



# POLICY

## Behaviour Policy



“We all flourish from a wealth of learning experiences that positively impact on our academic, physical and emotional success”

Policy Title: **Behaviour Policy**

Version: 1.0

Date created: October 2025

Purpose: This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and can demonstrate they have read and understand their safeguarding responsibilities.

School Committee Scrutiny: October 2025

Approved by FGB: November 2025

Next Review: November 2026

**POLICY HISTORY**

Version:    Date:        Changes:

1.0            01/10/2025    New policy

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## THIS POLICY AIMS TO:

- Provide a consistent approach to behaviour management
- To articulate our approach and ethos to achieving good behaviour
- Define what we consider to be unacceptable behaviour, including all forms of bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### 1. BURNT OAK'S VISION FOR ALL CHILDREN

We want our children to leave Burnt Oak being well rounded and mindful of their own behaviour and how these impacts on others. We want all children to be respectful of each other, their own and others' property and engage in understanding and learning about how we are all different. We want children to learn the importance of having a positive attitude – developing very strong resilience to life's challenges. In addition, we want children to be emotionally literate: excellent communication skills and manners. In order to achieve this vision our curriculum is layered in with positive behaviour teaching and learning opportunities.

Vision for behaviour	Curriculum
Respect	All adults modelling manners and respect Pupil adult conversations regarding children are positive Assembly programme for the year Maintaining and improving an inclusive and engaging environment with the children taking part (launched September 2025) Developing clear, calm classrooms that are consistent across the school Uniform being a collective responsibility including PE uniform Insisting on children lining up and walking through the school calmly and quietly
Positive Attitude	Assembly programme for the year Top table in dinner halls (launched September 2025) Sports activities at play/lunch times showing child engagement and responsibility for their learning and behaviour (launched September 2025) Whole school Friyay (launched September 2025) Whole school House Points (launched September 2025) Celebration Assembly for all children including Golden Chairs (launched September 25) The Burnt Oak Way stickers celebrating individual successes on a daily basis (launched September 2025) The Burnt Oak behaviour expectations shared in all classrooms (launched September 25) Hot chocolate Friday reward and letters for whole school (launched September 25) Attendance Dan and Wombat teddies introduced to encourage better attendance in school (launched 2025)

Emotional Literacy	Insisting on correct grammar in all members of the community Insisting on daily morning/afternoon greetings to develop social skills and unity (September 25) Developing Character Values across assemblies with Year R joining from December (launched September 25)
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All of the above is in addition to:

- We start each year with ‘learning to learn’ where we discuss expectations and standards.
- By setting positive expectations in class and throughout the school through discussion with the children, and by displaying ‘The Burnt Oak’ expectations for everyone to see.
- By developing positive relationships with parents and children, built on trust and mutual respect.
- By using children’s learning and behaviour as positive role models at sharing times.
- By sharing children’s positive behaviour and attitudes to learning in our regular celebration assemblies.
- By giving plenty of praise where it is due, for good learning and behaviour using praise and rewards – stickers, Golden Chair, attendance teddies.
- By giving, on balance, more positive than negative feedback to the children in our care. Any negative feedback is constructive and should lead to a learning opportunity giving children time to reflect and improve.
- By keeping parents informed about good behaviour, particularly where there is an improvement.
- By recognising sustained good behaviour and improvements in behaviour.
- By recognising good learning and significant improvements in class, around the school, in the playground and in the dining hall.
- By all adults in the school acting as good role models.
- By staff keeping records on CPOMs in order to track patterns or issues in order to support the child in changing poor behaviour.

## 2. LEGISLATION AND STATUTORY REQUIREMENTS

Section 175 of the Education Act 2002, which outlines a school’s duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property

### 3. DEFINITIONS

At Burnt Oak we define misbehaviour in the following ways and will address these issues through a range of strategies and approaches (see section on sanctions)

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform/Pe uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school expectations – The Burnt Oak way
- Malicious accusations against staff
- Any form of bullying
- Child-on-child abuse
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: (knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### 4. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Emotional: being unfriendly, excluding, tormenting

Physical Hitting: kicking, pushing, taking another's belongings, any use of violence

Racial: racial taunts, graffiti, gestures

Sexual: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal: name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying\*: bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

*\*Please ask for our Cyber-Bullying Policy for our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.*

## **5. ROLES AND RESPONSIBILITIES**

### **5.1 THE GOVERNING BOARD**

The Governors are responsible for reviewing and approving the written statement of behaviour principles (appendix 1). They will also review this behaviour policy in conjunction with the Executive Head Teacher and Head Teacher and monitor the policy's effectiveness, holding the Executive Head Teacher to account for its implementation.

### **5.2 EXECUTIVE HEAD TEACHER AND HEAD TEACHER**

The Executive Headteacher and Head Teacher are responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher will also approve this policy.

The Senior Leadership Team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

### 5.3 STAFF

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents when required via CPOMs

The Senior Leadership Team will support staff in responding to behaviour incidents.

### 5.4 PARENTS

Parents are expected to:

- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support and uphold sanctions that have been put into place

## 6. SCHOOL RULES

Rather than relying on a list of rules, we guide children to make thoughtful choices that we deem to be The Burnt Oak way. These reflect our Character Values of Respect, Responsibility, Resilience and Empathy in their daily actions. Children are taught what each value looks like in practice and are encouraged to reflect on how their behaviour aligns with them. They will regularly be asked to explain how they have demonstrated these values, or to identify areas for growth and how they can improve.

## 7. REWARDS

- House points from Year R – 6 which equates to a certificate and prize every 50 points earned
- Extra reward for class of the week with most house points
- End of term treat for the house with the most house points
- Friyay from Year R – 6.
- Celebration Assembly for the whole school
- Hot Chocolate with the Head Teacher
- The Burnt Oak Way stickers for children making progress in the lesson


- The highest-class attendance is rewarded with being able to have the attendance teddies and certificate
- 100% attendance certificates are awarded at the end of each term to those who have earned them
- TT Rockstars/Numbots certificates
- Character value stickers (to be developed)
- Structured time with Beau - The Therapy Dog

#### WHAT HAPPENS IF A CHILD SHOWS POSITIVE BEHAVIOUR TOWARD OUR CHARACTER VALUES?

- When a child shows positive behaviour they will be awarded a Burnt Oak Way sticker.
- Adults will address what they have done and why this was positive.
- Other adults are encouraged to ask them about their sticker to develop praise and children's oracy and encourage further positive behaviour.

#### 8. SANCTIONS

Lessons: When children do not follow the Burnt Oak expectations, the following stages are used in lessons and outside of lessons.

 <p>Child showing school expectations</p>		<p>All classes display Burnt Oak Logo with 'The Burnt Oak way'. Each child will have a peg around the logo with either a picture of their face or their name displayed.</p> <p>When child's peg is on the logo, they are showing the Burnt Oak expectations.</p> <p>(See appendix 3 for logo to be used)</p>
<p>Warning</p>		<p>If a child is not following the rules, despite a warning verbally and/or non-verbally, the teacher will turn the child peg around. This highlights a warning being given. This is the final warning before being given a red card. The peg will be turned back around when the child makes the correct choice and returns to 'The Burnt Oak Way'.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Inform SLT: <b>X</b></p> <p>Inform a parent: <b>X</b></p> </div>

Instant Sanction	<p>If a child continues, the peg will be removed from the logo. The child will have an instant sanction. This is time for them to 'reflect'. The sanctions will be the following based on the time of day this occurs:</p> <ul style="list-style-type: none"> <li>- Year R: Instant time out on a spot/carpet. (Time reflective of child's age, action and individual child's understanding. Time out will be no longer than 10 minutes.)</li> <li>- Before break time: loss of all breaktime in a room with a teacher from the phase.</li> <li>- After break time/before lunch: loss off 15 minutes of beginning of lunch time with a senior leader or pastoral manager.</li> <li>- After lunch time/before home time: Loss of break time the following day they are attending school with a teacher from the phase.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Inform SLT : <input checked="" type="checkbox"/> using CPOMs</p> <p>Inform a parent: <b>Email home</b></p> </div>
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The following sanction system is used:

Sanction Stage	Consequence / action/s:
1. Instant Sanction	<p>Children receive an instant sanction (reflection time) and peg is removed for not following the Burnt Oak expectations.</p> <p>A child returns to 'The Burnt Oak' Way after the sanction.</p>
2. Internal Suspension	<p>A child will be out of class with a senior leader/pastoral manager on the fifth time of receiving an instant sanction:</p> <p>FS/KS1 – instantly from the time given for the rest of that morning/afternoon session which equates up to half a day</p> <p>KS2 – instantly from the time given to the same time the following school day which equates up to one full day.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Inform SLT: <input checked="" type="checkbox"/> using CPOMs</p> <p>Inform a parent*: <input checked="" type="checkbox"/> A parent will be expected to attend school for a reintegration meeting at the end of the day or beginning of the next day so the school, parents and child are clear on what is expected to avoid repeating the misbehaviour.</p> </div>
	<p><b>A child can bypass the instant sanction if the behaviour warrants a stronger sanction.</b> Reasons for this could be:</p> <ul style="list-style-type: none"> <li>- Physical assault on a child or member of staff</li> <li>- Persistent disruption</li> <li>- Damage to property</li> <li>- Repeated discriminatory incident</li> </ul>

	<ul style="list-style-type: none"> <li>- Bullying in any form</li> <li>- Anything a member of staff and senior leadership team agree is proportionate.</li> <li>-</li> </ul> <p>This might not be a full day depending on when the incident occurs and can be carried over to the next day.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Consult SLT: inform SLT <input checked="" type="checkbox"/> using CPOMs</p> <p>Inform a parent*: <input checked="" type="checkbox"/> A parent will be expected to attend school for a reintegration meeting at the end of the day or beginning of the next day so the school, parents and child are clear on what is expected to avoid repeating the misbehaviour.</p> </div>
<p>3. Fixed Term Suspension</p>	<p>In extreme circumstances and often as a last resort, the Executive Headteacher and/or Head Teacher will make a decision to suspend children from school by an external suspension. A child can be excluded for one or more fixed term periods for up to 45 days in any one school year. A child can also be permanently suspended for a one-off incident. It is possible for a fixed term suspension to be transformed into a permanent exclusion, if the circumstances warrant this.</p> <p>If a pupil is suspended the parents are informed immediately, with reasons given for the suspension, the Executive Headteacher and/or Head Teacher makes it clear to the parents that they can, if they wish appeal against the decision to the governing body.</p> <p>The Executive Head Teacher and/or Head Teacher informs the LA and the Governing body about any permanent suspension, and about any fixed term suspension beyond 5 days in one term. The governing body itself cannot either suspend a pupil or extend the suspension period made by the Executive Head Teacher and/or Head Teacher.</p> <p>The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of governors. When the appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents and consider whether the pupil should be reinstated.</p> <p>Parents <b>must</b> attend a reintegration meeting prior to their child returning to school.</p>

**WHAT HAPPENS IF A CHILD GETS AN INSTANT SANCTION AND NAME IS REMOVED FROM THE BURNT OAK WAY LOGO?**

- If a child receives an instant sanction, they will have reflection time during the next **playtime or lunchtime** (whichever comes first).

- The adult who gave the instant sanction will talk with the child about **why** they received it and **how they can make better choices** next time. Senior leaders and Phase leaders will work with the children to support this.
- A wording of the **character value** they need to work on (Respect, Resilience, Responsibility, or Empathy) will be shown and discussed with them as constant reminders to support positive behaviour improvements.
- The adult who gave the instant sanction is responsible for **supporting the child** moving forward.
- Social stories can be used to support children with behaviour. (See appendix 2)

Instant Sanctions will start at 0 each term. Children are always reset on the The Burnt Oak logo at the beginning of every new day and after play/lunch times.

Children may work in another room when an internal suspension has been given.

Instant Sanctions will take place in Pine Room at lunch time.

Instant Sanctions will take place in the Phase Leaders classroom.

Email home to parent will be from [office@burntoak.medway.sch.uk](mailto:office@burntoak.medway.sch.uk)

The adult issuing the instant sanction will ask the office to send the email home on their behalf.

The email sent will be:

Dear Parent / Carer of **FULL NAME**

Unfortunately, your child has been issued an instant sanction.

The instant sanction was issued for: disruptive behaviour/rudeness to an adult/inappropriate behaviour at play time/swearing/hurting another child **DELETE AS APPROPRIATE**

**DELETE AS APPROPRIATE AND DELETE THE WORDING OF OPTION**

Option 1: Your child received this instant sanction this morning and completed their reflection time during play time.

Option 2: Your child received this instant sanction this morning and completed their reflection time during lunchtime.

Option 3: Your child received this instant sanction this afternoon and will be required to have reflection during their playtime tomorrow.

If you would like more details, please contact me after 3:15pm on 01634 334344 or during collection time.

Thank you for your continued support,

**YOUR NAME**

## **9. REASONABLE FORCE**

In July 2013, the DfE issued advice for Head Teachers, staff and governing bodies over the use of reasonable force.

### **WHAT IS REASONABLE FORCE?**

The term “reasonable force” refers to a level of physical intervention necessary to prevent a student hurting themselves or others, damaging property or causing disorder. This “force” is generally used to control or restrain a pupil. A pupil may be controlled by passive physical contact such as standing between two pupils or blocking a pupil’s path or active physical contact such as leading a pupil by the arm out of a classroom. Restraint may be used to physically hold a student back or to bring them under control and is typically used in more extreme circumstances.

### **WHO CAN USE REASONABLE FORCE?**

All members of school staff have a legal power to use reasonable force where necessary.

### **WHEN CAN REASONABLE FORCE BE USED?**

Reasonable force can be used when, in a member of staff’s professional judgement, it is necessary in order to prevent a student hurting themselves or others, damaging property or causing disorder. Each situation must be considered on the basis of the individual circumstances, but examples of situations where reasonable force can be used might include:

- Removing a disruptive student from a classroom where they have repeatedly refused an instruction to do so.
- Preventing a student behaving in a way that disrupts a school event or a school trip
- Preventing a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

- Preventing a pupil from attacking a member of staff or another pupil
- Stopping a fight
- Restraining a pupil at risk of harming themselves through physical outbursts.

## **HOW SHOULD THE USE OF REASONABLE FORCE BY RECORDED?**

Any use of reasonable force should be recorded on a Positive Handling Form. These forms are available from the office or staffrooms. Once completed, the forms should be given to a member of the Senior Leadership Team.

## **10. TRAINING**

Our staff are provided with training on managing behaviour, including proper use of positive handling. Behaviour management will also form part of continuing professional development and induction process.

## **11. MONITORING ARRANGEMENTS**

This behaviour policy will be reviewed by the Executive Head Teacher, Head Teacher and Governing Body annually. At each review, the policy will be approved by the Executive Head Teacher.

## **12. SEARCHING A CHILD**

Only the Head Teacher and members of staff authorised by the Head Teacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (DSL or SLT member).

The Head Teacher can authorise a search if:

The pupil agrees to the search, or the authorised staff member has 'reasonable grounds' (more on this below) to suspect that the pupil may have a prohibited or banned item (see the next section for definitions of these).

Under law:

The person carrying out the search must be the same sex as the pupil being searched. There must be another member of staff present as a witness to the search - they don't have to be the same sex as the pupil.

The only exception is if:

The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently and it's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.

Head Teachers and authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to:

Commit an offence

Cause personal injury (including the pupil) or damage to property

This list is set out in The Education Act 1996 and paragraph 3 of the DfE's guidance on searching, screening and confiscation.

### **13. LINKS WITH OTHER POLICIES**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- E-Safety Policy

## **Monitoring**

- The school records sanctions at all levels both during learning times and lunchtimes via an online cloud system called CPOMs. Weekly meetings take place which monitor behaviour incidents to ensure all policies and procedures are being adhered to consistently. Furthermore, the SLT are able to analyse any incidents to ensure the policy is robust and effective. The Executive Head Teacher and Head Teacher keeps a record of any pupil who is suspended for a fixed term or who is permanently suspended. It is the responsibility of the governing body to monitor the rate of suspensions and to ensure the policy is administered fairly and consistently.

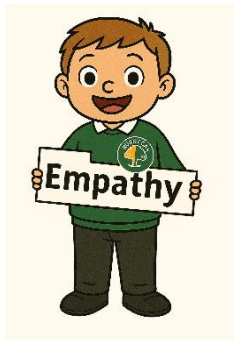
## **HOME FROM HOME & AFTER SCHOOL CLUBS**

- Our Breakfast and After School Club will adopt this policy. We reserve the right to suspend a child from attending Home from Home or a club for any period of time due to behaviour.



## BURNT OAK EXPECTATIONS

### EYFS AND KS1



- Comforting a friend  
*"It's ok, don't be sad."*
- Sharing and taking turns  
*Letting someone else have a turn first.*
- Helping without being asked  
*Seeing someone struggle to zip up their coat so you help them.*
- Using kind words  
*"Are you ok? Do you want to play with us?"*
- Recognizing and responding to emotions  
*"You look sad, do you need help?"*
- Including others in their games  
*"Would you like to play?"*
- Apologizing to others  
*"I'm sorry I..."*
- Celebrating their friends' achievements  
*"Well done, you did so well!"*

- Trying again after making a mistake  
*They spell a work wrong but tries again.*
- Keeping going with a tricky task  
*Even when a task is hard, they keep working.*
- Asking for help when needed  
*"Please can you help me with this?"*
- Bouncing back after disappointment  
*If they don't get picked they still cheer for their friends.*
- Staying calm when things go wrong  
*They get jogged whilst writing but they get a rubber and carry on.*
- Learning from feedback  
*They listen when the teacher explains something and listen to the advice.*
- Trying new things  
*They join in even if they are nervous.*
- Encouraging themselves  
*"I can do this!"*

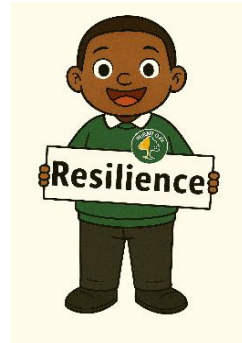
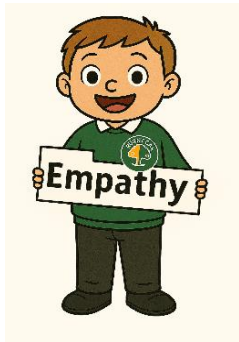
- Looking after belongings  
*Hanging their coat up and putting things in their locker properly.*
- Tidying up after activities  
*Putting all the pencils back in the right place.*
- Following instructions  
*Putting up their hand, not calling out.*
- Completing tasks independently  
*Finishing learning without needing constant support.*
- Taking care of others and the classroom environment  
*Getting a friend a wet paper towel if they need it.*
- Being honest  
*Admitting when they did something and telling the truth about what happened.*
- Being ready to learn  
*Coming to school with their book and contact book.*
- Making good choices  
*Walking silently to assembly and to school dinners.*

- Listening when others are speaking  
*Listening to their friend share their ideas during carpet time.*
- Using kind words  
*Saying good morning and good afternoon when walking into school*
- Taking turns  
*Waiting for it to be your go and letting someone else go in front of you.*
- Looking after classroom resources  
*Putting away the pens and pencils and finding the glue lids when finished.*
- Following instructions from adults  
*Lining up at the end of play time.*
- Being polite to others  
*Saying please and thank you in the dinner hall.*
- Helping others  
*Helping your friend find the book they want in the library.*



## BURNT OAK'S EXPECTATIONS

### KS2



- Listening carefully to others  
*Giving full attention when a friend is talking.*
- Noticing when someone feels left out  
*Inviting a classmate to join in when they're sitting alone.*
- Understanding different perspectives  
*"I think they were upset because..."*
- Offering help without being asked  
*Helping a peer who is struggling.*
- Being kind to someone having a hard day  
*Giving a compliment to cheer someone up.*
- Standing up for others  
*Telling someone to stop and telling an adult.*
- Celebrating others successes  
*Congratulating a peer.*
- Being patient with others mistakes  
*"It's ok, everyone makes mistakes."*

- Persevering with challenging work  
*Continuing to work through challenging maths problems or a writing task.*
- Learning from mistakes  
*Reflecting on what went wrong and using that to improve next time.*
- Staying positive after setbacks  
*Not being chosen for the football team or school counsellor but still supporting others.*
- Managing emotions  
*Taking deep breaths and using calming strategies.*
- Taking on new challenges  
*Volunteering to perform in assembly or in a new club.*
- Accepting feedback constructively  
*Listening to the teacher's advice and using it to improve without getting cross.*
- Supporting others who are struggling  
*Encouraging a friend who feels like giving up!*

- Completing tasks set at home and in school.  
*Reading at home, times table rockstars, spelling shed*
- Wearing the correct school uniform  
*Wearing a school tie, correct shoes, tucking shirts in and doing top buttons up.*
- Taking care of belongings  
*Putting things in locker, handing phone in to teacher, putting things away or getting pencil ready for lesson.*
- Representing the school in events  
*Taking part in assemblies, Mini Youth Games and other clubs.*
- Taking care of the classroom and shared spaces around the school  
*Litter picking, tucking chairs in, putting away playtime resources.*
- Tidying up after themselves  
*Putting lunchboxes away or plates in the dinner hall.*
- Being honest  
*Owning up to mistakes.*
- Following school etiquette  
*Walking, not shouting or answering back, putting hand up to speak, holding doors open.*

- Listening actively  
*Listening without interrupting*
- Using polite language  
*Using "please", "thank you" and "excuse me".*
- Accepting differences  
*Accepting that their peers may have different opinions, backgrounds and abilities.*
- Including others  
*Letting others play so they are not left out.*
- Following instructions  
*Doing things, the first time when asked*
- Greeting adults politely  
*Making eye contact when spoken to*
- Speaking respectfully  
*Being polite even if you disagree or are frustrated.*
- Tidying up after themselves  
*Wiping their plate in the dinner hall*
- Taking care of school property  
*Tucking their chair in or putting books back on the correct shelf in the library.*

### Social Stories

Social stories can be used to support children during reflection time.

#### FS/KS1 children

##### I Can Be Respectful at School

At school I am part of a team.

We all work and play together.

I show respect when I listen.

When my teacher or a friend is talking, I stop and look at them.

I keep my hands and feet still.

I wait my turn to speak.

I show respect when I use kind words.

I say please and thank you and sorry when I need to.

Kind words make people feel happy.

I show respect when I take care of things.

I help tidy up the classroom and playground.

I show respect when I share.

I can take turns with toys and games.

I show respect when I help others.

If someone is sad or needs help, I can be kind.

I can ask a grown-up if I'm not sure what to do.

When I show respect, I make school a happy place and that makes me feel proud.



#### KS2 Children

##### I can show Respect...

At school I am part of a community.

Everyone in my school deserves to feel safe, heard and valued.

I show respect when I listen.

When someone is speaking, I stop what I am doing. Whether it's a teacher or a classmate.

I show respect when I use kind and polite words.

Saying please, thank you and excuse me shows that I care about others.

Even when I am upset I can speak calmly and kindly.

I show respect when I follow rules.

Rules help keep everyone safe and happy.

When I follow the Burnt Oak Way I show that I care about my school and the people in it.

I show respect when I take care of things.

I look after my books, my classroom and school property.

I show respect when I treat everyone fairly.

I include others in games and groups work.

I don't laugh or make fun of them.

I understand that everyone is different and that is ok.

When I show respect, I help make my school a better place.

People trust me and I feel proud of the choices I make.



## FS/KS1 children

### I can be keep going...resilience!

Sometimes things are hard. I might fall down when I'm learning to ride my bike.

I might get the answer wrong in class.

I might feel sad when something doesn't go my way.

That's ok.

Everyone feels like that sometimes.

When things are tricky, I can try again.

I can take a deep breath.

I can ask for help.

I can say, "I'll try one more time!"

Trying again helps me learn.

Even if I don't get it right the first time,

I am getting better every time I try.

I can be proud of myself for not giving up.

That's called being resilient.

It means I keep going, even when it's hard.

I am strong. I am brave. I can do hard things. I am resilient.

And every time I try, I grow a little more.



## KS2 Children

### I can bounce back. I can be resilient...

Sometimes things don't go the way I want.

I might get a low score on a test I studied hard for.

I might not be picked for the team.

I might feel frustrated, upset, or even want to give up.

But that's when I can choose to be resilient.

Resilience means I keep going, even when things are tough.

It means I don't give up just because something is hard.

Everyone makes mistakes.

Even adults!

Mistakes help me learn and grow.

Each time I try again, I get a little stronger.

When I feel stuck, I can:

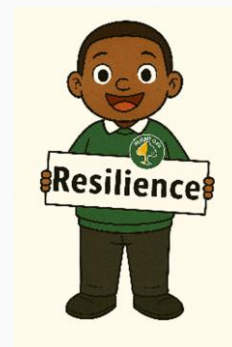
- Take a deep breath
- Talk to someone I trust
- Think about what I can do differently next time
- Remind myself: "I can do hard things!"

Being resilient doesn't mean I never feel sad or frustrated.

It means I don't let those feelings stop me from trying again.

I am learning. I am growing. I am getting better every day.

That's what resilience is all about.



## FS/KS1 children

### I can understand how others feel.

#### I am empathetic.

Sometimes my friends feel happy.

Sometimes they feel sad, worried, or even angry.

Just like me!

When I see someone feeling something, I can stop and think:

“How would I feel if that happened to me?”

That’s called empathy.

Empathy means I try to understand how someone else feels.

If my friend is sad, I can:

- Ask, “Are you ok?”
- Sit with them
- Say something kind
- Tell an adult if they need help

If my friend is happy, I can:

- Smile with them
- Say, “That’s great!”
- Celebrate their good news

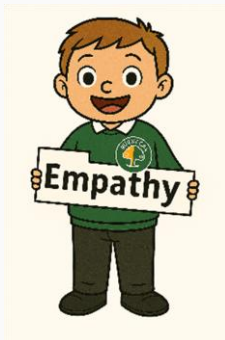
When I show empathy, I am being a kind and caring friend.

It helps everyone feel safe and loved.

I can care about how others feel.

I can be a good friend.

I can show empathy every day!



## KS2 children

### Empathy: Seeing with someone else’s eyes!

Everyone has feelings.

Sometimes people feel happy, excited, or proud.

Other times, they might feel sad, worried, or left out.

Empathy means I try to understand how someone else feels.

It’s like putting myself in their shoes.

If my friend is upset, I can:

- Notice their face or body language
- Ask, “Do you want to talk?”
- Listen carefully without interrupting
- Say something kind like, “I’m here for you.”

If someone is celebrating, I can:

- Smile and say, “Well done!”
- Be happy for them, even if I feel different inside

Empathy helps me be a better friend, classmate, and person.

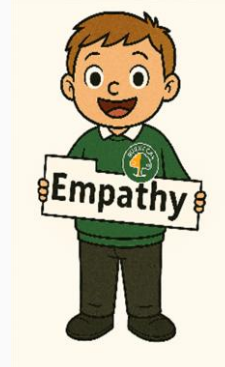
It helps people feel safe, understood, and cared for.

I won’t always know exactly how someone feels.

But I can always try to understand and be kind.

Empathy is a superpower we all have.

And the more I use it, the stronger it gets.



## FS/KS1 children

### *I can be responsible!*

Being responsible means, I take care of things.

I can take care of my things, my actions, and myself.

At school, I can be responsible by:

- Hanging up my coat and bag
- Putting my things away
- Listening to my teacher
- Finishing my work

At home, I can be responsible by:

- Tidying up my toys
- Helping with little jobs
- Looking after my pet (if I have one)
- Brushing my teeth

Sometimes I forget. That's ok.

I can try again and do better next time.

When I am responsible, people can trust me.

They know I will try my best.

I feel proud when I do the right thing.

I can be responsible every day!



## KS2 children

### **Being Responsible: I can make good choices!**

Being responsible means, I take care of things that are mine.

It also means I do what I say I will do.

At school, I can be responsible by:

- Putting the right things in my bag
- Listening carefully and following instructions
- Finishing my work on time
- Helping to keep the classroom tidy

At home, I can be responsible by:

- Doing my TT Rockstars
- Tidying up my bedroom
- Looking after my belongings
- Being honest if I make a mistake

Sometimes I might forget or get it wrong.

That's ok, I can learn and try again.

Being responsible means I don't blame others. I try to fix it.

When I am responsible, people trust me.

They know I can be counted on.

That makes me feel proud and grown up.

I can make good choices.

I can be responsible every day!



