



Behaviour Leadership Policy

Behaviour Link Governor	Jimmy Keith
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Approved by:	
Governors	Dec 2025
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Review Sheet

Version Number	Version Description	Date of Revision
1	Original	November 2025
2	Biblical examples added	Sept 2026

This policy aims to provide clarity and consistency to the approaches used in this school for the positive leadership of pupil behaviour. The policy is in support of the school's mission statement.

School Mission Statement

As a foundation church school, we strive to ensure the best possible learning journey for children in our care; encourage the development of attitudes, skills and knowledge that will 'release the ever-expanding potential' in each person; and promote outward-looking perspectives in an ever-changing world.

Flookburgh CE Primary School works tirelessly to create a thriving community, that supports all members to flourish to become 'the best they can be'. Our children, staff, parents and governors strive to be positive change makers, in addressing our own needs, the needs of others and the environment. This is underpinned by the golden thread of our church school heritage, and a holistic approach to learning and living in a community

Our Roots to Success

As a school, decisions related to leadership & learning, are guided by the principles of trust, inclusion, collaboration and choice. Therefore, we work with the children to develop positive attitudes towards themselves, others and learning. Children are consistently encouraged to be role models and to make effective choices about their safety, their learning and their interactions with others.

Our Roots to Success underpin all expectations related to behaviour leadership and learning

- **BE kind like Mary Magdalen**
- **BE determined like Joseph**
- **BE honest like Daniel**
- **BE positive like Ruth & Hannah**
- **BE the best you can be like Joshua**

These ways of 'being' are revisited each term to review both meaning and practical outworking in terms of the behaviours expected of each member of the school community.

The founding principles and understandings, which guide the leadership of behaviour and stem from biblical examples and teaching, are as follows:

- Our attitude to towards others and the learning environment will shape our behaviours
- We should be empowered to make choices and to take responsibility for the choices we make
- Acknowledge the consequences for our choices
- There is always chance to redeem our behaviour
- At all times, labelling children and creating an identity for them, as a consequence of their behavioural choices, should be challenged
- Pursue the aspiration that positive behaviour choices should be intrinsically motivated

This will be achieved by all stakeholders upholding a consistent approach to enabling children to continually extend their potential. This will be achieved by consistently acting as role models of behavioural and attitudinal expectations. This can be broken down into the following areas of focus for behaviour leadership:

- Developing positive attitudes to learning
- Cultivating leadership and social responsibility
- Encouraging team work and valuing of others
- Understanding the consequences of our choices
- Being responsible for our own actions
- Learning from our mistakes and making amends

Approaches and guidance:

Setting the highest expectations for behaviour (including engagement in learning, interaction with others, development of leadership qualities, respect for property)

Support in achieving high expectations for behaviour should be guided by the child's age, current capacity to understand and their ability to achieve them.

Ensure consistent, persistent and insistent direction is delivered when guiding behaviour

Emphasise a child's growing potential if they make the right choices

Encourage independence, so that the children are increasingly able to make the right choices

Reward the positive ('because you have . . .' rather than 'if you . . .')

Encourage the children to recognise and take responsibility for any negative behaviour choices

Offer or prompt new choices for future behaviours

Ensure clear, time-bound sanctions that relate to the area where the child has fallen short of expectations

Comment only on the 'poor behaviour' not the child eg. 'that behaviour was mean-hearted' **not** 'you are mean-hearted'

Avoid responding to unacceptable behaviour in anger

A child must not be physically man-handled to achieve a desired behavioural goal, unless they are physically unable to achieve the goal independently - at which point '**team teach** techniques' could be used

We should try and 'catch' or notice good behaviour to praise, rather than consistently focus on poor choices

Rewards

At Flookburgh we believe in developing and releasing the potential in all children. We recognise that when a child knows and understands the expectations on them, and these are achieved, it should be acknowledged, as deemed appropriate, by the people concerned.

Below is a sliding scale of rewards, which should be used at the adult's discretion:

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| 1. Personal verbal praise | 5. Gold cards – inc. class Gold Cards |
| 2. Public verbal praise | 6. Visit the head teacher (or other figure of authority) |
| 3. Sharing of positive behaviour/achievement with others | 7. Learning Legend or Headteacher award |
| 4. House/Team points | |

Supporting emotional and social regulation

We recognise that trauma, attachment or special educational needs, may sometimes cause some children to have more embedded behaviour challenges. This may require a more focussed or specific approach. To support this, we use Zones of Regulation, and guide the children to re-regulate. Behaviour Plans are created for children with persistent challenges in regulating their emotions and subsequent choices. These behaviour plans are linked directly to the Zones of Regulation. They are shared with parents and it is

expected that these are working documents which should be annotated as new challenges or solutions emerge. A key part of the Zones of Regulation, usually for those children with an IEP, are Sensory Circuits which are used as a core activity to help with self-regulation. These are typically built into each individuals' timetable within the day but can also be used as needed.

Consequences

The consequences for unacceptable behaviour should be appropriate to the child's age and maturity.

The sanction should be explained to the child and how it is fitting with the misdemeanour.

It should always be possible to follow through on any warning about the consequences of behaviour and therefore warnings should be delivered calmly and with consideration.

Below is a sliding scale of consequences, which should be used at the teacher's discretion (including the decision to exclude some elements of the scale where the severity or repeated nature of unacceptable behaviour prompts this):

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| 1. Reminder of expected behaviour | 6. Removal from the room to another appropriate classroom |
| 2. Refer to good examples of behaviour by other pupils | 7. Lose a break time – either simply sitting outside the office or conducting a remedial task related to the incident |
| 3. Eye contact, emphasising expectations | 8. Speak with the head teacher |
| 4. Verbal warning (up to 3) | 9. Parents called in |
| 5. Minutes on the board – (which can be earned back but should be served at during the following break time) | |

At all stages the child should be given the opportunity to turn their behaviour around (understood as a sign of repentance). Once a positive attitude is restored and is reflected in behavioural choices, then the 'slate' is wiped clean.

Any serious poor or persistently unacceptable behaviour should be reported to the head teacher, at the earliest convenience, even if the child is not sent to the head teacher as part of the discipline process. Significant, or repeated patterns of poor behaviour, should be logged on CPOMS. In consultation with the headteacher, if behaviour is persistently challenging, paper-based behaviour logs may be used for expediency and reported as a single entry on CPOMS.

If unacceptable behaviour persists, even after the involvement of the parents, and the involvement of the Behaviour Support Team (WaF), a member of Pupil Discipline Committee of the School Board will be consulted to determine the way forward, including the consideration of exclusion from the school (either temporary or permanent), in line with the Westmorland & Furness Exclusion Policy.

Exclusion from school in any form will be a last resort. Where exclusion, either fixed term or permanent, is considered appropriate and/or necessary, we will refer to our policy and procedures and the DfE guidance <https://www.gov.uk/government/publications/school-exclusion> .

Class Rules

It is expected that all classes will make consistent reference to Our Roots to Success to focus children's attitude in relation to their behavioural choices. They are likely to reference positive attitudes which discourage inappropriate calling out, inappropriate movement around the class, responsibility for self, others and property, attitude to work, personal space, listening skills, turn taking, group working/co-operation, classroom organisation and giving of one's best. It should recognise that all children are different but that they are all treated fairly, not necessarily identically. It should also emphasise the fact that all children should act as good role models, irrespective of age.

Lunchtimes and Breaktimes

During lunchtimes/breaktimes, behaviour choices are simply guided by two words: **Take Care**. The children are guided in their choices to consider whether they are taking care of themselves, others and property.

Dealing with conflict/physical aggression

When dealing with conflict, the leading adult, will listen to both sides of the story (asking for clarification of details as required). Neither child is allowed to interrupt this process. If the stories do not align, the children will have time out from what they are doing, to determine an agreed recount of events. Any learning time lost through this process will be covered during a subsequent breaktime. Therefore, the more quickly the children can co-operate (thus restoring their friendship) the less time will be needed to catch up on learning. If the level of aggression is significant, the incident will be referred to the headteacher to resolve, and determine consequences.

Bullying (inc. incidents of Racist or Homophobic behaviour)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Bullying incidents are logged and reported to WaF. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Each year the whole school will engage with activities related to National Anti-bullying Week.

Use of Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in Section 93 of the Education and Inspections Act 2006. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself or others. The actions that we take are in line with government guidelines on the restraint of children. **All staff are trained** Should this happen, all incidents of staff using force will be logged.

Personal Social and Health Education

The PSHE and Citizenship curriculum will address issues of self-awareness, positive self-esteem and confidence. Children will be encouraged to respect each other and develop independence, responsibility and relationships. We will aim for them to value their achievements and develop strategies to deal with the challenges of life now and in the future. 'Circle Time' delivers the opportunity in all classes to discuss feelings, behaviours and encourages children to feel safe in school. PSHE will also be supported through weekly Learning Forum.