Burton Road Primary School

Behaviour Policy

Principles

Our policy is the result of much discussion and work with pupils and all the staff at Burton Road. It reflects the principles and values which are important to us in the daily life of our school community. It is a policy which allows for the diversity of the people who belong to the school community and is responsive to the changes that occur in a school. To quote Sarina Wiegman, 'We agreed a couple of things about behaviour and they weren't just words we believe them.'

Aims

It is Burton Road Primary School's aim to provide an ethos where everyone, both children and adults, feels valued and respected, safe and secure. We have an inclusive approach to our provision for all our children including those with complex needs. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively and are not tolerated.

It is our aim that all staff and children within school have a common understanding of what bullying and cyber bullying is and how it can be combated. As well as the school's aims stated in the prospectus and vision, we believe that it is important:

- To provide an ethos where children can work in a calm, safe and confident manner.
- To acknowledge that every member of the community has a part to play and that each person's talents will be respected and valued.
- That each member is entitled to help and encouragement, particularly in the raising of their self-esteem.
- That we listen to the views and opinions of one another with care and respect.
- To promote honesty and courtesy for each other.

- On occasions where an injustice or injury has been done, both instigator and victim are provided with support and counselling.

Purpose

- To establish throughout the school a safe, effective learning environment which operates consistently for the benefit of all children and adults within the school and home and allows children to work and play independently and co-operatively as the need arises with the minimum of disruption.

- To promote good relationships where all are treated well and where learners care for each other.

- To establish and maintain positive and supportive relationships between children based on shared expectations.

- To raise awareness of bullying and to support staff in identifying bullying and to act promptly and effectively.

- To provide a systematic means of monitoring, recording and reporting cases of bullying.

- Staff, pupils, parents and governors to be made aware of issues surrounding cyber bullying.

- Pupils and parents will be urged to report all incidents of cyber bullying to school.

The policy is based on:

Restorative practice where:

- RULES are developed by children and staff and agreed by all.
- REWARDS AND PRIVILEGES are acknowledged and agreed by all.
- SANCTIONS are fully acknowledged and applied consistently throughout the school.
- HOME SCHOOL LIASON is encouraged.

Leadership and Management

All staff at Burton Road Primary are dedicated to ensuring all children and staff are safe and learn in a positive environment.

Mr M Harris, Headteacher, is the **Safeguarding Lead**
Mrs H Schofield (SENCO & Assistant Head) is a **Deputy Safeguarding Lead**
Miss Moncrieff (Assistant Head) is a **Deputy Safeguarding Lead**
Mr P Robson is the **Safeguarding Governor**

Staff Induction

All new staff receive an induction and part of this is the sharing of our Behaviour Policy. This Policy is updated every year and redistributed to all staff at the start of the academic year.

All staff receive Positive Handling training and updates to keep their practise current and in-line with our school's expectations.

Pupil Transition

At the start of the academic year, the behaviour systems, rules and routines are shared with all children within school. For those children with additional needs, further support is given by the SENDCO

Golden Values

At Burton Road Primary School, we encourage children to 'Follow the Road to Success.'

We have high behaviour expectations for our whole school community which are reflected through our Golden Values. Our Golden Values' design incorporates our school logo and is displayed in each classroom.

At Burton Road we are proud to be...









These values are embedded within everyday school life and are supported by the whole school community. The values are kept consistently and any infringement is dealt with by speaking to the child or children to enable them to give their view of an incident and to understand what they have done and what alternative courses of action may have led to a positive instead of a negative behaviour.

Rewards and Privileges

Rewarding good behaviour is a necessary part in reinforcing the high priority the school gives to this aspect of its life. In order to raise self-esteem, self - confidence and to promote a positive ethos towards behaviour

management, we have incorporated into our policy the following techniques:

- **General positive praise**
- **Every class has a DOJOs account to celebrate success and achievements**
- **Each class to have their own individual class reward to promote positive behaviour as a team.**
- **Golden Time**. This is a time when a child selects an activity of their choice. If there is an infringement of the rules then time can be taken from the Golden Time activity, usually in blocks of 1, 2 or 5 minutes and each child has to sit quietly on its own until the penalty time has elapsed while the others participate. After that they are free to join the activity. Each child losing Golden Time has the opportunity to earn the time back by improving their behaviour over the rest of the week.
- **Bronze, silver and gold certificates**
  Children earn a stamp for work or actions of a high standard. These accumulate to earn a bronze, silver or gold award and increase with challenge to achieve as they progress. A special presentation is made in the Special Mentions assembly on Thursdays.
- **Special mentions certificates**. Each week a teacher chooses a child who has achieved in a particular area this can be academic but equally can be to recognise outstanding behaviour and effort.
- **School Ambassadors:** Year 6 children who demonstrate consistently outstanding behaviour will be recognised and issued with a monitor badge and given responsibilities within school.
- **Sports Leaders**

Sanctions

It is fully recognised that sanctions should run alongside rewards when promoting and maintaining a positive behaviour policy. It is also acknowledged that sanctions should be consistent throughout the school and should be fairly and appropriately administered. Minor misdemeanours should be dealt with by the class teacher via eye contact verbal reprimand and positive comments to other children in class:

For all our children we have high expectations. For children with complex needs, we still believe children should understand right from wrong and that consequences will follow for inappropriate actions. It is acknowledged that adapted systems including movement breaks around the school building, or following steps within the child's own Personal Support Plan should be part of the process before the Sanctions Ladder begins. Consultation with parents will take place if it is felt children need additional support to meet our school's high standards for all learners.

Sanctions Ladder

Step 1: You are given a verbal warning and a reason why.

Step 2: A second warning will mean that you lose a given amount of your Golden Time activity or break time.
Your teacher may suggest Time Out – cooling down time at another desk or outside the classroom.
Any work that is not completed will go home or be done during a break time. For children with complex needs, it is acknowledged that movement breaks may be needed at it this step.

Step 3: If disruptive behaviour continues or the incident is of a more serious nature, you will be spoken to by either the Phase Leader, Deputy Headteacher or Assistant Headteacher. Sanctions will include missing break time and lunch time break.
A personalised curriculum may be offered at this stage to help you regulate before returning to the classroom environment.

Step 4: If disruptive behaviour continues you will be spoken to by the Headteacher.

Step 5: Your parents will be invited into school to discuss the incident. Any further sanctions or strategies will be

decided. This may include a Positive Behaviour Record which will go home each day.

Step 6: Behaviour that affects a teacher's ability to teach, other children's ability to learn or threatens the safety of any member of our school community may receive more serious sanctions, including exclusion from lunch times, short or longer term exclusions. All exclusions follow local authority guidelines.

For children who need additional support for social and emotional development, we offer supportive activities with specifically trained allocated members of staff, to develop children's understanding of appropriate behaviours and attune into their thinking. This may include a personalised Thrive timetable or a Partial Timetable. There will be opportunities for a child to:

Regulate
Relate
Repair to move forward.
Reflection will be done when the child is ready.

Our school SENCO will work closely with these families to tailor the content and outcomes for these children.

If children are physical at lunchtimes and their safety and that of others is at risk, eating lunch at home may be considered. We have an exclusion policy if this is required.