

The Federation of Burley and Soley Primary

Schools

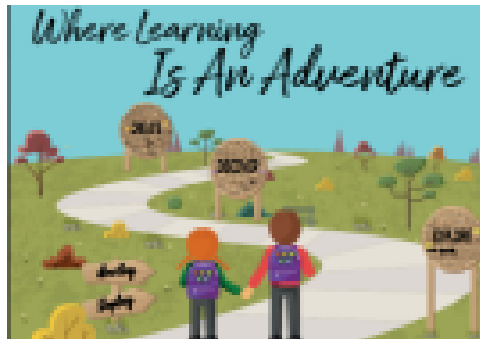
Behaviour Policy

Our Vision

Together, we nurture a love of learning that celebrates the wonder of childhood and prepares every child for the future.

We develop environments that support learning, where creativity, critical thinking, and resilience flourish. Our schools promote empathy, celebrate diversity, and encourage children to respect differences and take responsibility for themselves and their communities.

By embracing the wider world and fostering strong, collaborative relationships between our schools, we build a forward-thinking community with high expectations for all. We empower children to think independently, stay safe, and grow into confident, compassionate individuals ready to thrive in an ever-changing world.



Our behaviour policy for the Federation is based on the values of our two schools. We aim for each school community to show resilience, responsibility, exploration and compassion.

It is everybody's responsibility to support the development of good behaviour in and outside of school. At the Federation of Burley and Sopley, high levels of behaviour underpin a productive learning environment. It is key that all adults are consistent in their expectations and model the Federation's expectations in their own conduct.

As part of our ongoing curriculum, we talk, teach and support our pupils to understand what

our values mean in actions. We talk about behaviour needing to be ‘good for you, good for me and good for everyone’. We aim to support children in developing strategies to navigate strong emotions, while setting clear boundaries to keep everyone safe.

There are many ways we can show these values. We begin teaching pupils this by ensuring eight key actions are promoted.

Resilience	Compassion	Exploration	Responsibility
We work hard	we keep each other safe	We don't stop others from their learning journey.	We are responsible for looking after school property
We ask for help when we need it	we use kind words	We take turns when talking, listening to others exploring everyone's thinking.	We are responsible for saying please and thankyou

These actions are displayed around the school and in each classroom and are looked at everyday within class.

There are many other ways we can also show our values through our actions such as:

Responsibility

“Good for me, good for you, good for everyone”

- We speak out when someone has been upset
- We listen to others when they talk, looking at them and taking turns to speak
 - We recognize that everyone is different and celebrate diversity
 - We look after school property
 - We respect others choices and opinions
 - We are responsible for our behaviour affect other’s learning
 - We travel around the school quietly
 - Follow the instructions given by adults at school
- Care for the environment, both inside and outside of school

Compassion

‘Walking in someone else’s shoes’

- We let others join in our games
- We think about how our words make others feel
 - We use kind hands and don’t hurt others
 - Share
- Apologise to others when recognising that our actions have upset them,
 - Ask others how they are feeling
- Pick up and take care of others coats and belongings when they are on the floor

Resilience

“Knowing how to react, respond, recover and retry.”

- We forgive
 - We give people a chance to put things right
- We work with others, thinking how to prep when things go wrong
 - We give things another go
 - We joining in
- We acknowledge when things can be tricky
 - We offer help to others.

Exploration

“Being curious, thinking and looking to solve problems”.

- We listen to others
- We participate and share our ideas
 - We try new things
- We offer solutions when things go wrong
- We explore ways to make things better
 - We understand each other

STANDARDS OF BEHAVIOUR

As a primary school, it is important to recognise that our young pupils are still learning about behaviour and come to school with a range of experiences and understanding about positive behaviour. It is our role, to work in partnership with parents, in helping pupils develop strategies to support regulation, resulting in behaviours and communication which are good for themselves and for everyone. When things go wrong, we talk about how to make things better and how to forgive others.

For some of our pupils, there will be a variety of external factors, such as barriers to learning, acute childhood experiences (A.C.Es), significant life events and experiences, which mean that our approach to supporting their developing behaviour may take longer and require a more personalised approach, to meet their needs. Where this is the case, teachers will work with parents to discuss behaviour plans, agreed strategies and to regularly evaluate progress, in order to ensure a joined up approach is taken when developing pupil's behaviour and understanding of the world.

"PREP FOR BEST"

We make explicit expectations for behaviour and feed this into our overall curriculum offer. Within the whole school and class assembly, pupils will explore our values and be given the opportunity to reflect on how these can be shown in action. Classes will also explore the values in relation to their own class and form a class charter, which will be completed at the start of the academic year with their pupils. Classes may amend these, in consultation with the class, where appropriate.

Adults in the school have a responsibility to help 'prep everyone for best'. This means that we prepare children for changes which may result in challenging behaviours, we remind children of our expectations and prep children with strategies to support how they could react and respond to challenging situations in which they may find themselves.

Celebration

We seek to celebrate, acknowledge and recognise good behavior as often as possible.

Celebration and acknowledgement should be given for good work/effort, good behaviour, using agreed strategies, improvement of behaviour, attitude, kind deeds and politeness. Through celebration and recognition we aim to reinforce and consolidate desired behaviours and identify role models for others in the school.

There are a variety of other ways praise may be given:

- Verbal praise
 - A smile.
 - Good work shown to other pupils, teachers and parents.
 - Recognition of achievements by senior staff.
 - Stickers/merits for work and behaviour.
 - Certificates.
 - Top table for good behaviour at lunchtime
 - Weekly awards for individuals, groups, classes.
 - Achievements commended in collective worship
 - Inform parents
 - Do Jo points
 - Individual progress noted and recorded.
 - Phone call home to recognise positive behaviour
- This is not an exhaustive list of strategies, but a guide for school staff to

use.

Team Celebration

Within classes, we also encourage collaborative responsibility and teachers can adopt a whole class celebration system to support the running of an effective classroom. This results in a class 'treat' which has been agreed with by the class.

Whole School Celebration

Each week, we also celebrate those pupils who have modelled positive attitudes to learning and celebrate these pupils with a certificate in recognition of their efforts. We also recognise one child from each class, who has gone above and beyond in promoting one of our values of resilience, exploration, compassion or responsibility. These pupils are awarded a values trophy and celebrated within the whole school.

SANCTIONS

At times, sanctions may be used to discourage poor and inappropriate behaviour or as a measure to support pupil safety/welfare. They are needed when other, more positive forms of management have been exhausted and prove ineffective.

The use of sanctions should be characterised by certain features. Sanctions should be consequential and linked to behavioural impact on themselves and others 'good for me, good for you, good for everyone'.

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is the focus
- Analysis of staff responses will be undertaken if challenging behaviour persists

It is imperative that the adult dealing with the sanction remains a role model. Therefore, the expectation for adult conduct includes:

The adult dealing with behaviour will never shout as a form of discipline (this should not be confused with a change in tone) The adult dealing with behaviour must remain calm . The adult must deploy their knowledge of that child, considering any exceptional circumstances which may be having an effect on that child's behaviour.

It is the class teacher's responsibility to ensure they share key information and strategies for supporting positive behaviours with the adults working with their classes.

Within the school, we use a range of sanctions and staff are expected to execute these in a fair and proportionate manner. Sanctions can include:

- Using a 'stop' card
- Rectifying impact of behaviour (e.g. tidying a classroom if a child has made a mess)
- Expression of disapproval
- Withdrawal of privileges
- Time away from their class or peers (normally to calm down or to reflect on their behaviour). This will also be the case where children pose a risk to their peers.
- Time out – using a timer
- Referral to a senior leader in school

- Communication with parents
- and, ultimately and in the last resort, exclusion (following the LEA guidelines).

For some pupils, a period of time between an incident of dysregulation and sanction may be needed in order for the impact of the sanction to be effective. However, a sanction must follow an incident of undesirable behaviour.

Following a sanction, pupils should be given strategies to avoid repeating the same behavior again. Children should be clear on what behaviour was identified and why any sanction was given (emotion coaching). Where possible, a clear link on the impact on others (good for everyone) must be made. For example:

Swearing - a child may not be able to join in play with their friends until they have shown that they are able to play without swearing at others. This is good for you, me and everyone. We will work together to think of other ways you can express how you are feeling.

NB: Sanction and punishment are not the same. Consequence of actions should allow every child the opportunity to rectify behaviours, reflect on behaviour and agree strategies to move forward.

COMMUNICATION AND PARENT PARTNERSHIP

It is essential that both school and parents work together to ensure high levels of behavior.

We ask all parents to:

- Support their child in adhering to the school expectations of good behaviour
- Ensure that their child fully understands the school values and the consequences of not adhering to them
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly

School staff will celebrate positive behaviour with parents and will inform parents when their child has shown exceptional behaviour and modelled acts of resilience, responsibility, exploration and compassion in their actions

There will be times when the school will inform parents of poor behaviour, with the intention that parents will continue a discussion at home with their child. This includes:

- when a child has hurt another child with intent

- destruction of property
- swearing/bad language
- absconding
- continual low level disruption.

WHEN BEHAVIOUR BECOMES CHALLENGING

For some pupils, a different approach is needed to support their ongoing development..

For pupils with additional education needs, teachers will work with the school's SENCO to develop a personalised behaviour plan, which will be reviewed regularly (this may be incorporated within a personal education plan). This will work to address small steps to a desired outcome. This will always be shared with parents.

Where behaviour is disruptive, dangerous or continual, external support may be used to assess need and evaluate approaches to supporting behaviour.

PHYSICAL RESTRAINT

As a Federation, it is our practice to not use restraint. As a result, Physical Restraint should only ever be used as a last resort, if absolutely necessary and when it is in the child's best interest to do so.

This will be to prevent:

- Causing significant disorder which may harm themselves or others
- Damaging property

Incidents of physical restraint must:

- be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

This should be read in conjunction with the school's restrictive physical intervention in schools Policy and safeguarding policy.

Exclusions

(see also County Guidelines on exclusions

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

It is the policy of this school that all pupils will work towards self-discipline and

become responsible for their own actions.

There are times when the school may need to consider exclusion. This will be a last resort in response to serious or persistent breaches of the school's behavior policy and where allowing him or her to remain in school would seriously harm the education and welfare of the individual pupil or others in the school.

Fixed Term Exclusion is an extreme option when the safety of others is continually endangered by **physical assault** (including attempted assault or verbal intention), **intentional destruction** (or attempted destruction) of property and/or the education of the other pupils is continually disrupted. **Verbal assault** (such as continued swearing at adults or peers). A fixed term exclusion may be used in order to provide the school time to seek appropriate support, advice and to put systems into place to support the excluded child in returning to school and finding success with behaviour. It may also be used as a vehicle to keep an individual child/other children or staff members safe. Permanent Exclusion (in accordance with the DFE guidelines), will result if the child's behaviour does not improve. Physical violence, bullying, continual theft and continual intentional damage to the school property/grounds could all result in exclusion.