

# THE FEDERATION OF BURLEY AND SOPLEY PRIMARY SCHOOLS



## Behaviour Policy Ready to Learn

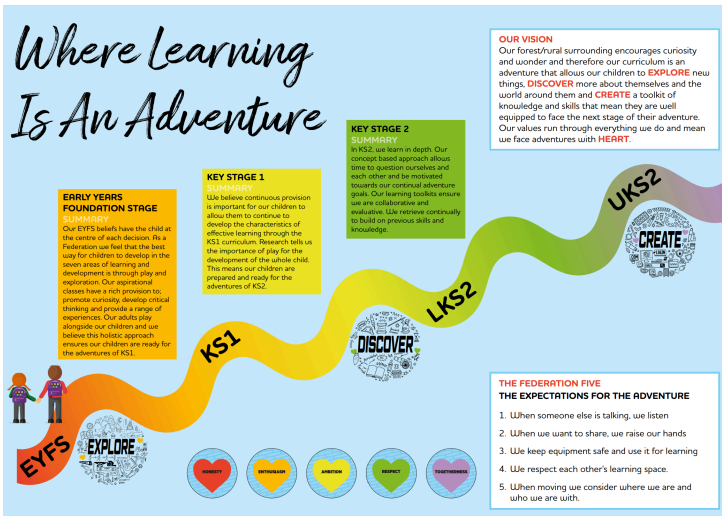
<b>Date of issue</b>	Autumn 2 '24	<b>Date to be revised</b>	Autumn 2 '25
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### Names of relevant post holders

Post	Holder	Post	Holder
Headteacher	Nanette Allies	SENDCo	Claire Bleakley

### Revision log (last 5 changes)

Date	Version No	Brief details of change
6/07/2022	1.0	Typos throughout the document- eg missing full stops and repetition of 'of conduct' several times.
01/12/2022	2.0	Amended Header Changed "School" to "Schools" in relevant places Removed reference to Appendices Changed "exclusion" to "suspension" in relevant places
18/09/2023	3.0	Policy rewritten by Nannette Allies and Claire Bleakley
05/12/2023	4.0	Policy changed to include Federation Five
25/11/2024	5.0	No changes



Our approach to supporting pupils to be ready to learn is driven to improve educational outcomes for all pupils by promoting their engagement in education. We believe in the importance of using a restorative approach with the overarching view that all behaviour is communicating an unmet need or underdeveloped skill and that self-esteem can affect all thinking and behaviour which can impact on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging and so more likely to achieve.

This policy has been developed through a consultative process involving both pupils and staff It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually.

### Aims:

- Create a positive culture to ensure that all pupils have the opportunity to learn effectively in a calm, safe and supportive environment;
- for every member of the school community to feel valued and respected and for all persons to be treated fairly;
- teach pupils skills that are appropriate to different situations;
- raise awareness amongst pupils of the need to recognise and manage their emotions and reactions;
- support pupils with underdeveloped skills where the school environment feels challenging or who may find friendship and social interactions difficult.

### Objectives:

1. Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.



*About what I am good at and what I need to develop*



*To engage with challenge*



*Always learning*



*As we are all unique and we all add value*



*Accepting each other as individuals who work with one another.*

# Federation Five

The expectations for the adventure



When someone else is talking, we listen.



When we want to share, we raise our hands.



We keep equipment safe and use it for learning.



We respect each other's learning space.



When moving we consider where we are and who we are with.

## 2. To reinforce good behaviour so that children feel good about themselves

### Celebrating success

- Descriptive praise (e.g Thank you for listening so well.)
- House points - Recognition boards
- Value awards and WOW work awards in celebration assembly
- Visit to the Headteacher, Inclusion lead and other class teachers/significant adults
- Good news phone calls home and / or Stickers
- Recognition of children who are strong role models/always make the right choices.
- Rewards are given in accordance with individual support plans when necessary

## 3. Have clear strategies for regulating and promoting good behaviour and for staff to focus on de-escalation and preventative strategies, rather than reactive.

### Restorative practice

It is our aim that every member of the school community feels valued and respected and that each person is treated fairly and well. We embrace restorative practices as our central philosophy, emphasising the belief in fair process and creating a learning environment where everyone feels valued, safe and secure.

Key to our success with this approach are the beliefs that we;

1. Know and understand our pupils and their influences.
2. Teach learning behaviours alongside managing misbehaviour.
3. Use classroom management strategies to support good classroom behaviour.
4. Use simple approaches as part of our regular routine.
5. Ensure there is opportunity for effective reflection.

We recognise that there will still be situations where we need to use reactive strategies and use targeted approaches to meet the needs of individual learners and that consistency is key.

### **'We' Script**

When working with pupils staff use the agreed 'we' script reminding them of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce:-

At ....., we....., thank you.

We are a 'no shouting' school and have high expectations for all pupils as we believe every student has the right to an education (Article 28 UNCRC).

### **Roles & Responsibilities**

Groups within the school communities have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to schools (Appendix 1).

### **Support**

Children can be supported through the following means:

- Use positive rather than negative phrasing, such as 'This is how we do it here'
- Limited choice eg 'where shall we talk, here or in the library?'
- House teams
- Buddy systems and Year 6 leadership programme
- Parental involvement in support programmes
- SENDCo/SLT involvement in support programmes
- Educational Psychologist and Assessment Service and Primary behaviour service
- Friendship bench / hut

## **4. All staff know how to manage difficult or dangerous behaviour and to have an understanding of what challenging behaviour might be communicating**

### **Dealing with serious misconduct**

Serious misconduct, in or out of the classroom will be referred to the Headteacher. Serious misconduct includes stealing, blatant rudeness, deliberate defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded and investigated by the Headteacher and/ or Inclusion Lead. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct. Repeated incidents of behaviour which contravene the school values or the Federation 5 expectations, may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one-off breaches or repeated breaches of the schools expectations may lead to suspension. If property has been damaged, then the school may ask parents to provide replacements.

Children who persistently breach the school values/ expectations will have individual support plans drawn up and may follow different steps of interventions and sanctions.

### **Suspension & Exclusions**

In cases of severe and persistent misbehaviour, the Headteacher may suspend a child from school for either a fixed period of time or permanently. If such action is taken, the Head teacher will inform the Chair of Governors and the Local Authority. The schools follow the Department for Education's guidance on School suspensions and permanent exclusions - GOV.UK ([www.gov.uk](http://www.gov.uk))

#### **5. Prevent bullying and ensure a clear understanding of the term.**

Work is carried out with all children on the theme of Bullying. This is addressed through SCARF lessons, interactions with staff and through whole school assemblies and initiatives. See Anti-Bullying Policy.

#### **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements. The school keeps a variety of records of incidents of misbehaviour. The Headteacher keeps a record of any pupil who is internally, fixed term or permanently suspended or excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently. The governing body reviews the policy every year.