



Ballasalla Primary School

Positive Relationships, Successful learners.



Behaviour Policy

Our Approach

At Ballasalla Primary School, we pride ourselves on being a vibrant, friendly, and inclusive environment where every child is encouraged to grow into a confident, polite, and considerate member of our school community. To ensure that all children feel safe and secure, we maintain clear rules and expectations that are understood and embraced by everyone. These expectations are rooted in our core values of Happiness, Respect, and Learning, which guide everything we do throughout the school day.

We recognise that sanctions alone do not teach positive behaviour. When behaviour falls short of our shared standards, we take a restorative approach—spending time with children to reflect on their actions, explore their choices, and agree on constructive steps to make amends. This might be as simple as offering an apology or may involve a more meaningful consequence, depending on the situation.

The school's policy sets out procedures which will be followed at a school level; however, the school will always follow relevant guidance as set out in Department of Education and Children's policies. Positive behaviour is behaviour that promotes a child's right to develop their potential and be safe and happy.

Our Expectations

Promoting positive behaviour is a shared responsibility across our entire school community (staff, children, and family members), and we expect everyone to consistently model and uphold these values. This includes using positive and appropriate language, showing kindness and empathy towards others, respecting our school property and grounds, listening carefully to others, following instructions promptly, keeping hands and feet to ourselves, moving around the school calmly and safely, taking responsibility for our actions, always trying our best in our learning, and working cooperatively with one another.

Positive Promotion

To help our children make positive choices both in school and in the classroom, we promote six Learning Habits that we believe reflect the key dispositions of successful learners. These are:

- I am resilient
- I am focused
- I am organised
- I have a good memory
- I am a good collaborator
- I am a good listener

While positive behaviour and a good attitude to learning are expected as part of everyday school life, we believe it is important to celebrate children who embody our school values, demonstrate one of our Learning Habits, or go above and beyond during the school day. We do this through targeted praise, special responsibilities in the classroom, home-school communication such as ClassDojo messages and positive postcards, recognition awards including value stickers and certificates, and individual or whole-class rewards.

At times, children may display behaviours that do not meet our shared expectations. We see these moments as valuable opportunities to help children reflect on the impact of their choices and to guide them towards making more positive decisions in the future. This is supported through our restorative approach to behaviour. For most situations, we follow a

clear pattern of reflection and consequences; however, the order may be adapted depending on the nature of the incident and the professional judgement of staff.

Our Restorative Approach:

1. Adult scripted response highlighting the inappropriate behaviour, linking it to our school values and lastly reminding the child of past positive behaviour.

"I noticed that you are...

It's the value about ... that you are not following,

I know you know how to ..., because I have seen you do it before.

That's who I need to see today, thank you for listening."

2. Repeat of scripted response but in addition advising that if the behaviour doesn't improve the child will need to meet with their teacher to discuss their behaviour. A staff member may also opt to utilise a positive learning strategy, including change of seat or desk, targeted adult support, use of a quiet space or a short regulation break.
3. If choices that fall below our expectations continue, or if an adult feels it is appropriate, the child will be informed that a restorative meeting will take place to help them reflect, repair, and make positive changes.

A restorative conversation will follow these key stages:

1. What happened?
2. What were you thinking or feeling?
3. How have you been feeling since it happened?
4. Who was affected?
5. How can we make this better?

At this stage, the child will either be supported to identify a way to make a positive change or, in discussion with an adult, agree on a purposeful consequence that reflects their actions and helps them move forward.

In some cases, additional measures such as contact with parents, being sent home at lunchtime, or a suspension may be considered.

Support

In most cases, we expect that persistent behaviours that fall below our expectations can be addressed using the skills and expertise of our school staff. However, there are times when it may be appropriate to seek the support and guidance of other professionals, particularly if a child's behaviour indicates a possible additional educational need or an unidentified barrier to learning. In such cases, we work in partnership with families to ensure the right support is put in place.

Restraint

In situations where a child is at risk of harming themselves, others, or causing serious damage to property, or where it is necessary to maintain good order and discipline within the school, staff may use appropriate restraint techniques, in line with legal guidelines, to ensure safety. Restraint should only be used when absolutely necessary and as a last resort. At all other times, physical restraint or guidance should not be used. For further information, please refer to the school's Restraint Policy.

Record Keeping

To support and monitor behaviour, the school may record incidents of inappropriate behaviour. This helps us understand the underlying triggers and provides us with the information needed to offer appropriate support and encourage positive change. Behaviour may be recorded at either a class or school level, and in some cases, we may ask parents to keep a record of their child's behaviour at home. School behaviour records are maintained on our information management system, Arbor. When appropriate, a learning diary may also be used to support communication between home and school.

Bullying

The Anti-Bullying Alliance defines bullying as

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

While most incidents of inappropriate behaviour are isolated events or a series of actions that are not intended to cause harm, behaviour that is deemed to be bullying will be addressed through the school's Anti-Bullying Policy.

Version Control and Review

<<School>> Version	Revision Author	Sections Changed	Sign-off By	Date
V1.0	Ben Pote	New Policy Template	HT	May 2025
V1.1	Jamie Cox	Bullying definition changed to same as in bullying policy.	SLT	Nov 2025