

## Personal Development at William Booth

### What is the approach to behaviour at William Booth?

Good behaviour in school is essential, both to enable us to do all of the amazing things we want to do with our pupils, and for each individual child's development, so that they can succeed and be happy after they leave our school. Our approach to behaviour aims to foster an environment where everyone feels happy, safe and secure, in an ethos of learning, mutual support and respect.

We believe in **flexibility, built on concrete ideals**. Our core idea is: **we do what works**.

What have we found works in our school?

**Relationships** are essential. Our staff are attachment aware, and use relationships to understand our pupils, to make them feel valued and to give them the confidence and boundaries to behave, learn and have fun at school.

**Restorative** approaches ensure that behaviour management supports the development of our **BELIEVE** values. When dealing with negative behaviour, staff support children to **Regulate** (making use of the Regulation Room where necessary), **Reflect** and then **Resolve**.

And **Reflective** practice means that staff are always learning, adapting and moving things forward for our pupils.



### What is the impact?

Good behaviour impacts on every other aspect of school life.

The school provides a positive environment for all, and a supportive environment for some of our most vulnerable children.

Over many years, suspensions and exclusions are very low. Cases of bullying are rare and dealt with robustly when they do occur. Less than 1% of pupils say that they do not feel safe and happy at school. Parent and carer surveys show that they value the work school does with them on their child's behaviour.

Multiple external agencies have recognised the great work that we do with some of our most high profile pupils. Visitors frequently remark on the positive behaviour of our pupils.