



Behaviour Policy

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| Adopted by Burbage Junior School | |
| Next Review Due | Autumn 2022 |
| Chair of Governors | Date: |
| Headteacher | Date: |

Our behaviour policy has been developed in conjunction with staff, parents (through discussion at our Parent Coffee Mornings) and pupils (through work with our School Council).

At Burbage Junior School we aim to work closely with parent partnership to:

- Encourage a high standard of behaviour.
- Promote self-discipline and acceptance of responsibility for pupils' own actions.
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and where all pupils can grow academically, socially and emotionally, with mutual respect between all members of the school community.

Our aims are best achieved when:

- Clear values are established, understood and accepted by all members of the school community.
- A caring and safe environment is established to ensure that pupils feel valued and are able to fulfil their potential.
- Pupils are provided with consistent positive encouragement and praise which reinforces good behaviour.
- Pupils are encouraged to develop self-regulation and make positive behaviour choices (the 'Behaviour Strawberry').
- Pupils understand the consequences for poor behaviour choices, and these are applied in a calm and consistent manner.

Positive Reinforcement

An underlying principle of our school behaviour policy is the consistent use of positive encouragement of good behaviour choices in order to:

- Create a positive school environment.
- Increase pupils' self-esteem.
- Reduce poor behaviour choices.
- Provide a model for good behaviour.

Positive encouragement may take the form of:

- Praise.
- Positive "Well Done" slips (or equivalent).
- Bronze certificate & pin awarded for 100 "Well Done" slips, Silver for 200 slips & Gold for 300 slips. Gold certificate holders will enter a raffle for a more substantial award e.g. book token.
- Class points, working towards a whole class reward.
- Lunchtime pompoms leading to a whole class reward.
- Special mention in school assembly.
- Positive notes (i.e.; in contact books where appropriate) and phone calls home.
- Seeing the Headteacher for positive praise – perhaps with a special piece of work.

Praise

As a school we recognise that praise is one of the most effective means of positive recognition. Praise can be used to recognise appropriate behaviour, to provide positive reinforcement for good behaviour, and to prompt pupils' who are choosing to misbehave to change their behaviour. Effective use of praise gives attention to good behaviour and teaches pupils that they can get attention through choosing positive behaviour.

Classroom Non-negotiables

Each year group will have a set of non-negotiables – observable behaviours – which may include the following:

- Follow instructions the first time.
- Allow others to work.
- Keep your hands, feet and objects to yourself.
- Do not tease or swear.
- Look after equipment and property.
- Move around the school in a calm and orderly manner.

Regular discussion is important in ensuring that children understand our expectations for a safe and productive environment.

Negative Consequences

When children choose not to follow classroom non-negotiables, adults should deal with this in a calm and consistent manner. Consequences should not be seen so much as punishment, but as a natural outcome of inappropriate behaviour. It must always be made clear to children why they have received a negative consequence. Afterwards it is important to find the first opportunity to praise the child & take the focus of attention away from poor behaviour.

These are the agreed consequences for low-level behaviour issues which will begin afresh each day:

- 1. Verbal Warning**
- 2&3.** To be decided by year groups but may include: last to leave the classroom, time off break, reflection in class journal
- 4. Parents Contacted**
- 5. Senior Leaders Involved**

For serious incidents, this will be escalated immediately to Senior Leaders who will give consequences. A behaviour contract may be put in place, signed by the pupil and their parents.

Restorative Approaches

Staff and peer buddies have been trained in restorative approaches. This gives children who have made poor behaviour choices the chance to reflect on the incident and discuss a better way forward in the future.

Reasonable Adjustments

Some children will have experienced trauma in their early life or may have Special Educational Needs which mean they will find it more difficult to follow the expectations we set for others. In these cases, it will be necessary to make reasonable adjustments to our policy to enable them to succeed. It may also be appropriate to take advice from other agencies, for example, the Educational Psychologist, Paediatrician, ADHD Solutions, Autism Outreach or Oakfield Behaviour Outreach Support.

Behaviour Record

For more serious incidents of poor behaviour, a behaviour form (found in the staff room) should be completed. If there is a consistent problem with a child, it may be necessary to discuss their behaviour record with the Headteacher or parents. If behaviour incidents are a result of special educational needs, please discuss with the pupils' 1-1, class teacher, SLT or SENDCo.

Exclusion

Either fixed term or permanent exclusion is always used as a last resort. These options may be considered in response to severe (usually involving injury) or highly disruptive or dangerous behaviour.

Parents should be informed at the earliest opportunity if their child is at risk of exclusion. Before a permanent exclusion is implemented, Oakfield Short Stay School should be consulted to explore alternative possibilities such as managed moves or dual registration.

Lunchtime

Lunchtime staff will use pompoms to reward positive behaviour. This should be for a mixture of those that always quietly behave (daisy), those that draw attention to their good behaviour (sunflower) and those that have behaved reasonably well, despite finding this difficult (weed). Pompoms will be totalled up for each class and those with the most will receive a five-minute reward.

Each half-term, lunchtime staff will choose two pupils each to sit with them on the Table of Awesomeness.

Consequences for Lunchtimes and when out of the class environment

Consequences will be based on a 1, 2, 3 approach.

1. Told, but not 'told off', e.g. 'the bench isn't safe to stand on. Come down and don't get back on.'
2. 1-minute reflection time, stood with the member of staff. If refuse, children are given one chance to change their mind, then given 2-minute reflection time. Children will apologise and staff will finish the reflection with, 'Thank you. Enjoy the rest of your day.'
3. Incidents of bullying, swearing, violence and defiance towards staff will be referred to the class teacher/SLT. They will watch the child apologise to the individual member of staff and the child will then be left to complete their reflection.

Physical Intervention (Positive Handling)

A number of staff are trained in Team Teach techniques with a focus on positive behaviour strategies and de-escalation techniques.

- Staff should avoid physical intervention with pupils unless there is a risk of personal injury, injury to another member of the school community, or severe damage to property.
- Pupils will be allowed to leave an area within the school following an altercation, so long as it is deemed safe for them to do so.
- Unless there is an immediate risk, teachers should always ensure that a colleague is present if physical intervention is deemed necessary.

All incidents of restraint need to be recorded in the school's Bound and Numbered book before leaving school. The Headteacher should also be informed. These incidents should also be recorded on a Behaviour Form.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and positive handling are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort. Appendix 3 outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

This written statement of behaviour principles is reviewed and approved by the full governing board every 3 years.

Appendix 2: Some Ideas for Implementing a Positive Behaviour Management Approach

Responding to Children

To support the school's behaviour policy every member of staff needs to follow a common style:

- Provide positive reinforcement – especially praise.
- Try using humour or distraction to redirect mild misbehaviour.
- See the humour in situations and chuckle at some of the things children do. Don't necessarily penalise "silly" behaviour unless it continues and prevents other children from working.
- Respond to children in a firm, clear manner.
- Have a plan for how to handle situations – use a low voice, repeat instruction.
- Give out consequences in a calm and consistent manner. Use a low voice, and a calm, firm tone when administering consequences.
- If you've given a child a consequence, find an opportunity later in the lesson to praise them.
- Make time to discuss/debrief any incidents once the child is calm using the restorative approach.

Directions & Reinforcement

Investing time in these throughout the year will give you massive paybacks in terms of classroom management. There may be times in a year when the class appears to be lacking focus. At those times, it is important to pull back to these basic routines.

- Give clear, positive directions. (Put your pencils down and look at me. Put your hand up when you want to answer.)
- Rehearse routines – teach how to follow directions to your expectation followed with praise to those who manage this.
- Check children have understood your directions by repeating them back to you.
- Throughout activity use reminders and repetition to reinforce what you want to see going on, asking children to repeat instructions.

Redirecting Off-Task non-disruptive behaviour – daydreaming, doodling, “switching off”

- Use proximity praise (praise a nearby person for doing it right).
- Draw attention back by using their name.
- Move close to child & continue teaching.

Prevention Instead of Reaction

- Greet children at the classroom door to ensure that children feel welcomed and cared for.
- Likewise, see them out of the room at the end of a session.
- Have an activity written on the board for children to see as they enter the room. This activity focuses children and prepares them for the upcoming lesson.
- Although you need to be flexible in your approach to children, the classroom should be a structured environment with routines in place for dismissal, giving in work, pencil sharpening, toilet use, asking questions, lining up, etc.
- Be organized and prepared for each lesson.
- Keep lessons well paced. Start promptly, keep things moving, and allow a few minutes before the end for a quick review and/or tidy up.

Appendix 3: Exclusion Procedures

Any exclusion will be carried out in accordance with statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

Each individual situation will be investigated according to need. The Head Teacher (or designated teacher in charge) will gather evidence; seek the opinions and advice of colleagues. If satisfied that, on the balance of probabilities, the pupil did what they are alleged to have done, the Head Teacher (or designated teacher in charge) may then exclude the pupil.

Types of exclusion:

1. Fixed term exclusion.

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed. For example:

- Violence towards an adult or child (which is deliberate and/or causes serious injury)
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)

2. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school. The Head Teacher may decide to permanently exclude a pupil only when they are sure that:

- The pupil has seriously breached the school's discipline policy.
- If the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

The school is able to seek advice from the relevant LA officers, if necessary.

All exclusion cases should be treated in the strictest confidence. Only those who need to know the details of exclusion should be informed of them.

In exceptional cases — usually where further evidence has come to light — a fixed period exclusion may be extended, or a permanent exclusion may be issued to begin immediately after the end of the fixed period. In such cases the head teacher (or designated teacher in charge) must write again to the parents explaining the reasons for the change.

Whenever a head teacher (or designated teacher in charge) exclude a pupil, the parent (or pupil if aged 18) must be notified immediately, ideally by telephone followed up by a letter.

When the parent must be notified in writing depends on when the pupil is excluded:

- Where the pupil is excluded at the end of the afternoon session and the exclusion takes effect from the next school day, notice must be given before the start of that day.
- Where the pupil is excluded in the morning session and the exclusion takes effect from that afternoon, notice must be given before the start of the afternoon session.
- Where the pupil is excluded in the afternoon session and the exclusion takes effect that afternoon, the notice must be given by the end of the afternoon session.

Notices must be in writing and must state:

- a) whether a fixed-period or permanent exclusion has been given and, in the case of fixed-term exclusions, the period of exclusion;
- c) the reasons for the exclusion;
- d) the parent's right to make representations about the exclusion to the governing body;

- e) the school days on which the parent is required to ensure that their child is not present in a public place during school hours without justification; and that the parent may be prosecuted, or may be given a fixed penalty notice, if they do not do so;
- g) the arrangements made by the school for enabling the pupil to continue his or her education, including the setting and marking of work. It is the parent's responsibility to ensure that work sent home is completed and returned to school;
- h) that, if appropriate, the parent will be invited to attend a reintegration interview and that the parent's failure to attend will be a factor taken into account by a magistrates' court when deciding whether to impose a parenting order, if this is applied for.
- i) the latest date by which the governing body must meet to consider the circumstances in which the pupil was excluded (except where the exclusion is for a total of not more than five school days in any one term, and would not result in the pupil missing a public examination);

Within one school day the head teacher (or designated teacher in charge) must inform the governing body and the LA of:

- a) permanent exclusions;
- b) exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in any one term; and
- c) exclusions which would result in the pupil missing a public examination.

Fixed-period exclusions totalling five or fewer school days, or ten or fewer lunchtimes or half days, in any one term must be reported for monitoring purposes to the governing body and LA once a term.

Governing Body Reviews:

The governing body has a duty to consider parents' representations about an exclusion.

The governing body must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in term; or
- it would result in a pupil missing a public examination or national curriculum test.

If a child has been excluded for a period of more than 5 school days but not more than 15 in a single term, the parents can request that the governing body consider the reinstatement of the child. In these circumstances the governing body must consider the reinstatement within 50 school days of receiving notice of the exclusion. This may not affect the actual exclusion, as the child is likely to have completed their exclusion prior to the governing body considering reinstatement. However, if the governing body did decide to overturn the exclusion and direct reinstatement, a record to this effect could be added to the child's school records.

In the case of a fixed period exclusion, which does not bring the pupil's total number of days of exclusion to more than 5 in a term, the governing body must consider any representations made by parents. However, it cannot direct reinstatement and is not required to arrange a meeting with parents.