



The Flourish Federation

Behaviour Policy

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The Flourish Federation is dedicated to ensuring that our schools environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion.

This policy outlines The Flourish Federations expectations in terms of behaviour and the consequences followed for poor choices. Good behaviour and self-discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

1. Aims

We want our children to lead successful lives as adults and do our best to enable them to achieve academic and emotional success ensuring they grow into self-aware and self-confident learners.

To meet this aim

- We ensure all stakeholders know their role in building a culture of exceptionally good behaviour, and take responsibility for promoting these standards.
- We support children to be intrinsically motivated, resilient learners, taking pride in their work and becoming problem solving, creative thinkers.
- We work proactively to make adjustments, ensuring that the Flourish Federation is a highly inclusive community where relationships are based on mutual respect, ensuring our children are taught how to contribute to wider society.
- We support all of our pupils in developing a high level of social and self-awareness and help children become responsible for their choices through restorative practice.
- We find every opportunity to celebrate individual and group success.
- We expect children to be punctual each day and have excellent attendance (where exceptional circumstance applies; support and adaptations are made). Please see our federation attendance policy for further details.
- We teach our children how to keep themselves safe from harm
- We ensure our children are taught how to make healthy life choices

2. Expectations



We have clear expectations across our schools, which are underpinned by our school values, **Creative, Exploring, Learning & Kindness**. This language provides consistency about what kind of learners we expect your pupils to be, and can be adapted to support all behaviour/situations across the school. The expectations and language used is modelling by all adults. Below are some examples of how this language is used.



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 Ready	 Respectful	 Safe
Children will be ready to learn, ready to explore, ready to engage. Are you ready to listen? Are you ready to learn? Are you ready for PE with your PE kits? Are you ready to come in from the playground? Are you ready to start assembly?	Respect is given to everyone at all times. Are we treating everyone with respect? Are we using kind words? Are we showing good manners? Are we sharing? Are we including everyone? Are we thinking about how the other person feels?	Everyone will be safe. Are we thinking about how to be safe on the playground? Are we walking safely? Are we managing our bodies? Have we told a safe adult if we are unhappy? Are we helping our friends stay safe?

We value consistency of routine and approach – above is an example of how the infant school uses Ready, Respectful, Safe as an approach.

- Classroom staff always welcome children in with a smile, and senior leaders/ our Family Liaison Officer (FLO) are usually present on the gate to greet families at the start and end of the day.
- All classrooms use whole class visual timetables so children know what is happening throughout the day.
- All staff model and build positive relationships, supporting behaviour across the school, not just in their own classroom.
- Praise, gratitude and help is offered freely.
- We recognise and value where behaviour & citizenship has gone above and beyond, celebrating success as a community.
- Our staff plan lessons that engage, challenge and meet the needs of all learners.
- In the infant school, we use the restorative conversation booklet to support all parties when things go wrong, helping children learn how to manage their emotions and actions moving forward, and providing tools for success (*see appendix 2*). In the juniors, these conversations still take place, but without the visual aid of a booklet.
- All staff remain calm, listen and give children time when behaviour choices go wrong. They respond instead of react.
- Staff follow up every time, helping children retain ownership and engage in reflective dialogue.



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3. Positive strategies we use to foster exceptionally good behaviour

- We use our values based on Learning Behaviours to promote a growth mindset and a curiosity for learning.
- We foster strong relationships, taking time to learn about children's personalities, what motivates them, and what makes them behave in a certain way, to ensure their success in all aspects of school life.
- We incorporate visible and audible consistencies and establish relentless routines, expectations and modelling to promote positive behaviour choices.
- *All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Children need time to correct their behaviour and feel supported to do this.
- We ensure behaviour expectations are consistent throughout the school day, whether that be in the classroom, on the playground, walking through the school building, at lunchtime, during assemblies or around the school site.
- We prioritise the safety of all pupils, during school, at extra-curricular clubs or activities, including when we are on trips outside of school and promoting our school values with other communities and establishments.
- All classrooms celebrate children's stand out moments
- Children's work is displayed around the school so they can feel proud of their learning
- Every child receives a handwritten birthday card in the post to remind them we care about their special moments.
- The juniors are sent praise in the form of postcards.

**Infant Specific*

Our day-to-day practice

We support positive behaviour choices in a number of ways including:

- Whole school and phase group assemblies, the celebration of special festivals, events and achievements
- Embracing opportunities to learn from each other through paired work, group work, sharing time and community visitors
- Establish a stimulating and safe learning environment which allows for an exceptionally high standard of quality first teaching to ensure that all children are engaged in their learning and want to succeed
- Regular professional development conversations to support positive relationships and consistency of approach. Staff hold each other to account, supporting each other's development and challenging colleagues where observed interactions are deemed inappropriate
- Ensure children with SEND and/or disabilities have the correct support and adaptations to success and access all opportunities, using the Mainstream Core Standards as a guide to best practice.
- Create individual behaviour plans to support children whose SEND and/or disabilities causes them to display challenging behaviours (please read the federation's SEND policy for further details).



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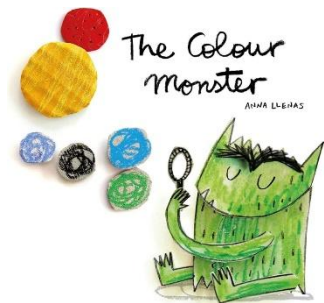
- Teaching PSHE through the Jigsaw scheme of work
- Teaching children specific ways to understand how they are feeling and how they can manage these emotions – this can be through Interoception, Reflective Conversations, etc.
- Exploring ways to ensure effective differentiation for all pupils so learning is meaningful and children are motivated
- Prioritising the development of communication, interaction and emotional regulation across all abilities and needs. The infant school uses the Colour Monsters to embed these skills prior to children starting at the junior school – valuing the voice of all our children
- Offering a wide range of extra-curricular activities
- SMSC (Social, Moral, Spiritual, Cultural) context and British Values woven through our wider curriculum and assemblies – ensuring our children are challenged to become curious and competent learners

Internal Motivation

While we do still celebrate some of children's efforts and rewards with certificates and stickers, it's really important to us that we foster internal motivation in children if we want them to be creative, open-minded thinkers. We want children to want to make the right choices both in their behaviour and their learning. We want them to be propelled by curiosity and the enjoyment of a tasks, feeling proud of themselves, rather than always doing something for an external reward. We do this through praise and questioning which not only helps children recognise when they feel internal motivation, but also supports a growth mindset, developing resilience and perseverance. (see *Appendix 1*)

Self- regulation

As children begin their learning journey with us at the infant school, we help children learn about self-regulation through The Colour Monster characters, exploring different emotions, why and when we might feel them, and teaching different strategies for managing these feelings. We want children to move towards independence, being able to regulate themselves and knowing that feeling all of the different emotions is ok, but knowing how to move through them to a grounded place of calmness. Children self-register using the colour monster characters and staff offer support and guidance where needed throughout the school day, and through Jigsaw lessons.



As children move into the juniors, they take these strategies with them, and are expected to manage their own self-regulation throughout the class and using the zoning playground system, including the Geek Zones, High Energy zone, Library, Year 6 Common Room. This builds upon the zones introduced at the infant school, where children are supported to find a zone which matches their mood and energy level.

This year we are also exploring Interoception, which focusses specifically on how our bodies sense and interpret internal bodily signals—such as hunger, thirst, heart rate, breathing, pain, or emotional arousal.



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In a behaviour context, interoception underpins self-awareness and self-regulation: when individuals accurately notice and understand these internal signals, they are better able to manage emotions, anticipate needs, and respond adaptively rather than reactively.

Difficulties with interoception can contribute to emotional dysregulation, anxiety, shutdowns, or challenging behaviour, particularly when internal states are misunderstood or overwhelming.

This is an exciting new pathway for us and we look forward to seeing how it can support and underpin emotional regulation, and thus behaviour strategies for our children.

4. Responding to inappropriate behaviour, including bullying

Our children's development and journey through the school is a team effort. Children learn and grow at different rates and different internal and external events and need impact how they respond to other. Sometimes children have additional needs which need considering, sometimes trauma has happened in their lives. It's important we remember this when talking about the other children our own child/children interacts with too. They are all learning. Some behaviour is not ok, we recognise this and work really closely with all involved. We ask that our whole community show kindness and respect for all members of our community, after all, modelling this ourselves, is how our children learn best.

Negative behaviour is dealt with swiftly and not tolerated. A preventative approach is taken again bullying and other harmful behaviours, such as rude, derogatory, racist or defamatory language, through the daily practices and expectations of the school. Children are listened to, and a joined-up approach with families is taken when concerns are identified.

Whatever is happening, we treat all children with care, concern and sensitivity. We acknowledge their right to privacy.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying is not tolerated within the Flourish Federation. Our Anti-Bullying Policy clearly outlines the different forms of bullying, alongside the measures in place to prevent it and the procedures followed should it occur.



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Inappropriate or challenging behaviour

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils.

We recognise that children are still learning and sometimes it goes wrong. Our systems for manage this are focused around supporting the pupil to make the right choices at every stage, and offer a clear, consistent pathway for all stakeholders. It also allows for restorative follow up (*see Appendix 2*), to help support children to make improved choices moving forward.

The Flourish Federation Senior Leadership Team have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable as per the DfE Behaviour in Schools – Advice for headteachers and school staff, Paragraphs 92-95.

The SWAT system



- SWAT: **S**peak, **W**arning, **A**ction, **T**ransfer – a clear, progressive behaviour system that provides structured opportunities for poor choices to be addressed, corrected, and reset.
- The infant school uses an infant friendly version of the SWAT system (Speak, Warning, Action, Transfer). This supports transition into the Junior School and then again, into secondary. (*see Appendix 3*). In the junior school, the SWAT system is more subtle, as children already have this embedded in their practice.
- Parents/carers won't be told if their child has been involved with the 'speak' or 'warning' stages, as this is part of usual whole-class management. Only when there is a repeated pattern of behaviour, would we communicate this and discuss individual support for the child.
- If poor behaviour persists, teachers will seek advice and support from the SENCO, FLO and senior leadership team. Parents/ carers will be contacted to discuss the identified need, ensure their emotional needs are being met, and agree on support moving forward.
- Where necessary to meet the needs of the child, individual behaviour plans will be formed between the school, child and parent/carer. In these instances, the above measures may not be appropriate and the new behaviour plan will take effect.
- For children with a SEND/ disability need or who have experienced challenging circumstances at home such as LAC or Previously LAC children, we make every effort to understand their behaviours and individualise our response to them.
- If none of the sanctions are effective and the child continues to disrupt the learning of others within the schools, or presents a danger to themselves, others, or the learning environment, a fixed term suspension may be given. This will be followed by a meeting with parents/carers before the child returns to school to agree a way forward. Actions/ transfers are adapted relating to the seriousness and frequency of the behaviour.
- Where behaviour continue to be a concern, advice / support will be sought from outside agencies including Play Therapy, Specialist Teaching & Learning services (STLS), inclusion services, Early Help, CAMHS, Dandelion Time or Slide away.
- All negative behaviour which is either significant or ongoing, is recorded via CPOMs using the behaviour category, or where there is a more substantive pattern, we may choose to adopt school ABC forms. We recognise that poor behaviour or behavioural changes can form part of a larger safeguarding picture.



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For more information on the school's use of suspension please refer to the exclusion policy.

The restorative conversation

When something goes wrong, it's important children have a safe, supportive conversation about what happened, how they are feeling, who their actions have impacts and how they can change their behaviour moving forward. The restorative conversation (*see Appendix 2*), offers a structure for conversation and uses visuals and cues to support children in having these difficult conversations. It's important to acknowledge children's feeling during these, but also have clear expectations that poor behaviour choices are still not ok. Wording such as 'It's ok to feel angry about ____, but it's never ok to hit another child', can be used for this.

Prohibited items and unacceptable actions

Under no circumstances will illegal or inappropriate items be brought into school, and all pupils, staff and families will respect and look after the school premises and environment. The following behaviour and items are regarded as completely unacceptable and will result in disciplinary actions and possibly in exclusion, or site banning, depending on the circumstances:

- Verbal abuse to others
- Physical abuse to/attack on another person or the threat to attack
- Bullying (to the extent not covered above)
- Racism
- Indecent behaviour, sexual abuse or assault
- Damage to property/ arson
- Possession, misuse or supplying of illegal drugs including other substances and alcohol, and the misuse or supplying of non-prescription drugs and 'legal highs'
- Theft
- Carrying an offensive weapon

5. Record keeping

- We record all significant behaviour concerns on CPOMS or ABC forms and add actions were appropriate.
- Regular federation Designated Safeguarding Leader meetings are held to monitor and discuss all cases.
- Regular SEND catch-ups are held between the Headteachers and SENCO
- ABC forms help see patterns of behaviour where children become dysregulated and need further support.
- Personalised plans detail individual pupil support and strategies in place to help them achieve success.
- At the junior school, behaviour books are used to support specific pupils.
- Yearly written reports, report on children's behaviour, alongside 2x verbal parent consultations.



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6. Use of force

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves and/or others or damaging property, and to maintain good order and discipline.

The Flourish Federation does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result. Specific staff across the school have Team teach training to ensure every possible preventative measure, and safety for all.

6. Complaints

The federation has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or Headteachers, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively.

For details of the full complaints procedure see our **Federation Complaints Policy**.



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Appendix 1 – Intrinsic motivation phrasing

I can see how hard you worked.

Acknowledge the child's effort and then expand on it. Draw attention to the details you see and elaborate on them.

"I can see how hard you worked on this piece of writing. Wow... look at the adjectives you have used like gnarled and tangled!"

"I can see how hard you worked to tie your shoes! That must feel good to do it all by yourself with no help!"

What do you love about this?

Encourage the child to reflect on what they enjoy and let them have their own opinions about what they like or don't.

"Look at all these colours and shapes! So fancy! What do you love about this picture you drew for me?"

I can tell you're really proud of yourself.

Drawing the child's attention to internal feelings of pride, accomplishment, or success, helps them identify it the next time it shows up. It feels good, so name it and describe it.

"I can tell you're really proud of yourself for getting all the way across the monkey bars! Your smile is so big!!"

"I can tell you're really proud of your moving space buggy because you wanted to show the whole class!"

That was tough, but you kept going!

Perseverance and determination are two qualities that will get any child over some major hurdles in life. A child who learns, at a young age, that they are capable of doing hard things, will be able to build on that experience.

"That was tough, but you kept going! It's okay to be tired, you've been working so hard."

"Look at how much you've done / how far you've come! What was the trickiest part?"



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Appendix 2 – The Restorative Conversation Booklet

Reflect – Is the child calm enough to have a restorative conversation? If not, allow time and de-escalation activities, otherwise you risk dysregulation. Additional questions can be added to support the conversation and add detail. For example if the child selects they broke something, the adult could ask 'What got broken?' If the child finds it hard to answer around who has been impacted, you could ask 'how do you think your friend felt when...'

Please note, this model is used across the federation, with a more age appropriate model of the booklet used at Junior level.

broke something	threw something	shouted at someone
bad words	What happened?	ran away
made noises		no work
rude to someone	hurt someone	Something else

	sad	bored	quiet	tired	
frustrated	silly	What were you thinking or feeling?	Worried	anxious	
Excited	fidgety		scared	giggly	
Angry	Terrified	out of control	Frustrated	loud	Something else

me	class	friend	teacher
mum	Who has been affected?	child	
Dad			
brother or sister	My family		Someone else

sad	sorry	guilty	ashamed
anxious	What are you thinking or feeling now?	scared	
worried		unsure	
ok	calm	better	something else

write it down	write a letter	talk with someone	say sorry
no reward	What needs to happen to put it right?	time out	
draw		fix something	
Make a plan	Make a change	think about zones	something else

talk to teacher	Ask for time out	fiddle with something	talk to someone
Count to 10	Next time I could....	Take deep breaths	
Play with someone else		Sit next to someone else	
Walk away	Listen to teacher	Think about zones	Something else

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Appendix 3 – SWAT Model examples

	Speak	An adult will give gentle redirection , a 'nudge' toward the desired behaviour	Eden, I need you to turn your voice off so I know you are ready to listen.
	Warning 1 (infant only)	A reminder of the expectations , Ready, Respectful, Safe, wherever possible. If there are improvements but then behaviour reoccurs later, you can move back to 'speak' to give additional reminders.	Eden, I can hear your voice. It is not ok to talk when we are all listening. I need you to turn your voice off to be ready to learn.
	Warning 2	A clear verbal caution delivered privately wherever possible so the learner is aware of their behaviour and the consequences are clearly outlined if they continue. They are told what the action will be.	Eden, I need you to stop talking so you are ready to learn. If this doesn't happen, I will need you to sit with Mrs White and do the learning away from the other children.
	Action	An action takes place to support the correct behaviour and gives the learner time to reflect. Following the action, offer reminders of expectations and use restorative practice.	Eden, I can see you are still talking. You need to sit with Mrs White now and do your learning away from the other children. Thank you.
	Transfer	If the action hasn't worked, and behaviour continues, children can be transferred to another classroom, or a member of the senior leadership team. Should more than 3 transfers be used in a week, or 6 across the term, we would invite parents in for a discussion about what we can do to support the child further.	Eden, I can see you're not ready for learning. I can see you're feeling chatty, but it's not to keep talking. You will do your work in Dragonfly Class now.