

Braco Primary School



Relationships and Behaviour Policy

Our Vision & Our Values

Include

At Braco Primary School, we value:

Equity, like



Equitable Ed

Respect, like



Respectful Rose

Achieve

Honesty, like



Orla the Honest Ostrich

Inspire

Hard work, like



Monty Mountain

We want everyone in our learning community to feel valued, included, supported and respected so that we can enjoy learning and growing together. This will enable everyone to reach their full potential and be their best selves. We strive to be:

Responsible Citizens

Effective Contributors

Confident Individuals

Successful Learners

We will:	For children, this looks like:	For adults, this looks like:	Because we want to:
Be Safe	<ul style="list-style-type: none"> Understanding the importance of making 'good choices'. Listening to and accepting guidance from staff. Identifying and assessing risks and responding appropriately to them. Being aware of the impact of their actions upon others. 	<ul style="list-style-type: none"> Supporting children to understand their choices and their consequences, both positive and negative. Listening to learners and then offering appropriate guidance and support. Providing opportunities for children to develop risk management skills. i.e. Forest schools. Facilitating restorative conversations when mistakes have been made. 	<ul style="list-style-type: none"> Be healthy and happy. Feel cared for, included, safe and respected. Act responsibly and show gratitude. Create a place where we can learn at our best. Ensure everyone in our school community is safe.
Be Kind	<ul style="list-style-type: none"> Showing respect for others through their action and words. Understanding the importance of being equitable and inclusive. Being honest and truthful, particularly when mistakes have been made. Looking after our learning environment and our resources. 	<ul style="list-style-type: none"> Modelling honesty and respect through their interactions with everyone in our school community. Ensuring that children's learning and emotional needs are understood and supported. Adopting relational approaches with children and their families. 	

What Matters to us is:

We Know:

Our [Relationships](#)
 Our [Rights](#)
 Our [Behaviour](#)
 Our [Learning](#)

We won't get it right all the time...
 • we might say or do something hurtful.
 • we might cause damage.
 • we might be disrespectful.
 • we might be unsafe.
 • we might disrupt learning.

However, when this happens, together we have agreed to:

- focus on repairing relationships through restorative approaches.
- take responsibility for ourselves, for our actions and for making things right.
- accept that we may need help from someone else to do this (peer, staff or parent).

- accept that there may be consequences (beyond a restorative conversation), however these will always be specific to the situation and the individual needs of everyone involved.

Pupils, staff and parents have worked together to create this policy, which applied to everyone in our learning community.

We will review and update this policy every two years. The next review will be in November 2027.

This policy supports, and is supported by, our other approaches on:

Attendance Click here for policy	Learning & Teaching Click here for Framework	Rights Respecting Schools & the UNCRC	Inclusion & ASN Click here for policy	Equality & Diversity Click here for policy	Health & Wellbeing Click here for SHANARRI	Anti-bullying Policy Click here for policy	Communication & Parental Engagement Policy Click here for policy
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We make our policy work by:

Being rights respecting	Understanding what rights are, knowing that everyone has rights, and recognising that we have a responsibility to respect others' rights.
Being nurturing	Caring for and helping each other to build confidence and resilience, social and emotional skills, and to develop positive relationships within our school community.
Being restorative	Learning how to behave in ways that are helpful not harmful, being responsible for our actions, repairing relationships when they have been damaged and learning how to avoid conflict in the future.
Being trauma sensitive	Creating safe and respectful environments that help anyone affected by trauma heal, regulate their emotions and build healthy supportive relationships.
Being inclusive	Ensuring that everyone's learning, social and emotional needs are understood and supported by our school community. Supporting, involving and actively including learners in all aspects of school life.
Promoting wellbeing	Making sure everyone feels safe, healthy, active, nurtured, achieving, respected, responsible and included.
Promoting social and emotional learning	Helping our learners develop relationship skills, self-awareness, social awareness, self-management and responsible decision-making.
Applying appropriate and well measured consequences, within a reasonable timescale.	Supporting our learners to recognise that all actions, positive and negative, have consequences. When mistakes with behaviour have been made, appropriate and measured consequences are there to ensure our school community is safe and kind. Our school community recognises that all learners are individuals, with different needs, and therefore timescales for restorative conversations and consequences may vary.

We can learn about and get help with our relationships and behaviour through:

Pupils	Health & Wellbeing / Emotion Works lessons.	Assemblies & House Groups	Talking with an adult	Restorative Conversations	Creating Class Charters	Learning about Rights & the UNCRC	Targeted Supports	Prefects & Buddies	Peer Mediators
Parents	Discussions with the Headteacher, Principal Teacher and Teaching Staff.		Parents Evenings & Meet the Teacher nights.		Curriculum Evenings, Stay & Play Sessions and Open Afternoons		The School Website & Handbook		
Staff	Colleague Support		Senior Leadership		Professional Learning Opportunities	Pupil & Parent / Carer Feedback	Engagement with PKC policy, guidance and training.		