



## **Burley Primary School**

### **Behaviour Policy**

#### ***Looking for the good; Everyone's responsibility***

#### **Aims**

It is a primary aim of Burley Primary School that every member of the school community feels that they belong and that each person is treated fairly and with dignity. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Our behaviour policy, and whole school approach, is not concerned with rule enforcement. It is a means of promoting the school's values, so that people can work together with the common purpose of ***being the best you can be***. The school expects every member of the BPS community to behave in a considerate and respectful way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy supports the school community in aiming to allow everyone to work together in a safe, effective and considerate way.

#### **Guiding Principles**

*At Burley Primary School, we believe:*

- the children in our care respond better to praise and celebration of their successes so we aim to promote a positive ethos throughout the school aiming for a praise:criticism ratio of at least 5:1
- in promoting an atmosphere of support, encouragement and understanding our school should be an environment where all pupils feel secure, happy and confident.
- pupils should have high expectations of themselves and of the school community
- all members of our school community should respect each other and behave courteously and considerately to one another at all times
- we should take care of our environment and respect each other's property and the property of the school.
- it is the responsibility of every person in the school to bring to life the 'B.U.R.L.E.Y' values through their day-to-day behaviour and choices

The principles described above should be discussed with the children and reinforced on a regular basis. Rewards and sanctions are applied as fairly and consistently as possible whilst taking into account the uniqueness of every individual.

## **Rewards**

The children are praised and rewarded for good behaviour in a variety of ways.

*On a daily basis, we:*

- congratulate and praise children for their efforts and achievements;
- give children 'Dojo' points (see below) or stickers for demonstrating good behaviour and/or good learning and thinking;
- celebrate excellence by nominating children for a 'Headteacher's sticker'

*On a weekly basis:*

- each child receives up to 30 minutes 'Golden Time' on a Friday afternoon. This time is extra-curricular reward time and the activities provided are based on the children's interests.
- a child from each year group is nominated by their class teacher to sit on the 'top table' in the lunch hall on a Friday with the most senior member of staff in school (usually the Headteacher);
- the child(ren) with the most 'Dojo' points in each class receive a certificate in the whole school celebration assembly;
- a child from each year group is nominated by their teacher to be 'learner of the week' who then receives a certificate in the whole school celebration assembly;
- a child from each class is awarded a certificate in celebration assembly for demonstrating one of our Burley Values;
- children from each class share examples of good work from their learning week with the rest of the school in whole school celebration assembly;
- the class with the highest weekly attendance receive a cup and certificate (which entitles them to 5 minutes extra Golden Time) within the whole school celebration assembly.

### *Class Dojo*

Class Dojo is an online system for behaviour management used throughout the school. Children receive either 'positive' or 'negative' Dojo points. Members of the school staff can track these points over time. In addition, parents can remotely access the account of their own child enabling them to monitor their child's behaviour in school from home.

### *Golden Time*

Golden Time is a recognition of, and reward for, the children's hard work and good behaviour throughout the week. At Burley Primary School we value the positive impact that these attributes have on accelerating rates of progress over time and, as such, view the 30 minutes of Golden Time spent at the end of each Friday afternoon as an investment in the maximisation of learning time throughout the rest of the learning week.

### *Other class based rewards*

Each class teacher, in negotiation with their class, is able to determine a further set of rewards/sources of motivation that the children can earn in their particular classroom if required. In order to ensure that the ideas generated are feasible, safe and in keeping with the values of the school; final suggestions must be approved by a member of the school's Senior Leadership Team before implementation.

## **Sanctions**

The school employs a number of age-appropriate sanctions in order to ensure a safe and positive learning environment for all members of the school community. We ensure that every sanction employed is proportionate to the individual situation being dealt with and appropriate to the age of the child.

At Burley Primary School we expect:

- children to listen carefully during lessons. If they do not do so, following a reminder of this expectation, they will be asked to move to a place further away from distraction. This may be nearer to an adult, next to different children or on their own.
- children to try their best in all activities. If they do not do so, they will be asked to redo the task.
- children to respect the right of the other members of their class to learn. If a child is disruptive in class, the teacher will remind him or her of the impact this has on their own learning and that of their peers. If a child misbehaves repeatedly despite appropriate reminders, they will be removed from the class. This can include removing the child to another classroom or to work in an alternative space in the school where appropriate supervision can be provided.
- children to act in a way that keeps everybody safe. The safety of the children at Burley Primary School is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher reserves the right to prevent the child from taking part in the activity.

The main sanctions within our school are linked to the 'Class Dojo' and 'Golden Time' systems (outlined above).

- If a child makes an inappropriate choice they will first receive a verbal reminder(s) as appropriate. If the inappropriate choices continue, the child will either receive a negative dojo (visible to parents online); miss 5 minute intervals of Golden Time or both at the discretion of the class teacher. As the week progresses, in order to avoid complete disengagement with the system and to recognise children's efforts to 'show they are sorry', up to 3 minutes of each 5 minute block of Golden Time removed can be 'earned back'. This is not an automatic entitlement. Children must lose at least 2 minutes of their Golden Time for each misdemeanour in order to remind them that in life wrong choices always have a consequence.

## **Anti-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.

## **Restraint**

All members of staff are aware of the guidance published by the government in 2011 "The use of Force to Control or Restrain Pupils". Adults in our school do not hit, push or slap children under any circumstances. Staff will only intervene physically to restrain children in order to prevent injury to another 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.

### **Special Educational Needs (SEN) - Individual Behaviour Management Plans**

Just like with learning, some children need a differentiated approach to manage their behaviour. Where the need arises, these children are placed on the SEN register and a special plan is written which targets the individual behavioural need which requires improvement at that time. Specific strategies for the child are then established to help them manage and improve behaviour their behaviour within an established time frame.

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

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a safe and appropriate manner during lesson time.

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 the behaviour policy consistently. The class teacher will treat all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in keeping with the manner outline above. However, if inappropriate behaviour continues, the class teacher should seek help and advice from a member of the school's Leadership team.

The class teacher, along with the senior staff, 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 the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each child in their class, in line with whole school policies and procedures. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the Head teacher**

It is the responsibility of the Head teacher, 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 in implementing the policy by setting the standards of behaviour and by supporting staff in the practical application of the policy as required.

The headteacher keeps records of all reported serious incidents of inappropriate behaviour as outlined below.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour as deemed necessary. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

### **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 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 with 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.

If the headteacher is unable to resolve the issues, then the school governors can become involved. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented – see separate complaints procedure.

### **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 where deemed necessary. The headteacher must take this advice into account when making decisions about matters of behaviour.

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

Only the headteacher (or an acting headteacher should one be in post) has the power 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 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, he/she 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 how to make any such appeal.

The headteacher must inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. It is considered best practice at Burley Primary School for the governing body to be kept informed of any exclusions, regardless of length, on a termly basis.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has the authority to form a discipline committee, made up of between three and five members, if required. This committee considers any exclusion appeals on behalf of the full governing body.

When the discipline committee meets to consider an exclusion, they must take in to account the circumstances in which the pupil was excluded; any representation by parents and/or the LEA and decide whether or not the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of inappropriate behaviour.

The class teacher can track minor classroom incidents using the 'Class Dojo system. Examples of significant, or persistent, inappropriate behaviour are logged in the school's behaviour file; located in the school office. This is routinely checked by the school's Designated Safeguarding Leader (DSL) to ensure that the behaviours displayed are not part of a wider Safeguarding picture for the child(ren) concerned. The headteacher records those incidents where a child is sent to him/her on account of inappropriate behaviour within this file. We also keep a record of any serious incidents that occur at break or lunchtimes.

Incidents of a homophobic or racist nature are dealt with extremely seriously. Records of all such incidents, including details of related investigations and their outcomes, are kept by the school and the LEA is always informed.

The headteacher keeps a record of any pupil who is excluded from school, either fixed-term or on a permanent basis. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Adopted by Full Governing Body: January 2016**

**Review Date: Spring Term 2017**