Burghfield Common Federation

Mrs Bland's Infant and Nursery School

and

Garland Junior School

Positive Behaviour Policy

(Incl. Anti-Bullying Policy)

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Behaviour Principles Written Statement – Governing Board

This statement is not policy or practice, rather it is an intent to set out the schools' broad principles and values with regard to behaviour that is both expected and promoted within the federation of schools.

Actual, practical applications of these principles are the responsibility of the Executive Headteacher and both Heads of School, who will view each case in light of these principles and any relevant policies.

The governing board is aware and approves of this statement, believing it accurately reflects the schools' ethos, and that effective learning and development relies on good standards of behaviour.

This is why, at Burghfield Common Federation, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Our Behaviour Principles

It is the primary aim of Burghfield Common Federation that every member of the school community feels valued and respected, and that each person is treated well and fairly. We are a caring community, whose values are built on mutual trust and respect for all. The federation behaviour policy is therefore, designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The aim of the behaviour policy is not to establish a system to enforce rules; it is a means of promoting good relationships, so that everyone can work together with a common purpose of everyone learning.

It also recognises that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the consequences and rewards outlined in the policy are not the most appropriate means of dealing with their behaviour, and other programmes of intervention and support may be used in conjunction with external agencies.

Sometimes a 'protective' consequence is needed immediately until we have been successful with our educational consequences. Protective consequences are solely actions to ensure no further harm occurs; in the short term this may result in a short term, suspension from school.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards positive behaviour as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter negative or anti-social behaviour.

Principles

- The schools' primary concern is the safety, wellbeing and education of all pupils. Actions taken in cases of unacceptable, difficult or dangerous behaviour are with the intention of upholding the pupils' wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the schools' community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious, age-based or SEND.

- The schools will create and maintain an atmosphere and ethos of tolerance, equity, diversity, respect, understanding, kindness and a sense of citizenship throughout the federation in everyday practice.
- All children, staff and visitors should always feel safe in the school environment through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the schools by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Expectations are to be consistently applied across the schools and where consequences are applied, they should be proportionate to the behaviour, in line with the schools' Behaviour Policy.
- Positive behaviour around school is to be acknowledged at the discretion of staff, who will acknowledge appropriately.

At BCF, we want to foster a community and collective ethos amongst all members of the schools and promote our values of **Perseverance, Kindness, Respect and Good Manners** and **Teamwork**.

Behaviour Towards Staff

Any kind of violence, threatening behaviour by parents/carers towards the schools' staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the schools' premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

General Expectations

- All members of the schools' community should be aware of our expectations with regard to behaviour and the relevant policies and agree to them. These will be made readily available to read and our general expectations of behaviour (The School Charter), will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by staff and children around the school, both in and out of the classroom.
- Bullying (and cyber bullying) is not tolerated, and pupils should report any case of bullying they experience or observe, to school staff.
- Pupils should be motivated and encouraged to always demonstrate positive behaviour, and this should be acknowledged appropriately, in line with the policy.
- Staff lead by example and model their conduct in line with the staff code of conduct.
- Everyone in the BCF community should understand that the schools' emphasis is on encouraging and teaching positive behaviour and supporting individuals who are struggling.

This written statement, and the policies that are influenced by it, applies to all pupils and staff whilst at school and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential).

Our School Charter

Burghfield Common Federation

Our School Charter

Everyone has the right to:

Be safe * Be respected * Be able to work

Our School Values:

Perseverance

Kindness

Respect and Good Manners

Teamwork

Rights and Responsibilities

(Also see Roles and Responsibilities)

The Rights and Responsibilities of all are discussed at the beginning of each academic year and the children review the school and class 'rules'/agreements. This is done during assembly and PSHE sessions, where children can share their thoughts, ideas and feelings about how school is a happy and safe place to learn.

We ensure that;

- Everyone has the right to learn, and no child has the right to intentionally disrupt the work of others.
- We accept everyone as individuals and respect their rights, values and beliefs.
- We are always fostering and promoting positive relationships and a sense of belonging to the school community.
- We provide a well-ordered environment in which everyone is fully aware of behavioural expectations.
- We offer equality of opportunity in all aspects of school life and recognise and celebrate our differences.
- We are always encouraging, praising and positively reinforcing good relationships, behaviour and work.
- The federation does not tolerate bullying of any kind (see anti-bullying section).
- Everyone is always caring for, and taking pride in, the physical environment of the school.

During our Classroom Drop-ins and Monitoring, our focus is on the following (see Appendix 1 for full document);

1. Teaching and Learning is about relationships with people so an environment of trust and high-quality professional learning is promoted by the school's leadership.
2. Feedback is led by SLT and is built on a shared understanding of research informed pedagogy.
3. Attention is always on the learning rather than on the person or comparisons with others.
4. Focus is kept clearly on improving pupil outcomes.
5. Effective feedback is granular (precise and bite-sized), actionable (element of practice, not so specific to the lesson), highest-leverage action step (biggest difference to pupil's learning), plan practice, follow up, repeat (mentor/coach guidance for practice), regular.
6. Teachers and leaders are encouraged to be continual independent learners and to find solutions.

Managing Behaviour

Promoting Positive Behaviour

We use a wide range of strategies to recognise and reward both individual children and whole class attitudes and behaviour. We ensure we place a large emphasis on celebrating achievements and positive behaviour that children display.

Celebrating Achievements

- Celebration assemblies are held weekly and certificates awarded
- Wall displays demonstrating work of which children are proud
- 'Reading Stars' collected and stars selected choose a book from the reading vending machines
- Publicity photos, school event photos displayed for parents and children to see on a regular basis.

Weekly newsletter

- The names of children receiving stars for that week
- Other children who are to be congratulated for particular achievements, competitions etc.

End of year

- A special 'awards' ceremony to celebrate the achievements of the Y2/Y6 pupils. This includes distribution of record of achievement certificates which summarise the children's achievements during the year
- Performances by children of snapshots of their work during the year.

Demonstrating Our Values

Our Values	**We Show This By;**
Perseverance	**We show Determination and Perseverance by:** not giving up when something is difficult working hard throughout the whole lesson seeking help when we need it challenging ourselves to do even better
Kindness	**We show kindness by:** helping others playing with others using appropriate language when speaking to others including other children in your games or activities working together
Respect and Good Manners	**We show respect by:** accepting everyone as an individual and respecting their values and beliefs treating adults in an appropriate manner – being polite treating each other in an appropriate manner – being polite allowing others to learn by not distracting them not interrupting when others are talking walking and not running in school looking after other people's and the school's property wearing the correct school uniform
Teamwork	**We show Teamwork by;** allowing others to learn by not distracting them treating each other in an appropriate manner – being polite ensuring we ask for help when needed (includes adults) **We show that we understand ourselves by;** being reflective appreciating and understanding the effect we have on others understanding we have a choice and we can always make the right choice appreciating that adults are there to help us understanding what it means to be a good citizen and have a positive impact

<table>
<tr><th colspan="2">Celebrating Positive Behaviour - Rewards</th></tr>
<tr><td colspan="2">Whole Federation
Recognition – non-verbal – smile, thumbs up
Recognition – verbal – thank you, well done
Praise positive behaviour - use parallel/ proximal praise
As well as the whole-school reward system, we have numerous systems in place at class level – agreed by the teacher/year group staff/children
Reward wrist bands and praise certificates by Executive Headteacher/HoS</td></tr>
<tr><th>MSB Specific Rewards</th><th>GJS Specific Rewards</th></tr>
<tr><td>Treasure Books – when these have 30 stickers children visit the treasure box in the Executive Headteacher's office

Special achievements by the whole class can be rewarded by staff with a star
When the class has collected 5 stars, they can choose a whole class treat

Friendship Star weekly award

Star of the Week award

Playtime Star</td><td>Green Card – linked to the yellow/red card system but for positive reasons. Given when particular children are behaving well consistently - making the right choices and demonstrating the school values. All children whose names are on a green card are in with a chance to have their name pulled out of the box each week

Children are awarded Values Certificates weekly for consistently demonstrating the school values. Certificates and a reward are awarded in assembly

House Points – this reward is about the 'team' and the weekly winning team is rewarded with additional break time. The termly winner is rewarded with a non-uniform day

Class Star award

Star Readers – rewarded for the number of words read e.g., 500,000

Maths Stars – Doodle maths champions</td></tr>
</table>

Unacceptable Behaviour

Examples of Unacceptable Behaviour (See Appendix 1 for Posters and detailed explanation)
As with positive behaviours, it would be impractical to create an exhaustive list of behaviours that the school deems unacceptable. Instead, the examples listed below represent a broad scope of unacceptable behaviours. These have been split into two categories – **Low-level** or 'Unsocial' and **Serious** or 'Anti-social'.

We define **Low-level Unacceptable Behaviour (Unsocial)** as that which may disrupt the education or wellbeing of the perpetrator and/or other pupils.

We define **Serious Unacceptable Behaviour (Anti-Social)** as that which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. Whilst we believe that celebrating positive behaviour is central to our schools' ethos, there is also a need to address instances of unacceptable behaviour.

Examples of the Differences between Low Level and Serious Unacceptable Behaviour Links to Consequence Table (Also see Section on SEND)	
Low-level Unacceptable Behaviour (Unsocial) Examples – White and Yellow Consequences (See Consequence Table)	**Serious Unacceptable Behaviour (Anti-social) Examples – Red Consequences**
• Swinging on a chair • Playing/fiddling with equipment • Shouting out/talking to a friend • Making unnecessary noise • Work avoidance • Inappropriate verbal responses • Anything which interferes with the 'flow' of the lesson • Failure to complete classwork • Leaving their desk or the carpet area without permission • Choosing to do another activity than the one the class are doing without permission • Not listening to/following instructions • Being unkind to others e.g., name calling, leaving peers out, laughing at them • Lying • Being overly physical with other children e.g., Play-fighting, physical 'games' on the playground	• **Repeated** instances of low-level behaviours* • Rudeness or insolence to a member of staff **with intent** • **Refusal** to co-operate with a member of staff • **Refusal** to carry out an adult's request • Damage to property • Stealing • Leaving the classroom/school building **without permission** • **Verbal** abuse, including swearing and threatening language • Spitting (directly at another) • Leaving the **premises** • **Deliberate** physical violence e.g., pushing, hitting, kicking, biting (caution over 'play' fighting and any 'equal' retaliation) • Discrimination** • Sexual harassment* • Bullying – see section on bullying below
***Children with particular SEND will have or may need a separate Behaviour Plan – see Section 'Responding to Unacceptable Behaviour from Pupils with SEND' page 9**	
**Discrimination – *not giving equal respect to an individual on the basis of age, gender identity, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation* *Sexual harassment – *meaning unwanted conduct of a sexual nature such as:* • *Sexual comments; sexual jokes or taunting* • *Physical behaviour like interfering with clothes* • *Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude and/or videos, or sharing of unwanted explicit content*	

Consequences for Unacceptable Behaviour

Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. These consequences are discussed at the beginning of each year as a school and are reminded and reinforced at the start of each term and during the year through school and class assemblies. In this way every child is involved in discussion of the standard of behaviour expected and these are reinforced regularly during assemblies, Circle Time/PSHE lessons and class time. Everyone at school is expected to be a positive role model.

Below are the agreed consequences depending on the behaviour demonstrated:

CONSEQUENCE TABLE	
MSB	**GJS**
1. Reminder of **good choices** 2. Warning, using **language of choice** 3. Five minutes **thinking time** in a quiet area	1. Reminder of **good choices** 2. Warning, using language of choice 3. Use of **White Card** – 'This is a reminder…'
4. Miss part/all of **playtime** 5. 10 minutes **thinking time** in another other class (and see Team Leader) 6. **Teacher** to speak to parent	4. Further reminder and Warning - use of **Yellow Card** - consequence miss 10 minutes **breaktime** 5. **Teacher** to speak to parent if persistent
7. **See** HoS or Executive Headteacher 8. If **persistent** and **repeated** then **SLT** to speak to parent	6. Unacceptable/anti-social behaviour - involvement of **SLT** – **Red Card** issued **Break** and/or **lunch time** missed 7. **Teacher** to speak to parent 8. If **persistent** and **repeated** then **SLT** to speak to parent

Breaktime or Lunchtime Unacceptable Behaviour

If serious incidents happen during break or lunch time and one child has done something **unacceptable,** they are either removed from outside to carry out their consequence straight away or it is carried forward to the next break. This should be rare and only in extreme circumstances. If there is a **serious** breach of behaviour, then **SLT** should be called for immediately. (Any football and/or other group games should be stopped until the matter is resolved.)

All other behaviour should ensure the **steps** above are worked through first – **always** starting with the **warning** and at GJS the **White Card**.

All **Red** Behaviour incidents are logged on our behaviour system (CPoms) by the member of **SLT** dealing with it.

Any unacceptable behaviour involving more than one child a **Restorative Circle** should be facilitated.

Restorative Circle

(see Appendix 2 for Paperwork – include step by step explanation of this in appendix)

A restorative circle should be completed for **any incident** involving more than one child, to fully understand and deal with the behaviour accordingly. A restorative circle should, where possible, include all of the children involved in the incident. This should be completed by the member of staff dealing with the incident. If this happens at breaktime or lunchtime, the member of staff dealing with it will remain on duty but complete the RC outside to resolve the issues and ensure the children can continue with their breaktime in a harmonious way. (The point of the RC is to ensure that children are supported in resolving their own disagreements and conflict with each other). Adults will record a brief overview using the RC paperwork (copies will be available for staff on duty on a clipboard in the hall and the Hub). There may not be a consequence for this situation if their behaviour is equal to each other.

Off-site Unacceptable Behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the unacceptable behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Unacceptable Behaviour

The school can issue behaviour consequences to pupils for online unacceptable behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Responding to Unacceptable Behaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The schools recognise that a pupil's behaviour may be influenced by a special educational need or disability (SEND). When incidents of inappropriate behaviour occur, we will consider the potential impact of the pupil's SEND, although not every incident will necessarily be related to their SEND. Decisions about whether a pupil's SEND has influenced their behaviour will be made on a case-by-case basis.

In most instances, inappropriate behaviour will be addressed using the consequences and procedures outlined in this Federation behaviour policy. However, there are cases where these standard procedures may be less effective, possibly due to external factors such as home circumstances or medical conditions. Some children may also experience low self-esteem, which can affect their ability to engage with the schools' usual routines and reward/consequence processes.

In such cases, a different, more personalised approach will be required to meet the individual needs of the pupil.

When addressing inappropriate behaviour in pupils with SEND, particularly where their SEND affects their behaviour, the school will carefully balance its legal duties. These duties include:

- Taking reasonable steps to avoid causing substantial disadvantage to a disabled pupil as a result of the schools' policies or practices (Equality Act 2010)
- Using our best efforts to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care (EHC) plan, ensuring the provisions outlined in that plan are secured, and cooperating with the local authority and other bodies as required.

As part of fulfilling these duties, the schools will anticipate, where possible, potential triggers of misbehaviour and put in place measures to reduce the likelihood of such incidents. These measures will be tailored to the pupil's individual circumstances and may include, but are not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for extended periods
- Involvement in a nurture group – this is an extremely valuable resource which provides children with support and help with social skills in a small group. The emphasis is upon the caring and non-judgmental environment and making the child feel that they are part of a caring school
- Support from a TA, to provide support and encouragement for individuals who may lack the concentration to stay on task, independently. In some cases, they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more, the emphasis will be on raising the self-esteem of the child, basing the work on their individual needs and interests and finding ways of motivating them within class
- Adapting the curriculum – in some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical activities are agreed to keep them on track. This might take the form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included
- Adjusting seating arrangements to accommodate a pupil with a visual or hearing impairment, ensuring they are positioned in sight of the teacher
- Modifying uniform requirements for a pupil with sensory sensitivities or severe eczema
- Use of sensory activities to help regulate emotions during moments of sensory overload.

Adapting consequences for pupils with SEND

Some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teacher(s) and TAs. In some cases, parents may also be involved in further supporting at home;

• Having a celebration book to record all the positive things that have happened throughout the day to share at home

• Having an **Individual Behaviour Plan** (see **Appendix 4**), which is written by the teacher and class team to ensure a consistent approach, which is reviewed termly

• Providing responsibilities – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or to a peer. Helping an adult or younger child with a task or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them.

There are no quick fixes and time and patience are needed.

Dealing with children with SEMH is always a balance between:

1. The needs and inclusion of the individual child concerned
2. The entitlement of the class
3. The capacity of the teacher to remain calm in what can be extremely testing circumstances. Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them. In cases such as this, opportunities for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstances are more settled and the child can be encouraged to reflect on their behaviour.

When considering a behavioural consequence for a pupil with SEND, the schools will take into account:

- Whether the pupil was able to understand the rule or instruction
- Whether the pupil was unable to act differently at the time due to their SEND
- Whether the pupil's SEND may increase the likelihood of aggressive behaviour.

Following this assessment, the schools will decide whether a consequence is appropriate and, if so, whether reasonable adjustments to the consequence are necessary.

It is important to encourage children to reflect on their own feelings and the feelings of others, and to involve them in problem-solving where possible. Engaging the pupil in a reflective activity or discussion can help to de-escalate situations and provide an opportunity for meaningful reflection.

Supporting children with Social, Emotional, and Mental Health (SEMH) difficulties can place significant demands on individual staff members. It is essential that the federation fosters a climate of support and understanding for both the child and the staff involved.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND
The Inclusion Lead (who is the Senco over the Federation), may assess a pupil who displays challenging behaviour to determine whether any unmet or unidentified special educational needs (SEND) are contributing to the behaviour.

Where necessary, the school will seek support and advice from specialist teachers, educational psychologists, medical practitioners, and other external professionals to help identify and address specific needs. If acute needs are identified, we will liaise with external agencies to develop tailored support programmes. These plans will be created in collaboration with parents/carers and reviewed regularly to ensure they remain effective.

Special Needs and Social and Emotional Mental Health Difficulties
In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect on the child. This might be because of other circumstances at home, a particular diagnosed or undiagnosed special need or because of a medical condition. In some cases, children may have very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process. In these cases, a different approach may be necessary and 'personalised' according to the needs of the child;

Every attempt should be made to avoid the escalation of problems through direct confrontation or 'backing children into a corner.' Children should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

Pupils with an Education, Health and Care Plan (EHCP)
The schools will ensure that the provisions outlined in a pupil's EHC Plan are fully implemented, working closely with the local authority and relevant bodies as required.

If concerns arise regarding the behaviour of a pupil with an EHC Plan, the schools will consult with the local authority to discuss the matter. If necessary, the schools may request an emergency review of the EHC Plan to reassess and adjust the support being provided.

Hurtful Behaviour (Children under age 5)

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For young children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them
- We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear
- Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings
- We do not engage in punitive responses to a young child's rage as that will have the opposite effect
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children may also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now, and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together.

The main reasons for very young children to engage in excessive hurtful behaviour are that:

- they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting

- their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger
- the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated
- the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
- the child has a developmental condition that affects how they behave.

Where this does not work, we use the SEND Code of Practice to support the child and family, making the appropriate referrals to other professionals, where necessary.

Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

The schools will not interfere with any police action taken. However, the schools may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to Children's Services, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence
The schools will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The schools' response will be:
• Proportionate
• Considered
• Supportive
• Decided on a case-by-case basis

The schools have procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our Child Protection and Safeguarding Policy for more information.

Mobile Phones
Pupils should not bring mobile phones into school.

Mobile phones should not be used during the school day. In exceptional circumstances, and with agreement from the Executive headteacher, where parents feel their child requires a phone (e.g. for contact before and after school), it should be named and handed into the school office on arrival at school and collected again at the end of the day. Mobile phones will be stored in a basket in the school offices.

GPS tracking Devices
When children are in school this should be a time for parents to relax, knowing children are well cared for and educated. Therefore, we state the following;

- Child GPS trackers and wearables should not be brought into school

- GPS trackers/devices/wearables should not be attached/put in bags when children are attending offsite activities.

These devices can also cause confusion and anxiety to parents/carers if they do not update with the current location or if they are lost.

Banned Items

To ensure all staff and pupils feel safe and secure, these items must not be brought into school:

- Knives or weapons (including replica weapons)
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco/vapes
- Fireworks
- Pornographic images or articles.

School staff can search a pupil and/or their possessions if they believe a child has a prohibited item listed above. Any searching of a pupil will be implemented consistently, proportionately and fairly and would only take place after the child has been asked to hand any banned item safely to an adult and they have refused or there is good reason to believe the item is in the child's possession or their possessions.

The schools will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs and Disabilities (SEND) and make reasonable adjustments that may be required where a pupil has a disability. (The schools will follow the Searching, Screening and Confiscation Advice for Schools-July 2022). Parents and any relevant agencies would be advised if these items are brought into school.

School Uniform

The schools have a school uniform to:

- promote the ethos of a school
- provide a sense of belonging and identity
- set an appropriate tone for learning and education
- promote social equality.

Children should come to school wearing correct uniform, as detailed on the school website and have the correct clothes to take part in the curriculum.

Should a child come into school with incorrect unform, the following will be given;

- depending on the age of the child, a verbal reminder
- a missing uniform slip notifying what was missing/not in line with policy to go home
- a telephone call to parent/carer
- a letter home
- inviting parents into school for a meeting
- suspension

From time to time there may be a genuine reason why a certain item of uniform is not worn to school, and this should be communicated and agreed with a member of the School Leadership Team.

Roles and Responsibilities
The role of all adults in school

All adults are responsible for teaching acceptable standards of behaviour. We do this by:

- Having good relationships with the children, knowing them well and treating them as individuals
- Ensuring a consistent approach from all adults in school
- Modelling positive behaviours and the school values
- Acknowledging and positively reinforcing positive behaviour
- Having high expectations that are clear and consistently applied
- Taking account of children's social and emotional needs (adapting how we manage these to ensure equity rather than equality)
- Using positive language (telling children what we would like to see, not what we don't – e.g. 'Please walk', rather than 'don't run')
- Utilising restorative practice (if children display unacceptable behaviour, ensure they are aware of why it was unacceptable, its impact and what should happen next time).

The Role of the Class Teacher

- Provide challenging and stimulating lesson planning designed to enable all children to reach their full potential
- Recognise and be constantly aware of the needs of each individual child according to ability and need
- Enable children to take increased responsibility for their own learning and conduct
- Ensure that learning is progressive and continuous
- Be good role models – punctual, polite, well-prepared and organised
- Take quick, firm action to prevent one child inhibiting another child's progress
- Providing opportunities for children to discuss appropriate behaviour
- Treat each child fairly and all children with respect and understanding
- Liaise with parents to discuss concerns regarding pupils' happiness, progress and behaviour
- Report to parents about the progress of each child in their class, which may also involve contact if there are concerns about behaviour or the welfare of a child
- Deal with inappropriate/unacceptable behaviour, in line with the whole school policy. If behaviour persists, refer to the Executive Headteacher or Head of School
- Liaise with external agencies, to support and guide the progress of each child.

The Role of the Executive Headteacher

It is the responsibility of the Executive Headteacher in making sure all staff understand the behavioural expectations and the importance of maintaining them. It is also the responsibility of the EHT to ensure the health, safety and welfare of all the children and staff in the school.

- Take a lead in the establishment of a positive school culture including high standards of behaviour where everyone feels safe and supported
- Promote positive behaviour and respect for others
- Promote among pupils, self-discipline and a proper regard for authority
- Monitor attendance and punctuality and follow the attendance policy procedures when attendance is poor
- Prevent bullying including bullying related to race, religion and culture, homophobia, gender, sexist or sexual bullying, bullying of pupils with Special Needs or Disabilities and cyber bullying
- Ensure the upkeep of recording and reporting incidents of a serious nature
- Implementing the positive behaviour policy, by setting standards of behaviour and supporting staff in its implementation
- Develop a thorough induction programme for all new staff and regular training for staff on behaviour to ensure that the schools offer a calm, safe and supportive environment where all

children can learn and thrive by continually working to maintain high standards of behaviour where staff understand and collectively uphold the schools' behaviour policy.

The Executive Headteacher also has the responsibility for issuing suspensions and permanent exclusions in response to serious incidents or in response to persistent poor behaviour which has not improved, following in-school consequences and interventions (see exclusions). For serious acts of unacceptable/anti-social behaviour, the Executive Headteacher may permanently exclude a child. The Chair of Governors and West Berkshire LA are notified of any exclusions immediately and the Governing Board are informed of exclusions on a half-termly basis within the EHT report.

The Role of the Pupils

- Being ready to start their learning when they arrive at school
- Learning to organise themselves and use necessary resources to help them with their learning
- Being polite and helpful to others and following the school rules
- Contributing to the development of the schools' Behaviour Charter
- Understanding and demonstrating the school values
- Developing responsibility for their environment and for their own learning and conduct
- Wear the correct school uniform with pride
- Maintain good conduct outside the school premises, including online conduct, when taking part in any school led activity, when wearing school uniform and to ensure the good reputation of the school and the safety of all pupils.

The Role of the Parents/Carers

- To work collaboratively with the school, so that children receive consistent messages about how to behave at home and at school
- Read the schools' values and support these
- Support their children's learning and co-operate with the school and co-operating with the school as set out in the Home-School Agreement (see **Appendix 5**)
- Ensuring children attend school in good health, punctually, and regularly (this involves not taking leave of absence during term time)
- Providing letters, emails or phoning the schools to explain absences
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their child's progress and attainments
- Ensuring they contact the schools to discuss matters which affect a child's happiness, health, progress and behaviour
- Take an active part in their children's learning, giving due importance to homework, hearing reading and assisting in learning tables and spellings
- Ensure that children come to school in the correct school uniform, as specified in the schools' policy
- Allowing children to take increasing social and personal responsibility as they progress through the schools
- Accepting responsibility for the conduct of their children at all times
- If the schools have to use reasonable consequences to a child as a result of inappropriate behaviour, parents will support the actions of the schools. If parents are concerned about the way a child has been treated, they should initially contact the class teacher, then HoS, then EHT. If the concerns remain, they should put these concerns in writing to the Chair of Governors. If these discussions cannot be resolved informally the Complaints Procedure and Policy should be followed.

The Role of the Governing Board

- Being responsible for setting down the general guidelines on standards of discipline and behaviour

- Support the Executive Headteacher who has the legal duty to establish the detailed measures on behaviour and discipline that form the behaviour
- Ensure the behaviour policy is applied correctly and consistently throughout the schools
- To form a complaints panel in line with the Complaints Policy, if required.

Suspension and Permanent Exclusions

Exclusions are rare. They are only used after all other sanctions and strategies have failed and when allowing the child to remain in school would be detrimental to the education and welfare of others in the schools or after a pupil has seriously breached the schools' Behaviour Policy. Only the Executive Headteacher (or Acting Executive Headteacher) has the power to exclude a pupil from the schools. The EHT may suspend a pupil for one or more fixed periods, for up to 45 days in any one year. The EHT may also exclude a child permanently. It is also possible for the EHT to convert a suspension into a permanent exclusion, if circumstances warrant this.

If the EHT suspends or excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time the EHT makes it clear that the parents can, if they wish, appeal against this decision to the governing board. The EHT informs the parents how to make any such appeal. This contact may be made by telephone initially and all the information is also put in writing and given to the parents within one school day of the exclusion.

The EHT informs West Berkshire LA and the Governors about any exclusion, and about any suspension beyond five days in any one term.
The Governing Board itself cannot either exclude a pupil or extend the exclusion made by the EHT.

The Governing Board has a Complaints Panel. This panel considers any exclusion appeal on behalf of the Governors.
When an appeal panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation made by the parents and West Berkshire LA, and consider whether the pupil should be reinstated.
If the governors' appeals panel decides that a pupil should be reinstated, the EHT must comply with this ruling.

Lunchtime Suspension
If a pupils' behaviour is disruptive at lunchtime, a suspension can also be for parts of the school day. For example, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the EHT's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
Where lunchtime exclusion is used, it is as a short-term measure only, with regular review of whether it continues to be an appropriate approach.

Some pupils' behaviour can be particularly difficult at lunchtime, especially where there may be underlying causes. Where this is the case, it may be possible, through discussion and agreement with the parent, to arrange for alternative provision at lunchtime, such as the pupil going home for lunch.

Reintegration Following a Suspension
Following DFE guidance, a reintegration interview with parents is arranged with the EHT, following a suspension. The purpose of this interview is to discuss how best the child's return to school can be managed.

Anti Bullying Policy

Prevention of Bullying
At BCF we aim to:

- prevent bullying
- deal with bullying as it occurs
- build on the schools' behaviour policy as a vehicle for helping pupils behave in a socially acceptable way
- give time in the curriculum to discuss bullying
- ensure that children know they must speak out against bullying
- keep records of all incidents, discussion and any resolutions**.**

Bullying occurs when one or more other people make a person unhappy over a period of time. It can take several forms.

- **Verbal** as in name calling, personal comments, racial abuse
- **Social** as not being spoken to or being left out of activities
- **Material** as when possessions are stolen or damaged or extortion takes place
- **Mental** as when pressure to conform is applied as in physical assault
- The ability to have some sort of **power** over the victim (not always recognisable to the teacher)
- **Cyber** bullying
- **Child on child** abuse.

We do not use the term bullying unless we believe the behaviour has met the definition.

Bullying is:

- Systematic and ongoing rather than a 'one off' incident
- Done by the 'more powerful' to the 'less powerful' rather than between equals
- Distressing and hurtful to the victim rather than good-natured fun
- Always one way rather than an exchange.

Understanding Bullying Behaviour
From a very young age some children learn that aggressive behaviour helps them get their own way and for some, creating fear in their victims is a rewarding and pleasurable experience. Some like to react to an audience with adults and other pupils. Children who behave in this way may have learnt from the older people around them how to hurt others. They may have witnessed deliberate acts of physical and verbal aggression in their homes, in school, their local environment and on television and films or online. It is therefore not surprising that by the time they go to school they may have learnt many ways of bullying others often by being bullied themselves. The message for all adults therefore is that prevention is better than cure.

A fine line defines 'bossy' and bullying behaviour, but it is important to distinguish between them and between boisterous and aggressive play. 'Bossy' pupils tend to boss whoever is around at the time, whereas bullying pupils often pick on younger and more vulnerable children. Most pupils grow out of bossiness as they learn social skills and self-control. Bullies however increasingly rely upon threat and coercion. Boisterous, rough and tumble play is natural and fun, but it becomes bullying when it spoils other children's activities and enjoyment. We need to be aware that occasionally some of our pupils do not realise their behaviour is bullying and most will claim that to be the case.

What is the Schools' Position?

Burghfield Common Federation does not tolerate bullying, and we will do all we can to prevent bullying in the first place.

We deal with any situations as they crop up and will listen to and help any pupils who approach them. All reports of bullying will be taken seriously and appropriate action taken.
Consequences as identified in the schools' behaviour policy will be used. All staff are therefore aware of the following:

- Vision Statement
- Children's School Values
- The Schools' Positive Behaviour Policy

How Can Our Children Report Bullying?
The Burghfield Common Federation of schools is an anti-bullying federation.

To enable this, children need to ensure they:

- Treat other people kindly and fairly - never bully others
- Report if they feel they are being bullied
- Report if they see others bullied. If they do not, they are covering up for the bully
- Never make comments or tease people about their appearance, manner or ability.

Bullying can be reported to any member of the school staff.

Procedures for Dealing with Bullying
Everyone in school should be aware of the indicators of bullying and all staff should ensure that bullying or threatening behaviour is not tolerated in school.

All staff should respond to bullying by:

- Remaining calm – remember you are in charge. Reacting emotionally may add to the bully's fun and give the bully control of the situation
- Take the incident seriously, take action as quickly as possible (consider - does this have to be private or public?)
- Reassure the victim(s) - don't make them feel inadequate or foolish, offer to help the victims
- Make it plain to the bully that you disapprove and their behaviour is unacceptable
- Encourage the bully to see the victim's point of view – use of the Restorative Circle may be appropriate
- If the incident requires the bully to receive a consequence, be very careful how this is done as reacting aggressively or punitively gives the message that it is ok to bully if you have the power
- Explain clearly and calmly the sanction and why it is being given
- Parents/guardians of both the bully and the victim need to be informed of the situation by the Executive Headteacher or HoS.

Strategies for Preventing Bullying
At the beginning of each term teaching staff discuss standards of behaviour. Procedures for the school day are scrutinised. Areas of concern are noted and strategies put in place to improve the situation:

- Lunchtime controllers meet regularly with either the Executive Headteacher or a member of SLT
- Training for controllers with a member of the SLT organised at least once a year
- All staff must be made aware of any child causing concern either as a victim or as a bully. It is also policy to actively try to make sure that all pupils enjoy playtimes. Controllers and duty teachers can often help a shy or withdrawn child gain confidence by initiating games or finding another child to help
- Adults modelling basic good manners when addressing pupils and each other
- A classroom ethos that respects the individual and reflects the schools' vision statement

- Vigilance by all staff, pupils and parents in the school
- All incidents are logged and monitored by the SLT/DSLs
- Classroom observations may be made by class teachers.

Child on Child Abuse
All children can abuse their peers. This can manifest itself in a whole spectrum of behaviours including:

- Bullying including cyberbullying
- Sexual violence and harassment
- Physical abuse
- Sexting
- Up skirting (now a criminal offence and has reporting requirements)
- Initiation /hazing type violence and ritual.

The school has:

- Procedures to minimise the risk of child-on-child abuse
- Procedures on how allegations are recorded, investigated and dealt with
- Clear processes as to how victims, perpetrators and any other children affected will be supported
- Recognition of the gendered nature of child-on-child abuse but recognising, that all forms of this behaviour are unacceptable and will be taken seriously. See Safeguarding and Child Protection Policy for procedures on dealing with child-on-child abuse.

The Curriculum
The schools' curriculum can be used as a powerful vehicle for helping children behave in a socially acceptable way. The policy for the prevention of bullying is part of the Personal Social, and Health education policy (PSHE) and Relationships Education (RSE):

- Through role play, stories, discussion and circle times our children are given time to discuss how someone feels when they are subjected to name calling, exclusion from games or are physically hurt
- Our schools' values are discussed and made clear to the children at the beginning of each term and regularly referred to and discussed throughout the year
- The children are encouraged to be involved in how our values support positive behaviour.

What can Parents do?
At Burghfield Common Federation we acknowledge that if parents and teachers work together there is always something we can do. If parents have any worries about your child in school, they should make an appointment to discuss them with staff.

These are some of the signs, which parents may notice and which may be signs of bullying in their child/ren:

- Being frightened or unwilling to come to school
- Decline in standard of school work
- Possessions damaged without explanation
- Not sleeping or eating properly
- Generally low in mood and withdrawn
- Displaying 'out of character' behaviour.

The first thing to do is to give the child an opportunity to talk and see if he or she will open up about a problem.

The next thing to do is to contact the schools to discuss worries with the class teacher, even if this is just a general concern that something may be wrong. The class teacher will talk to the child and any others

involved and action will be taken. Where necessary the parents of bully and victim will be informed. Parents and teachers will be encouraged to teach the children more appropriate behaviour.

If the situation persists, advice from external professionals may be sought.
In extreme cases particularly where aggressive behaviour is deemed dangerous to others in the school, suspension/exclusion procedures will be applied.

We aim to ensure that our schools are happy, fear free environments for all pupils and that every opportunity is taken to reward positive behaviour.

Cyber Bullying
E-Safety is an important element of our core and extended curriculum. However, occasionally issues surrounding cyber-bullying do come to our attention and as the majority of these take place out of school due to our monitoring as well as filtering procedures/systems in place, the schools take a supportive rather than a punitive approach to managing such concerns. Pupils are closely supervised when using the internet and schools' email.

At Burghfield Common Federation, if incidents of cyber and text bullying are brought to the schools' attention, the following steps are put in place:

1. Evidence is presented to the Executive Headteacher/Head of School
2. The parents of all children involved are informed
3. Executive Headteacher/Head of School speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate. Key messages reinforced
4. Class teacher further reinforces key messages with class/year group that week
5. Agreement with victim(s) that this has been an *unintentional** one-off situation effectively dealt with or victim(s) and perpetrator(s) moved to support group anti-bullying strategy.

When such incidents occur, the subsequent newsletter re-issues parental advice regarding supervision of internet use.
**unintentional:* as a result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

From DFE 'Cyber Bullying – a Whole School Community Issue':

Appendices

Appendix 1 Posters

(see next pages)

Poster One MSB
Poster Two GJS

Our School Charter

Everyone has the right to:

Be safe * Be respected * Be able to work

Our Values

Perseverance	Kindness	Respect and Good Manners	Teamwork

Steps to Success

- Ensure you keep yourself and others safe
- Ensure you are polite and kind towards others
- Ensure you show respectful behaviours at all times
- Use quiet voices that don't interrupt others
- Help yourself and others to be part of the BCF Team

These all lead to

Feeling proud of yourself
Praise and recognition
Responsibilities and opportunities

Stickers to go in your sticker chart

Star of the Week
Friendship Star
Playtime Star
Class Star

DON'T CROSS THE LINE!

Make the right choice ……Do not make poor choices which stop you learning and upset others

Consequences

1. Reminder to make a good choice
2. A warning that if you make a poor choice there will be a consequence
3. 3. Five minutes thinking time in a quiet area
4. Miss part/all of playtime
5. 10 minutes thinking time in another other class and see Team Leader
6. Teacher to speak to parent
7. See Head of School or Executive Headteacher

If persistent and repeated then SLT to speak to parent and follow next steps in Positive Behaviour policy

Our School Charter

Everyone has the right to:

Be safe * Be respected * Be able to work

Our Values			
Perseverance	**Kindness**	**Respect and Good Manners**	**Teamwork**

Steps to Success

- Ensure you keep yourself and others safe
- Ensure you are polite and kind towards others
- Ensure you show respectful behaviours at all times
- Use quiet voices that don't interrupt others
- Help yourself and others to be part of the BCF Team

These all lead to

Feeling proud of yourself **Praise and recognition** **Responsibilities and opportunities**	**Green Card** **Your Name Here!**	**House Points** **'Values Star' Certificate and Award**

DON'T CROSS THE LINE!

Make the right choice ……Do not choose behaviours which prevent learning or that are hurtful

Choosing not to complete work	**Damaging property**
Leaving the class without permission	**Showing unsafe behaviour**
Shouting in class	**Being rude/disrespectful to others**
Not listening or following instructions	**Verbal abuse towards others**
Refusal to co-operate with an adult	**Physical abuse towards others**
Refusal to carry out a request	
Being unkind to others	

Consequences

White Card

This is a reminder to make good choices.

Given as a **final** warning after **verbal warnings** for low level behaviours.

Yellow Card

If **unacceptable** behaviour (Yellow Box) **continues** → **Yellow Card**

This means; **10 minutes** of next break time or lunchtime session missed.

Your **parent** may be spoken to by your class teacher.

Red Card

If negative behaviour continues → **Mrs Rose or Mr Soares-Mistry or Mrs Pickering**

If your behaviour is in the Red Box → **Mrs Rose or Mr Soares-Mistry or Mrs Pickering**

This means you may miss **2 breaktime** or **lunchtime** sessions.

Your parent will be spoken to by Mrs R, Mr S-M or Mrs P.

Failure to comply → **Suspension/Exclusion**

Appendix 2 Restorative Circle Resolution Sheet *(PTO if necessary)*

What happened?

How are you feeling?

What should you do next? Who can help you with this?

Restorative Circles: A Guide for Facilitation

Restorative Circles are an approach to **conflict resolution** and **relationship building**. It fosters dialogue and mutual understanding between children or groups experiencing misunderstanding. Facilitating a Restorative Circle requires a **good understanding of the process** and the ability to create an inclusive and respectful space.

Understanding Restorative Circles

Restorative Circles involve bringing together all affected children (the 'circle') to openly discuss a conflict or issue. The circle includes the individuals directly involved, along with any others who are indirectly affected or may contribute to a resolution. The central goals are to understand everyone's perspectives, address any harm done, and **devise a plan to repair relationships and prevent future conflicts**.

The Facilitator's (Adult) Role

Your role is to maintain the structure of the circle, guide the conversation, and ensure each child feels heard and respected. It's essential to maintain **impartiality**, as the facilitator should not dictate outcomes or influence the conversation unduly.

The Process of Facilitation	
1. Pre-Circle Preparation	It's crucial at this stage to foster trust, ensuring the children feel comfortable sharing openly in the circle.
2. Setting the Stage	At the beginning of the circle, the **adult helps** establish ground rules that promote respect, active listening, and non-judgmental communication. The **facilitator** (the adult) sets the tone for the meeting by **modelling** empathy, patience, and respect.
3. Facilitating Dialogue	Understanding the Incident: The children discuss the event or issue, each sharing their perspective and experience. It's the **adult's role** to ensure every voice is heard and that the conversation remains respectful.
4. Reflecting on Impact:	The children explore how the incident affected them personally (and others). The **facilitator** guides children in expressing their feelings and needs, fostering empathy and shared understanding.
5. Finding Resolution:	The children work together to consider ways to repair harm and prevent future issues. The **adult** may need to support children to articulate their feelings.
Conclusion	Restorative Circles offer an alternative approach to conflict resolution that values empathy, understanding, and community. As a **facilitator**, your role is to **guide** this process, ensuring that each child feels heard and respected, and the circle concludes with a plan for restoration and future harmony.
Remember, successful facilitation requires patience, understanding and the ability to listen and reflection.	

Appendix 3 – Home School Agreement

This is signed by all parents when their child starts at MSB. It will also be signed by parents joining the Federation in any year group thereafter.

Burghfield Common Federation

Home-School Agreement

Burghfield Common Federation

OUR VISION

Community, Curiosity, Creativity and Challenge

Discovering every child's sparkle and shining a light on their brilliance...

Our School Charter

Everyone has the right to:

Be safe * Be respected * Be able to work

Our School Values:

Perseverance

Kindness

Respect and Good Manners

Teamwork

Signed for School	Child's Name	Signed by Parent/Carer
Mrs C. Rose (Executive Headteacher)		

Community, Curiosity, Creativity and Challenge

CURRICULUM

The schools will:	*As a parent/carer I intend:*
• Inspire curiosity for learning through a broad and balanced curriculum • Ensure that every child is taught at an appropriate and challenging level • Maintain an attractive environment with good materials and equipment and teach the full National Curriculum and religious education • Provide high quality sports and music lessons • Ensure that all children participate in weekly outdoor learning sessions.	• To encourage my child to participate fully in school activities • To support my child's learning at school by attending parents' meetings, performances and open afternoons • To provide my child with suitable clothing for school activities.

BEHAVIOUR

The school will:	*As a parent/carer I intend:*
• Make sure children are familiar with our schools' values • Use rewards and consequences fairly • Make sure that school staff always set a high standard of professional and personal behaviour • Respect the views of children and parents/carers, acknowledging the different circumstances that exist for all families.	• To help my child understand and follow the school rules • To support the schools' Positive Behaviour Policy • To encourage my child to care for school property both at school and at home • To behave in a way that sets my child a good example when I am on school premises • To ensure that my child wears the correct school uniform and knows the dress code.

EQUAL OPPORTUNITIES

The school will:	*As a parent/carer I intend:*
• Encourage all children to take part in all school activities • Celebrate the diverse backgrounds that we all come from • Use different cultural examples in our teaching • Ensure that bullying and racist, sexist and other discriminatory behaviour is not accepted and challenged.	• To help my child understand that everyone is of equal importance but may need to access learning differently • To encourage my child to appreciate and respect the views and religions of others.

HOMEWORK

The school will:	*As a parent/carer I intend:*
• Provide a creative and thematic curriculum through which children may wish to further explore at home through research, visits or projects • When pupils are ready, send home spellings and a reading book and other age-appropriate tasks, for daily practise.	• To support my child's curiosity • To support learning further • To set aside time to listen to my child read their reading book and practise spellings and support with other homework if appropriate • To engage my child in regular discussions about current learning • To ensure school property is looked after when taken home • To read stories to and with my child frequently.

ATTENDANCE AND PUNCTUALITY

The school will:	*As a parent/carer I intend:*
• Start learning promptly for all lessons • Maintain an accurate record of all children's attendance • Celebrate good attendance at the end of each term • Liaise with parents/carers if we have concerns about attendance.	• To have a positive attitude towards attendance and appreciate the importance in attending school every day • To ensure that my child is at school every day and on time • To ensure that my child is collected from school on time every day • To contact the school promptly when my child is absent and provide evidence of illness when requested.

WELFARE AND COMMUNICATION

The school will:	*As a parent/carer I intend:*
• Ensure that all children are safe on school premises and on school trips and administer medicines only with written permission • Give full and clear information about the curriculum, and each child's progress, standards achieved and development needs • Communicate frequently with parents about school matters and set dates for events and inform parents as early as possible.	• To teach my child about personal hygiene • To ensure the schools always have up to date emergency contact numbers • To raise any concerns with the appropriate person in school as early as possible • To let the schools know of issues that may affect my child's welfare or progress at school.