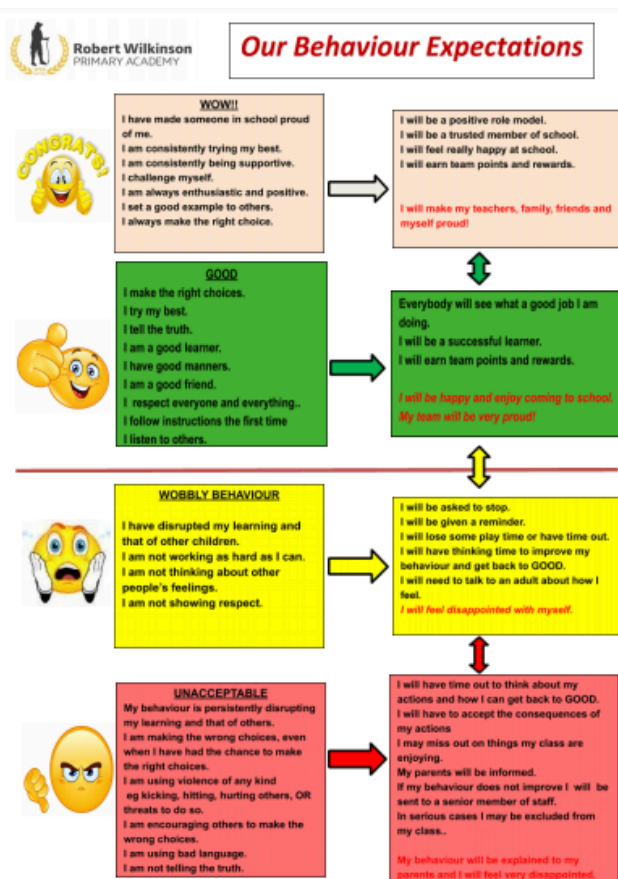
# School Specific Policy – RWPA Behaviour, Wellbeing and Restorative Practice

## Behaviour Expectations

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 it but it also may be a conflict with their peers. As a restorative school we have some core values, these are based around three themes.

- Being kind and respectful to ourselves and others
- Always telling the truth
- 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. The following document is vital to our practice at Robert Wilkinson Primary Academy. You can download a copy here [BehaviourExpectations](#)



'Our Behaviour Expectations' chart 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 even 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. A chart on the way displays those children who are demonstrating good or wow behaviour.

If a child demonstrates Wobbly or Unacceptable behaviour their name is moved to the teachers desk. Our aim is to then encourage the child to make good choices and move back to Good on the class

chart.

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.

When children are placed on Unacceptable parents will be contacted by the classteacher at the end of the day. Unacceptable incidents are monitored carefully in school and if a child had 3 unacceptable incidents in a half term period, we will invite parents to a meeting with members of the school leadership team to discuss how we can support the child to make good choices moving forwards.

In a similar way, our school routines carry out a similar role, helping EVERYONE in school understand what is expected of them. Click here for a larger version of '[Our School Routines](#)'.

Our School Routines			
Lining up	Transitioning through school	Interactions (How we engage with anyone at anytime)	Our Classroom Mantra
Stop Signal (Whistle 1 & 2)	Wonderful Walking	Respectful Greetings	H- high energy
Walk to Line Places	Left Hand Side Please	Actively listen	E - empty hands
Hand up - Ready to Learn	Silence Through the Building (Politeness is 😊)	Be Well Mannered, Kind and Respectful	A - active listening
			R - ready to learn



## Restorative Practice



Alongside the behaviour chart, these two posters provide a guide for staff and pupils in restoring situations where there is conflict. (You can download a copy here [Restorative Questions](#)). 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.



## Wellbeing

At Robert Wilkinson Primary Academy, we are committed to supporting the emotional health and wellbeing of all our pupils and staff. We know that everyone experiences challenges in life that can make us feel vulnerable and that, at times, anyone may need additional emotional support. We take the view that positive mental health and well-being is everybody's business and that we all have a role to play.

At our school, we promote a mentally healthy environment through:

- Promoting our school values: '**Proud to Work, Learn and**

**Together'** which encourages a sense of belonging for all.

- Promoting pupil voice and opportunities for children to express themselves.
- Celebrating both academic and non-academic achievements in order to promote positive self-esteem.
- Providing opportunities to develop a sense of worth through children taking responsibility for their actions and the impact they have on others alongside a restorative approach.
- Providing children with opportunities to reflect using restorative practice.
- Access to appropriate support that meets children's' needs.
- Daily check-ins which help children to understand their emotions and feelings better and to feel comfortable sharing any concerns or worries with a trusted adult.
- Helping children to develop emotional resilience and to manage setbacks.
- A thorough and well planned PSHE and RSE curriculum.

What do we currently do for mental health and wellbeing for our pupils and staff?

- We have a designated Well Being Lead in school that is responsible for promoting wellbeing for our staff and pupils
- We have a Well-being Team
- In each class we have NEST areas which allows children a quiet space to gather their thoughts and regulate their emotions using a chosen strategy that works for them.
- We have Key Stage 2 children as sports-leaders to support younger children in positive play.
- We have positive behaviour systems in place to promote positive social behaviour in the classrooms and on the playground.
- We have peer mentors on the playground to help younger children to deal with peer fallouts and further develop their social skills.
- We have mental health and wellbeing assemblies to promote resilience and self-regulation.
- We have a PSHE curriculum that helps pupils to build important life skills.
- We include World Mental Health Day and Mental Health Awareness Week in the school calendar and plan activities for the whole school.

Our Wellbeing Team offers different levels of support:

**Universal Support** - To meet the needs of all our pupils through our overall school ethos, high quality classroom practice and provision and our wider curriculum.

**Additional support** - For those who may have short term needs and those who may have been made vulnerable by life experiences such as bereavement.

**Targeted support/intervention** - For pupils who have been identified as needing more differentiated support and resources or specific targeted interventions linked to Social, Emotional and Mental Health (SEMH) needs such as wellbeing sessions.

### **Our Hub**



The HUB is a quiet area in school where individual children, small groups and classes can go to access parts of the PSHE curriculum. It is also a space where wellbeing sessions can be delivered with individual pupils, pairs or small groups.