



Burnhope Primary School

Learning to play discover and achieve together



Behaviour Policy

At Burnhope Primary School, we believe that appropriate behaviour is necessary for effective teaching and learning to take place and in order to achieve this we have high expectations of our pupils' behaviour.

The achievement of such standards will involve praise and rewards, sound relationships between school staff and pupils, and stimulating and effective teaching and learning. It will also involve, in some circumstances, the application of sanctions and consequences.

The aim of our School Behaviour Policy is to create a school ethos which is fair and consistent and which establishes a safe, orderly, positive and happy environment in which our children should flourish.

We aim:

1. To provide the incentives for children to make positive decisions, to choose appropriate behaviour, by a system of rewards.
2. To place the main emphasis on the positive reinforcement of good attitudes and performance.
3. To enable parents and teachers to work together to influence the behaviour of the children.

Clear expectations for our pupils are co-operatively agreed and pursued to ensure high standards of behaviour and school work.

A system of rules, rewards and consequences appropriate to the age of the children has been developed by staff and children. The relevant system is displayed in each classroom.

School values:

- We are kind.
- We are gentle.
- We listen.
- We work hard.
- We look after property.
- We tell the truth.

In addition to this, at the beginning of the year pupils in each class draw up their own code of conduct with the teacher, which everyone agrees to. *Unicef Rights of the Child Article 12*

Rewards:

- Praise
- Stickers
- House Points
- Weekly certificates in celebration assembly
- Class Dojo points

Class Dojo

Class Dojo is used by all teachers and children from Nursery to Year 6. It is a digital classroom management tool designed to help teachers reward children's behaviour and communicate more effectively with parents. Each child is allocated an avatar, and teachers create goals or behaviours to track, such as: returning homework, participating in class or staying on task. Burnhope Primary teachers use an iPod to give or take away points throughout the school day. Each child's points are



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displayed via the classroom interactive whiteboard, and teachers can generate reports to send home to parents.

Class Dojo improves home school communication as all points given and removed are communicated via the Class Dojo app which parents can download free of charge. By offering a quick, easy way for teachers to note behaviours as they happen, Class Dojo allows teachers to gather more information about individual children and give them feedback instantly.

Consequences:

All classrooms have a traffic light display to provide a visual behaviour tracker.

At the start of each lesson, the children's names are all placed on the green traffic light. If a child behaves in an inappropriate way, they will first be reminded verbally.

If the child continues to behave in an inappropriate way, their name will be moved onto the yellow circle.

If the inappropriate behaviour continues, their name will be moved onto red.

For each red given, children will miss 5 minutes of free time at their next available playtime.

Graduated Response to sanctions

Stage 1 Verbal warning to pupil

Stage 2 Second Verbal warning to pupil – yellow traffic light.

Stage 3 Third verbal warning to pupil - red traffic light issued, time out at next available break and incident recorded on CPOMS

Stage 4 (Optional) Time in another class if pupil is not responsive to traffic light system.

Stage 5 Meeting with parents/Parents contacted by phone

Stage 6 Exclusion from school - Fixed term or permanent

Stages 1, 2, 3 and 4 may be omitted depending on the severity of the inappropriate behaviour, eg continuing to refuse to follow instructions, physical violence, threatening adults, fighting, leaving the premises without permission, continual blatant defiance

All behaviour incidences involving a red card will be recorded on CPOMS.

Restorative approach

Restorative approach encourages pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and honesty.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to (*Unicef Rights of the Child Article 12*).

Restorative Language:

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What were you feeling?

Who has been affected?

Older children may need time to reflect before discussing the incident.



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We might also say to our pupils:

What would you think if this happened to you?

How can we put this right?

What could you do differently next time?

What other choice could you have made?

How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Parental involvement

A Home/School Behaviour Agreement is issued to the parents of entrants to our school. Each parent is invited to sign a declaration that they agree to support this policy.

Parents are informed at an early stage, and their help and co-operation sought if a child begins to display regular inappropriate behaviour. Parents will also be informed and may be asked to meet with the class teacher or Headteacher if a serious incident occurs.

Children should be able to come to school confident that their rights will be respected and also be prepared to respect the rights of others.

The rules within school exist to ensure this mutual respect and to prevent injury to people, damage to school premises and personal property.

Positive Handling

If a child is endangering themselves, a member of staff or another child, we deem it necessary to use Positive handling. Most staff have been trained and have a duty to act whether that is in the use of restraint or seeking help. It should be necessary, proportionate and justifiable and only used to prevent serious harm. Positive handling applies to all children but we may seek permission in advance from specific parents where we think this intervention may be necessary. Risk assessment for vulnerable children will be in place. All Positive handling will be recorded on CPOMS and if necessary in a bound book.

Exclusions – Fixed Term Exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted'.

(DfE Exclusion from maintained schools, Academies and pupil referral units in England 2012, updated 2017)

Listed below are some examples of behaviour/types of incidents that may lead to an exclusion.

Persistent examples of these behaviours may lead to permanent exclusion:

- Verbal abuse to staff, other adults or pupils
- Deliberate damage to property
- Bullying, including homophobic or racist bullying
- Theft
- Persistent defiance or disruption
- Assaults or fighting with other pupils
- Offences relating to the misuse of technology which is detrimental to staff/pupils/the school



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- Behaviour which calls into question the good name and reputation of the school
- Endangering the safety of others.
- Sexual misconduct
- Possession of drugs/alcohol and related offences

In the absence of the Headteacher, the Deputy Headteacher will authorise fixed term exclusions. Following a fixed term exclusion, the parent and child will be requested to attend a reintegration meeting with the Headteacher.

Permanent Exclusions

The Headteacher's decision to exclude a pupil permanently should only be taken:

- In response to a serious breach of conduct
- In response to persistent breaches of the school behaviour policy
- Where allowing the student to remain in school would seriously harm the education or welfare of other students/staff in the school.

Further support

Where a child persistently fails to reach this standard and does not respond to the normal school system of rewards and sanctions the co-operation of parents will be sought. Behaviour Plans, to be reviewed at regular intervals, will be drawn up.

If a behaviour incident occurs, staff will complete an incident record in CPOMS to record what has happened and how the matter has been dealt with.

CPOMS can create a behaviour chronology to log any incidents involving a child.

If the problems continue, a referral will be made to the appropriate outside agencies.

Where a child's inappropriate behaviour escalates and is of sufficient severity further disciplinary procedures such as exclusions – fixed term or permanent – may be invoked.

This policy should be read in conjunction with the following Appendices and Policies

- 1 Appendix 1 Current Procedures to Support Behaviour
- 2 Appendix 2 Graduated Sanctions at Burnhope Primary School
- 3 Appendix 3 Governors' Statement of General Principles with regard to Behaviour
- 4 Safeguarding Policy: particularly allegations against staff p.28
- 5 Anti-bullying Policy
- 6 Home School Agreement