

# Behaviour Policy



## Burwell Village College Primary

<b>Approved by:</b>	Governing Body	<b>Date issued:</b> 19 <sup>th</sup> Jan 2021
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## Beliefs and aims

### Our core beliefs are that:

- the safety and well-being of children and staff is paramount;
- behaviour can change and that every child can be successful;
- most children want to behave well, and will do so when their needs are met (including the need for good teaching as well as basic physical and emotional needs – a bored child is more likely to misbehave than one who is engaged in learning);
- praise, positive affirmation and celebration of success are more likely to change behaviour than blaming and punishing;
- increasing children's self-esteem helps them to achieve more;
- being aware of each child's needs and their individual circumstances helps us to act fairly;
- while reward systems work for most children, inevitably for some they can lead to an increased sense of failure and rejection, which in turn can escalate a downward spiral of behaviour. Our behaviour management strategies need to be adaptable in response to the needs of all children.

### Aims

- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way and respect others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Children whose behaviour consistently causes concern will be supported and managed within this policy.

#### **1. The role of the class teacher**

- It is the responsibility of the class teacher to ensure that the expectations for behaviour are enforced in their class and around the school, and that their class behaves in a responsible manner.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces agreed and understood classroom standards consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher may choose to keep a record of such incidents. In the first instance, the class teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher seeks help and advice from the phase leader or other more experienced staff who may refer it to the Head if necessary.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an LA behaviour support service.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

#### **2. The role of the Headteacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

- Records of all reported serious incidents of misbehaviour are recorded on MyConcern (the school's online safeguarding tool).
- The Headteacher has the full and final responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
- The Headteacher will contact either the Chair or Vice-Chair of Governors within 24 hours of the exclusion being made.

### **3. The role of parents**

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school expectations in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then a school governor. If these discussions cannot resolve the problem, a formal written complaint should be made.

### **4. The role of governors**

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **5. The role of support agencies**

- The Headteacher may recommend involving a support agency when addressing pupil behaviour. Recommended support agencies include the child's GP, the school's nursing team, educational psychologist, the Education Support Centre and / or the Behavioural Support Team.
- Any recommendations will be discussed and agreed with parents / carers prior to any referral.

### **6. A Positive Approach**

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Good discipline arises from good relationships and from setting consistent expectations of good behaviour.

### **7. Classroom Management**

Classroom practice can significantly impact on children's behaviour. Classroom management skills include

- detailed planning and preparation to ensure that children are engaged in relevant and appropriate tasks;
- involving children in stimulating, active learning;
- enabling all children to experience success;
- planning for the 'gaps and shifts' – so that children know what is expected when a task has finished;
- grouping and seating children in ways that minimise disruption;
- anticipating problems and dealing appropriately with incidents before they escalate;
- maintaining high expectations of behaviour and listening, and taking time to teach these as skills for every child to learn;
- promoting discussion where views and opinions are valued;
- catering for all learning styles and ability levels. We recognise that children may have preferred learning styles and have considered the behavioural characteristics of all learners. It is important to consider whether an aspect is truly a behavioural issue or related to learning style or an unmet need for challenge and pace;

- practical routines, such as staff being in the classroom when the children arrive from break.
- practising routines for entering the classroom, getting out equipment, giving attention and celebrating successes;
- creating a general environment that is tidy and stimulating, with pupil resources well-prepared, readily accessible and clearly labelled.

## 8. Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated through display and performance.

Rewards may involve:

- We recognise pupil achievements in a variety of ways:
  - **Praise / encouragement** for behaviour / work
  - **Dojos**
  - **Dojo award**
  - **Behaviour chart** (Key Stage 1)
  - **Stickers** for behaviour / work
  - **Star of the week** – for behaviour / work / achievement – awarded by class teacher
  - **Headteacher's Certificate**
  - **School Council member**
  - **Team Captain**
  - **Play Leader**
  - **Choir**
  - **Sporting or other achievement**

The school acknowledges all the efforts and achievements of children, both in and out of school.

## 9. Dealing with unacceptable behaviour

### Low Level Misbehaviour

Teachers employ skills of 'positive correction' to deal with low-level misbehaviour. This occurs in the short-term and is immediate. It is balanced with preventative management, built around a framework of rules and routines.

Positive correction is *DIRECTIONAL BUT POSITIVE*. It involves:

- ensuring congruence of tone and gesture
- pausing to ensure that attention is gained before giving directions
- using privately understood signals
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- distraction and diversion
- partial agreement ('That may be so, but...')
- 'When....then....' direction
- question and feedback - avoiding use of the open interrogative 'Why?' about the behaviour, but focusing on 'What?', 'Where?' 'How?' and 'When?' e.g.:
- What should you be doing? Where should you be?
- rule reminders (through a direct reminder or through a question)
- 'take-up time' which allows pupils enough time to do what has been asked and 'save face', avoiding unnecessary confrontation
- choice direction : 'if...then...' which conveys that if the child continues to behave in an unacceptable way then there will be a consequence of some kind: immediate or deferred

Even in the best-managed classes and schools, incidents will occur which give rise to concern. We believe that undue leniency can in the long term be as damaging as undue severity.

### Consequences

It is important to teach pupils that their actions have consequences. The goal of applying consequences will be to encourage pupils to recognise and develop a sense of justice, and understanding of the rights

of others, accountability for their own behaviour, self-discipline and self-control. The consequences that we apply are derived from the values that we hold. We aim to keep the child's self-esteem as intact as possible. Consequences should be consistent, reasonable, related and applied with **certainty** rather than **severity**.

Some consequences can be immediate, for example:

- relocation within the classroom
- cool-off time within the classroom (in the public arena)
- time out of the classroom (the private arena).

Many consequences have to be deferred, for example:

- staying in to clear up mess
- missing part or all of a playtime to complete work

### **Sanctions**

When dealing with any inappropriate behaviour, teachers should follow three rules:

- **Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- **Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours
- **Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

If the class/school rules are broken, the following sanctions may be applied (differentiated to children's individual needs):

- a verbal warning by the class teacher or learning support assistant
- loss of, a playtime or lunchtime
- 'time out' in the classroom - moving to sit alone for the rest of a session
- if a child is removed to the corridor, the classroom door must be left open for appropriate supervision
- children should be made to complete any missed work during their next break
- exclusion from an activity or specific area
- withdrawal of break or lunchtime privileges
- carrying out a useful task in the school
- exclusion from school e.g. at lunchtime (a decision made by the Headteacher)
- exclusion from school (a decision made by the Headteacher)

Sanctions in school will be logical, measured and fair. We will not give 'lines' or tasks such as extra handwriting, as this works against our wish to encourage children to be enthusiastic about writing. Verbal warnings, that make clear expectations for specific behaviour, will be given before issuing a sanction.

After a combination of the above sanctions children may then be sent to one of the senior leaders (except in extreme cases of inappropriate behaviour when immediate removal to the Headteacher is necessary).

More serious behaviour may involve meeting with parents.

For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see below).

### **Removal from the classroom**

A child may be required to leave the classroom for any behaviour which is repeated and is significantly affecting the rights of the teacher to teach, the pupils to learn, to feel safe and/or to be treated with respect.

Initially, the child may need 'cool-off' time, to try and regain control, preferably in a set place. No attempt should be made to question, counsel or discuss the behaviour with the child initially.

### **Reparation (the 'fixing-it' rule)**

It is important to help children develop a sense of accountability and justice. They need to understand that behaviour is related to outcome, and that desirable/undesirable consequences are an outcome of their choice. We attempt to foster some connection in children's thinking and their future action.

This is done by applying, wherever possible, logical consequences which are linked to the behaviour. There should be a connection between behaviour and outcome that is as fair and sensible as possible. Logical consequences emphasise self-control, responsibility, accountability and choice.

We spend time discussing with children what 'saying sorry' means: i.e. that they wish something had not happened and will make every effort not to let it happen again. Children are encouraged to make eye contact, use the person's name and explain what they are sorry for.

### **Frequent Offenders**

There are a very few children whose behaviour is an almost constant cause of concern. In these cases, a child may not respond to all the efforts made by the school, including prevention, positive correction, repairing and rebuilding, reasonable use of consequences, enlisting parental support and involvement of outside agencies. Such children cannot be simply described as 'lively' or 'a bit of a handful' and their behaviour can cause considerable stress in an otherwise well-managed classroom.

We keep parents informed of the steps that the school is taking, involving the child at a level appropriate to their age and understanding.

If the frequency, intensity and severity of the behaviour show no response to all of these strategies, the school may need to use tools such as partial enrolment or staggered break time settings, or in serious cases, exclusion.

We will make every effort to support each individual at the same time as making sure that the teacher and majority of pupils are also supported and protected.

## **10. A STEPPED APPROACH**

We use a stepped approach as part of a whole school behaviour management plan, with clear consequences for unacceptable behaviour

**Step 1** Tactical ignoring / positive praise to those around the person.

IF THIS DOES NOT WORK THEN:

**Step 2 (First warning)** A direct command to the pupil to stop the behaviour with the reason why this is not acceptable e.g. *'Name of child, stop calling out the answers as this is hindering the learning of others'*

IF THIS DOES NOT WORK THEN:

**Step 3 (Second warning)** A warning. Staff are to use the 'if ..... then ....." dynamic, where pupils are given a choice and there are clear and logical consequences to their continued actions. e.g. *'Name of child, if you continue to talk while on the P.E. apparatus, then for the safety of all in the class you will have to have 'x' minutes time out at the edge of the hall.'*

IF THIS DOES NOT WORK THEN:

**Step 4 (red dojo)** Follow through the consequence that you promised would happen if the behaviour continued, eg. *'Name of child, you were asked to stop pushing Name of child. As you have failed to do this, you will now spend 'x' minutes at .....discussing this with me and having time out.'*

The teacher may decide that this discussion and thinking time should be at a break time.

THE VAST MAJORITY OF INAPPROPRIATE BEHAVIOUR WILL HAVE CEASED BY THIS STAGE.

IF THIS DOES NOT WORK THEN:

**Step 5** The child will be sent to a teacher in the same key stage for 5 to 10 minutes for 'time out'.

IF THIS DOES NOT WORK THEN:

**Step 6** The child will be sent to a teacher in a different key stage with specific work to for a maximum of 15 minutes. This will be recorded by the class teacher on MyConcern and parents will be informed.

IF THIS DOES NOT WORK THEN:

**Step 7** The child will be sent to one of the phase leaders. Specific sanctions will be put in place to prevent similar behaviour again. The phase leader will discuss with the parents what sanctions have been put in place and the severity of the actions. This will be recorded and put on the pupil's file.

IF THIS DOES NOT WORK THEN:

**Step 8** The child will be sent to the Headteacher, where the child's behaviour will be discussed. The child will be encouraged to think about his or her behaviour and to consider how he or she could have acted more appropriately. The child's behaviour with details of school action taken will be entered into MyConcern. The Headteacher will inform parents, and decide on appropriate sanctions (this is the final stage of the behaviour policy and therefore children at this stage are in serious and/or consistent breach of the code of conduct and parents will have already had several discussions with other members of staff about the behaviour).

On very rare occasions there may be serious breaches of the behaviour expectations and in these cases the pupil is to be referred to the Headteacher immediately, and the appropriate course of action will be taken.

These breaches will be entered into a Behaviour Book and parents will be notified. There will be an automatic loss of at least one break time session supervised by a member of the School Leadership Team.

## **11. RECORDING, MONITORING AND EVALUATING BEHAVIOUR**

### **Classroom**

Repeated incidents of poor behaviour should be recorded so that a clear picture of a child's needs can be built up. A record must be made of any incidents when a child is removed from the classroom to work in another (step 6) by the class teacher. Earlier incidents may take the form of a behaviour notebook, or of individual notes for a child, and should include the date, the time of day, the behaviour, the consequence and the duration. This is the class teacher's responsibility, though it may be delegated by the teacher to an assistant.

### **Fixed-term and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents as to how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself can neither exclude a pupil nor extend the exclusion period made by the Headteacher.

### **Bullying**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Please refer to the school's '**Anti-bullying Policy**'

### **Racism/Homophobia**

The school does not tolerate any form of derogatory language or behaviour. If we find that any form of this behaviour has taken place it will be dealt with in the most severe terms. Whilst we recognise that there is a difference between lack of understanding for some younger children and deliberate behaviour action is still taken to address the situation and ensure it does not reoccur.

Please refer to the school's **Equality policy** and **Anti-bullying policy**.

### **Use of Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, '*use of reasonable force advice for headteachers, staff and governing bodies*' DfE July 2013. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Please refer to the separate guidelines '**Model restrictive intervention guidelines**'

### **12. Monitoring, evaluation and review**

The Headteacher monitors the effectiveness of this policy on a regular basis. He/she will report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Headteacher keeps a record on MyConcern of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.



## Appendix A

### Protocol for managing racism and homophobia

#### Step 1

Establish the facts. Ensure that all children involved including witnesses are spoken to separately and their statements recorded. Initial fact-finding should be completed by the class teacher. If there is a concern that the allegation is correct, SLT should take over the investigation.

#### Step 2

The class teacher(s) must phone the parents of the perpetrator and the victim on the same day as the allegation

#### Step 3

If further investigation is needed or has not been able to be conducted on the day of the allegation, this must be completed within 48 hours and a member of SLT meet with the parents to communicate the findings of any investigation.

#### Step 4

Appropriate sanctions should be in place as per the steps set out above or with reference to the suspension and exclusion policy where necessary and appropriate

#### Step 5

Support offered to the victim via the well-being team. An educational programme put in place for the perpetrator.

#### Step 6

The well-being team should communicate with parents at the end of support or education programme what has been taught.

#### Step 6

Monitoring of ongoing behaviours by SLT and teachers