



Ullesthorpe CofE Primary School

Restorative Well-Being and Behaviour

Our Vision

Learn Together; Grow Together; Shine Forever

All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are cherished.

We aim to create a **respectful, nurturing and inclusive community** where everyone feels **safe, valued and ready to learn**. Positive relationships are at the heart of this approach.

Our Approach to Behaviour

We follow a **Restorative Approach** that focuses on relationships, empathy, and repairing harm, rather than punishment. Every child and adult in our community has **rights and responsibilities**, and we support our children to **reflect, repair, and reconnect** after their mistakes.

We believe:

- All behaviour is a form of communication.
 - **Positive relationships** and **Quality First Teaching** foster good behaviour.
 - **Restorative conversations** help children to understand their actions and make things right.
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Our School Rules We use three simple rules that everyone understands:

- **Ready** – for learning, for listening, for positive choices.
- **Respectful** – to everyone, in every space.
- **Safe** – in our words, actions and attitudes.



Our Behaviour Curriculum

We teach behaviour explicitly – just like reading or maths. Our key tools include:

STAR Listening – how to show we're Ready and Respectful:

- Sit up straight
- Track the speaker
- Ask and answer questions
- Respect others' turns

Fantastic Walking – to ensure that we are Ready and Safe:

- Facing forward in single file
- Hands by our sides
- Keeping to the left
- No running
- Silent voices
- Let adults or younger children go first

We also **model, praise and practise**:

- Turn-taking and kindness
 - Solving disagreements peacefully
 - Reflecting on how actions affect others
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Rewards

We **celebrate positive behaviour** often and publicly:

- Verbal praise and certificates
- Conversations with parents, phone calls or Postcards home
- Class treats (e.g. extra play, agreed rewards)
- Individual targets and rewards tailored to children's needs



Consequences

When mistakes are made, we endeavour to respond calmly and fairly.

Consequences aim to support emotional regulation and learning, rather than shame.

Restorative responses:

1. Verbal reminder
2. Reflection opportunity
3. Restorative Conversation
4. Dialogue with parents/carers

Consequence examples:

- Loss of playtime
 - Time away from peers to reflect
 - Apologies (verbal or written)
 - Meeting with teacher/Head of School
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We All Work Together

- Parents/carers, children and staff commit to our **Home-School Agreement**
 - We adapt our approach for children with SEND or SEMH needs
 - We endeavour to model respect at all times – even in challenge
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We seek to build an understanding of **individual and collective rights and responsibilities** within our children, particularly as they move through the school and gain maturity:

'Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.'

(Behaviour in Schools government guidance Sept 2022)

"We support children not to 'be good', but to **learn what it means to do good** – for themselves and for others."