Policy	Behaviour and Belonging Policy
Date	April 2026
Review Date	September 2027

Long Buckby Junior School
Behaviour and Belonging Policy

Legislative and Statutory Framework

This policy has been written with due regard to the school's responsibility under the Public Sector Equality Duty (Equality Act 2010) to:

- Eliminate discrimination and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations across all characteristics — between people who share a protected characteristic and those who do not.

This policy is informed by and must be read alongside: *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, February 2024); *Keeping Children Safe in Education* (DfE, 2025); *Mental Health and Behaviour in Schools* (DfE, 2018); and the *SEND Code of Practice: 0 to 25 Years* (2014, updated 2024)

Aims and Expectations

All pupils, staff, governors, parents/guardians and visitors will feel valued, respected, and safe, and each person is treated with fairness, dignity and compassion.

Our Behaviour and Belonging Policy is designed to sit alongside our Behaviour and Belonging Curriculum to support us to build a school community that is grounded in positive relationships, mutual respect, and emotional wellbeing. Staff are trained and guided by Therapeutic Thinking – this is a philosophy that highlights the importance of consistency. It models the teaching needed to create internal discipline leading to behaviour change rather than imposing external discipline resulting in behaviour suppression.

We recognise that the behaviour culture of a school should pervade all aspects of school life, including its ethos, values, and the way pupils are taught and encouraged to behave. Behaviour is understood not simply as a matter of compliance, but as a form of communication — particularly for children who have experienced adversity, trauma, or disrupted attachment.

We understand that the capacity to self-regulate underpins emotional wellbeing, mental health, and the development of cognitive skills and learning. We are therefore committed to building consistent, trusting relationships between adults and pupils as a foundation for positive behaviour and learning.

We acknowledge that challenging behaviour is often a symptom of unmet emotional need, adverse childhood experiences (ACEs), or disrupted attachment rather than wilful defiance. Punitive measures applied without understanding can worsen mental health difficulties and negatively affect the wellbeing of vulnerable children. In contrast, we adopt a therapeutic,

relational approach and seek first to understand why a child is behaving as they are before determining a response.

All staff support children using the PACE framework — approaching them with **Playfulness, Acceptance, Curiosity and Empathy** — as a way of thinking, feeling, communicating and behaving that aims to make the child feel safe, and that accepts the child at all times, even where their behaviour cannot be accepted.

References and Underpinning Frameworks

Statutory Guidance and Government Policy

- Department for Education — Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Department for Education — Keeping Children Safe in Education (2026)
- Department for Education — Mental Health and Behaviour in Schools (2018)
- Department for Education — SEND Code of Practice: 0 to 25 Years (2014, updated 2024)
- Equality Act 2010 — Public Sector Equality Duty

Therapeutic and Research Frameworks

- Dan Hughes — PACE Model (Playfulness, Acceptance, Curiosity, Empathy); Dyadic Developmental Psychotherapy
- Dr Bruce Perry — Neurosequential Model of Therapeutics; The Boy Who Was Raised as a Dog (2006)
- Louise Bomber — Inside I'm Hurting (2007); Know Me to Teach Me (2020)
- Dr John Gottman — Emotion Coaching: The Heart of Parenting (1997)
- Betsy de Thierry — The Simple Guide to Child Trauma (2015)
- Bessel van der Kolk — The Body Keeps the Score (2014)
- Stephen Porges — Polyvagal Theory and its application to school settings
- Early Intervention Foundation — Adverse Childhood Experiences (ACEs) research base
- Anna Freud Centre — Mentally Healthy Schools framework

Definitions

- **Behaviour:** anything that individuals say and do.
- **Valued behaviour:** anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.
- **Detrimental behaviour:** anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Long Buckby Junior School can be found
- **Dangerous behaviour:** a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be

considered criminal if the person was the age of criminal responsibility, such as racist abuse.

- **Being Therapeutic:** An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.
- **Discrimination:** any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.
- **Protected characteristics:** as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.
- **Bullying**: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
- **Abuse:** a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.
- **Special educational need (SEN):** a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.
- **Protective consequences:** necessary measures to reduce the risk of harm. Protective consequences may limit freedoms.
- **Educational consequences:** the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.
- **Staff training and development**
- At Long Buckby Juniors we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

Induction

i. Permanent staff will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.

ii. Peripatetic staff and external providers routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see Appendix 1), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

iii. Agency / supply / ad hoc staff will be asked to read and accept a summary document (SEE Appendix 1) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

A culture of learning and support

At Long Buckby Junior School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

Roles and responsibilities

a. Governors/Trustees

The governing body/trustees is/are responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher

- Monitoring the policy's effectiveness through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

- Reviewing and approving (with governors/trustees) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors/trustees, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 5a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support SCHOOLX's stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 4a)
    - Creation and review of a behaviour curriculum
    - Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare

- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. *Parents and carers*

Parents and carers, where possible, should:

- Collaborating with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate

Pupils

Pupils will be made aware of the following:

- They will be taught about valued behaviour and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- That some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- That all adults are expected to implement this policy consistently
- How to raise concerns or ask for support.

Whole School Rules and Core Values

Our school community is built on a foundation of clear, compassionate and consistently held expectations, which exist not as rules imposed upon children, but as a shared framework that helps everyone feel safe, respected and ready to learn. When behaviour becomes unhelpful or dangerous, our response is always proportionate, relational and restorative, focused on helping children understand the impact of their actions and build the skills to make better choices, rather than on blame or shame. We recognise that behaviour is always a form of communication, and so alongside any response to behaviour, we remain curious about what a child may need — whilst holding firmly to the belief that clear expectations, consistently and kindly upheld by trusted adults working in partnership with families, give children the safety and security in which they can truly grow.

Long Buckby Junior School shared rules are:

- ***Be ready to learn*** *(From each other and experiences)*
- ***Show respect*** *(to all people – adults, children and property).*
- ***Be safe*** *(keep yourself safe and do not endanger others).*

Long Buckby Junior School shared core values are:

- **Compassion**
- **Resilience**
- **Motivation**
- **Confidence**

The accompanying Behaviour and Belonging Curriculum sets out further how these rules and core values will be taught and modelled.

Behaviour During Lessons

We recognise that when behaviour becomes unhelpful or dangerous children must first be helped to **Regulate** and **Refocus**, before we are able to **Redirect** them back to their learning. Redirections will be monitored and recorded so that a **Referral** to the Senior Leadership Team (SLT) can be made, and personalised or targeted support can be put in place.

Regulate

- *Brain break, sensory circuit or visual prompt to get back on track*
- *Appropriate reminder of the school rules and how to complete the task (Learning Consequence)*

Refocus

- *Supported to move to a refocus table or another area of the classroom that supports learning and given the tools to be able to complete the task (Learning Consequence)*

Redirect

- *Supported to move to an area outside of the classroom and given the tools to be able to complete the task (Protective Consequence)*

Referral

- *SLT informed and behaviour logged on MyConcern and Redirection record sheet*
- *Timetable arrangements, additional provision and protective or learning consequences alongside communication with parents will be led by class teacher and supported by SLT*

All staff will use the scripted language of "Let me help you regulate, refocus or redirect your learning so that you can finish your work/ play safely/ show compassion..."

Moving to a fresh working space is supportive and not seen as a punishment.

Children will be given support to catch up on learning during breaks when the need arises but the need for movement and brain breaks should **always** be considered.

Playground Behaviour

We believe that children's emotional wellbeing and behaviour do not pause at the classroom door, and that a nurturing, stimulating and well-structured lunchtime environment is just as important as anything that happens in the classroom. Our playground is thoughtfully zoned for different types of play and equipped to engage and support children across a range of needs and interests, reducing anxiety and the likelihood of dysregulation by giving children purpose, choice and connection during unstructured time.

We understand that transitions, particularly the movement between classroom and playground, can be a significant source of stress for some children so we build break and lunchtimes around calm, predictable and consistent routines that help all children feel safe and settled. Within this environment, children are gently supported to develop the skills of cooperative, respectful and safe play, guided always by the school's core values and the trusted relationships they hold with the adults around them.

When unhelpful or dangerous behaviour occurs during break and lunchtimes, children will be supported to:

Regulate

- *Proximity with a safe adult with a break from stressful or difficult situations until they feel ready to play again. (Learning Consequence)*

Refocus

- *Support to move to a fresh area of the playground and play closely alongside a safe adult who can reinforce valued behaviour when needed. (Learning Consequence)*

Redirect

- *Supported to move away from the playground and to a safe space. Support to regulate and refocus and reflect on the valued behaviours needed. (Protective Consequence)*

Consequences when behaviour becomes unhelpful or dangerous

Consequences should be seen as an opportunity to teach the valued behaviours that underpin our school rules and core values.

Whole class consequences **should not** be considered unless they apply to the whole class. Children who are demonstrating valued behaviours should be praised and not included in learning or protective consequences.

Class meetings can be used to raise concerns when whole class problems arise, but these should be focused on learning valued behaviours and **not publicly shame** any unhelpful behaviours noticed. Scenarios that are one step removed can be useful to support this and children's voice should be actively sought when problem solving together.

Learning Consequences

Support children with their next steps in learning helpful behaviour – this could include personalised support, reflection time or a task to complete.

Protective Consequences

Support children to remain safe while they learn their next steps towards helpful behaviour – this could include spending time in a safe space away from the classroom or playground with supportive co-regulation and simple next steps.

Praising Positive Behaviour

Staff positively reinforce behaviours which reflect the values of the school, ensuring that pupils understand and are routinely reminded of expectations through a clearly communicated behaviour curriculum. Staff are expected to model the behaviours and values they wish to see in pupils.

Children can earn **House Points** by demonstrating core values or: being safe, ready to learn and respectful. The house points will be awarded spontaneously.

Each week every teacher nominates two children for a **Gold Award** from their class and the child receives a certificate for demonstrating core values or: being safe, ready to learn and respectful. Gold Awards will be awarded spontaneously.

The school holds a Celebration Assembly once a week which is run by the children. This is used to celebrate a whole range of in and out of school achievements that children, staff and families would like to share with the school community.

Universal Provision

Universal provision those children who already show a high level of skill in managing their behaviour, feelings and who can also form positive relationships with both their peers and adults. These children will be able to follow the school's reward and consequences system without the need for any intervention.

Early Identification Personalised Support

Personalised support children for who are struggling with managing their emotions, behaviour or struggle with forming appropriate relationships. They may need short term support after a safeguarding concern, bereavement, change in family circumstance or after staff have noticed a change in their behaviour.

Early Identification and Targeted Support

Where repeated referrals to SLT have been assessed appropriate provision should be put place to support pupils to learn and practice helpful behaviour. Where a pupil's behaviour indicates underlying social, emotional or mental health (SEMH) or SEND needs, the school will work collaboratively with families and, where appropriate, external agencies including CAMHS, Educational Psychology, and other specialist services.

For those children whose emotional and behaviour difficulties necessitate a referral to an outside agency for further advice or support, for example the School Attendance Support team at the local authority.

Zero Tolerance of Harmful Behaviour

The school makes clear that it will not tolerate bullying in any form, including that which is racially, religiously, culturally or sexually motivated, or related to disability, SEN, gender identity, or sexual orientation. This includes child-on-child abuse, sexual harassment and sexual violence, both in person and online. The school's culture makes clear that such behaviour is never acceptable. Where serious or harmful behaviour occurs, the school's

response will always seek to understand the needs underlying that behaviour and ensure appropriate support is provided alongside any necessary consequence.

Understanding and Responding to Bullying and Racist Behaviour

At the heart of our school is a deep commitment to ensuring that every child and adult feels genuinely safe, valued, and free from fear. We take all concerns about bullying and racist behaviour seriously. We recognise that bullying is a pattern of behaviour — a repeated and deliberate set of actions or words intended to cause harm to another person. This harm may be physical, emotional, or social in nature, and can take many forms, including direct verbal behaviour such as name-calling and threats, physical behaviour, and relational or indirect behaviour such as exclusion, rumour-spreading, or the manipulation of friendships. We also recognise that bullying increasingly takes place in digital spaces, and we take online harm as seriously as harm that occurs in person.

Racist behaviour — whether part of a pattern or a single incident — is treated with the same seriousness and urgency as any other form of bullying. We understand that a racist incident does not need to be repeated to cause profound and lasting harm. A single racist comment, gesture, or action can deeply affect a child's sense of identity, belonging, and safety, and we treat every such incident as significant, regardless of whether the child who caused the harm intended it to be hurtful. Intent does not determine impact, and our response always centres the experience of the child who has been hurt.

We are committed to being an actively anti-racist school community. This means we do not simply respond to incidents when they arise — we work proactively and continuously to build a culture of genuine equality, mutual respect, and celebration of difference, in which every child sees themselves reflected and valued. We recognise that children do not always understand the weight of the words they use, and that racist language is sometimes repeated without full comprehension of its meaning or history. This does not reduce our responsibility to respond — it increases it. Learning is central to our approach.

How We Respond

When we become aware that bullying, racist behaviour, or intimidation may have taken place, we act swiftly and carefully. All incidents of racist behaviour are logged, monitored, and reported in line with local authority requirements and DfE statutory guidance.

Sexual Violence and Sexual Harassment between Children

Any form of sexual violence, sexual harassment and harmful sexual behaviour will not be tolerated. The school uses the wider curriculum to teach about respect for each other, respect for selves, how the children can keep themselves safe in a range of situations and what to do if they have been put in a situation by another where they didn't feel safe.

Further information on what constitutes both sexual violence and sexual harassment can be found in the DFE publication, 'Sexual violence and sexual harassment between children in

school and colleges,' September 2021. The school will use this definition as its interpretation.

Positive Handling and the Right of Search

Staff at Long Buckby Junior School have been trained by Team Teach in the use of physical interventions (reasonable force) when:

- it is deemed that a child's behaviour is a risk to either theirs or another child's safety or,
- there is a serious disruption to learning and all other de-escalation strategies have not worked or,
- there is a risk of damage to property.

The staff at the school also have a right to search a child's belongings if there is a belief that the child has:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco and cigarette papers,
- fireworks,
- pornographic images or
- articles that have been or could be used to commit an offence or cause harm

The Role of Parents, Carers and Families

We believe that the relationship between home and school is one of the most powerful influences on a child's emotional wellbeing, sense of self, and behaviour. Parents and carers are a child's first and most enduring attachment figures. They are the people from whom children learn, consciously and unconsciously, how to relate to the world, manage emotions, and form relationships with others. We hold this role in the highest regard.

We recognise that parenting is not always straightforward, and that families come to us carrying their own experiences, pressures, and histories. Just as we seek to understand the behaviour of children through a therapeutic lens, we extend that same curiosity and compassion to the families around them.

Shared Values and Consistency

We ask that parents and carers work with us to reinforce the values practised in school, not through rigid rules, but through a shared commitment to kindness, respect, emotional honesty and the belief that all children are doing the best they can with the resources they currently have.

When Things Are Difficult

We understand that there will be times when a child's behaviour presents challenges both at home and at school. In these moments, it is more important than ever that school and family work together rather than in opposition. Where families are experiencing difficulties at home that may be affecting their child's emotional wellbeing or behaviour in school, we encourage them to share this with us in confidence. Early communication allows us to put the right support in place quickly, and to respond to the child with understanding rather than confusion.

Where additional support is needed

Whether for the child, the family, or both — the school will work proactively to connect families with appropriate services, acting always as an advocate for the child and their family. We believe that when children feel the adults in their life are united, consistent, and genuinely care about them, they feel safer. When children feel safe, they are far better placed to learn, to grow, and to thrive.

Monitoring

The Governors, Head Teacher and Senior Leadership team monitor the implementation of the policy through observations and scrutiny of entries on My Concern. This will happen six times a year with a report presented to Governors detailing the occurrence of all incidents that required support at a targeted level.

In all cases of unhelpful or dangerous behaviour, teachers can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.