

Federation Behaviour Policy



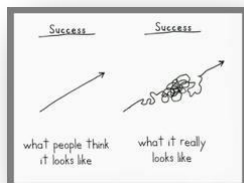
INSPIRE

- ❖ Teaching is inspiring
- ❖ The content of the curriculum is personalised to our schools
- ❖ There is a culture where everyone is passionate about learning
- ❖ We inspire each other by what we think, feel, say and do



DISCOVER

- ❖ We value diversity
- ❖ We help children to discover their unique interests and talents
- ❖ Children learn that it is not just what we can take from the world but what we can contribute that is important
- ❖ Quality talk and questioning sits at the heart of all we do



SUCCEED

- ❖ The ethos of excellence is everywhere
- ❖ We do all we can to prepare children for life
- ❖ We do all it takes for every child and family to be successful
- ❖ We make sure that children feel safe and happy so that everyone can truly shine



Behaviour Principles

We make sure that children feel safe and happy so that everyone can truly shine

The Federation value above is reflected in our Behaviour Principles:

1. Adults will be calm, consistent and fair
2. We will help children learn how to be ready, respectful and safe
3. We will use restorative questions to understand and improve behaviour that is disrespectful, unsafe or impacts upon a child's readiness to learn
4. We expect excellence from each other and will celebrate behaviour that goes 'above and beyond'
5. We behave with equity and equality
6. We will reprimand children in private and praise them in public
7. Our routines underpin good behaviour

Federation Rules

Everyone follows our 3 Federation Rules

Be ready

Be respectful

Be safe

and our 'relentless routines' to help our Federation run smoothly.

*Restorative Conversation Questions:

1. What has happened?
2. What were you thinking about at the time?
3. What are you thinking about now?
4. Who has been affected by your actions?
5. How have they been affected?
6. What need to be done to put things right?
7. How can we do things differently in the future?

Adult Behaviour

- Be calm
- Be relentlessly bothered
- Be fair

Praise

- Recognise and praise everyone who goes 'above and beyond' normal expectations.

Stepped Sanctions

Before sanctions take place, subtle reminders of the expectation will have been made, then we sanction in private as below:

1. Remind child of rule
2. Give a warning
3. Offer last chance (use script if appropriate)
4. Give time out followed by a restorative conversation*

Our Vision and Values



INSPIRE

- ❖ **We inspire each other by what we think, say and do**

Our calm, consistent and fair behaviour as adults will enable all children to feel safe and supported.



DISCOVER

- ❖ **Quality talk and questioning sits at the heart of all we do**

When behaviour is disrespectful, unsafe or when a child is not ready to learn, we will use questions to understand why and to work out how to do things differently in the future.

SUCCEED

- ❖ **We do all we can to prepare children for life**

Our behaviour principles will help children to understand and make good choices with their behaviour now and in their future.



Microscripts: some examples

- The ‘Ready to listen’ microscript outlines 4 steps for all learners to accomplish and the ‘script’ used to signal this expectation.
- Microscripts need to adhere to this exemplar format.
- Microscripts are to be fairly applied by adults who will take into consideration the age and needs of every child.

Being Ready

to be ready to listen to an adult a child needs to:	the micro-script for the adult to use	sharing the reason for this expectation
give full attention and look at the teacher*	“Look at me”	so you know... what is going to happen next/what I am going to explain next.
listen actively but silently	“Be ready to listen”	so you can hear and understand what I am saying.
respond appropriately	“Be ready to join in”	
get started with their learning	“Get started”	

Being Respectful

to be respectful children need to	the micro-script for the adult to use	sharing the reason for this expectation
Wait for their turn to speak, to queue to select resources etc.	"Please wait your turn	because... (this will vary)".
Understand 'gay' is not a word to use to ridicule/tease someone		
Stop justifying their actions by blaming someone else e.g. "but he did it/but she did it first"	"You need to take responsibility for YOUR actions	because you have made the wrong choice".

Being Safe

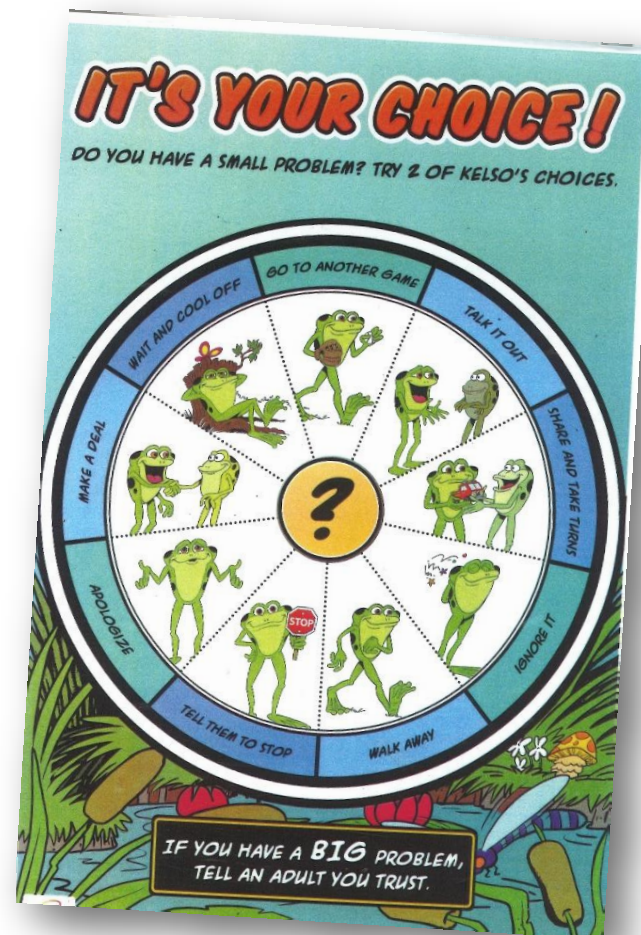
to be safe children need to	the micro-script for the adult to use	sharing the reason for this expectation
Walk when they are in school.	"Please walk	because it's the safest way to move around".

Kelso's Choices

To help children learn a lifelong conflict-resolution tool and develop and sustain the belief that they are strong enough and smart enough to resolve their own minor problems we teach Kelso's choices in the Early Years and KS1 and use Kelso's choices across the Federation.

Kelso's choices:

- Empower young children with the ability to determine their own behaviour.
- Reduces 'telling tales'
- Provide consistency of approach across staff
- Teach children to realise the difference between minor problems and big problems that require adult intervention.
- Increase feelings of personal competence
- Give children a conflict management tool
- Develop good links between home and school



Anti-Bullying

Please see the Federation's Anti-Bullying Policy for details (find this on the website).

For a definition of 'bullying' and a summary of 'Actions to be Taken when Bullying Occurs', see below:

