



Burford Primary School
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'Respect, Aspire, Achieve'

Positive Behaviour Policy

1.0 Introduction

Burford Primary School prides itself on its warmth and family atmosphere. We provide a safe¹ and welcoming environment for the whole school community and one in which all children can grow and develop academically, physically and personally. We aim to develop and challenge children in all areas of the curriculum, in order for them to fulfil their potential. Our aims are underpinned by a collective ethos and united approach to positive behaviour strategies (see *Annexe 1*) and support.

2.0 Commitment

At Burford Primary School we are committed to:-

- Promoting, celebrating and valuing good behaviour, effort and achievement
- Being mutually respectful of each other's thoughts, feelings and beliefs
- Encouraging independence, self-discipline, self-esteem and a sense of responsibility
- Being consistent and clear on expectations and approaches to behaviour management
- Following the principles of the Family Links Nurture Programme, to help pupils understand and manage their feelings and behaviour

3.0 Aims

This policy aims to:

- Fulfil every child's potential in a safe and healthy environment

¹ Keeping children safe in education: statutory guidance for schools and colleges July 2015

- Develop a mutual love of learning that promotes independence and confidence
- Create stimulating learning environments and curriculums which are valued by all
- Support children in learning to accept responsibility for their own behaviour and show respect towards others as well as the school environment
- Clarify the boundaries of acceptable behaviour
- Develop a sense of pride in being part of our school community
- Maintain and develop positive partnerships with home and the wider community

3.1 We fulfil our aims in promoting positive behaviour by:

- Following our vision statement, 'Respect, Aspire, Achieve' which is at the heart of our positive, whole school community ethos.
- Creating safe and stimulating environments throughout the school (*see Annexe 2*)
- Highlighting the importance of a consistent approach by all staff and adults interacting with the children at school
- Staff will use positive strategies for handling any conflict by helping children find solutions
- Planning engaging lessons that are effectively differentiated and interactive
- Regularly rewarding pupils for a range of good behaviour
- Establishing a class agreement for behaviour, alongside our vision statement, 'Respect, Aspire, Achieve', written by the children and displayed prominently
- Having regular 'circle times' based on current issues for discussion, through our Personal, Social and Health Education lessons, using the Family Links Nurture Programme resources
- Having regular assemblies with themes that reflect a harmonious community
- Having a clear zero tolerance approach to bullying (*see the Anti-bullying Policy*)
- Maintaining good links with outside agencies for consultation purposes

4.0 Home-school partnership

School works collaboratively with parents and carers to maintain and develop positive partnerships with home, so that children receive consistent messages about positive behaviour choices. In building a supportive dialogue between home and school, we expect parents to support their child's learning and school, as set out in the home-school agreement, the 'Charter for Learning'. If parents have any concerns about their child, they should initially contact the Class Teacher.

We inform parents immediately if we have concerns about a child's welfare or behaviour or if school has to discipline a child in regard to unacceptable behaviour choices, so that strategies for good behaviour choices can be discussed and quickly put in place.

5.0 Rewards

A range of Positive Behaviour Rewards, *see Annexe 3*, are awarded when children make good choices with their behaviour and a valuable contribution to the positive ethos of our school community, including:

- The Sunshine and Rainbow
- House Tokens
- Feather Moments
- Marbles in the Jar
- Class Achiever
- Gold Book
- Head Teacher's Award

6.0 Poor Behaviour Prevention Strategies and consequences

Teachers and all paid school staff, have a statutory duty to discipline children whose behaviour is unacceptable and in breach of the positive ethos of our school community.

Children can be disciplined whilst in or outside school, when under the charge of a teacher or paid member of staff, which includes school trips and other curricular activities. In these circumstances, the 'Poor Behaviour Prevention Strategies and Consequences' (*see Annexe 4*) will be followed and implemented:

- Positive language and highlighting of good behaviour is every member of staff's first verbal response upon identifying a situation that could lead to a poor behaviour choice
- Staff clarify their expectations to children and reiterate, using the language of choices and consequences, in line with the Family Links Nurture Programme
- Expectations for behaviour to be consistently high across the school at all levels and underpinned by our Family Links training and teaching
- A Behaviour Form (*see Annexe 5*) is completed by the staff member and sent home, for parents to sign and return to school the next day. In addition, Class Teachers must speak to parents about the incident.

7.0 Serious incidents of poor Behaviour

For serious incidents, that staff deem dangerous or seriously breaches the positive ethos of our school community, another member of staff may be requested to assist, using a green 'Adult in need of urgent assistance card', available in all areas of the school. A written account of the incident is recorded onto a Behaviour Incident Form (*see Annexe 5*) and the child, with a member of staff, is sent to discuss the incident with the Class Teacher and/or the Head Teacher, as appropriate. The Behaviour Incident Form will be sent home and must be returned to school the next day with a parental signature, acknowledging receipt. The Class Teacher will speak to parents about the incident and Behaviour Incident Form being sent home; the Head Teacher may also speak to parents about an incident. As a follow-up, the Class Teacher will support the child through a personalised 'repair time' and/or Personal Individual Behaviour Plan, appropriate to the child and incident.

8.0 Exclusion

For some serious incidents, it may be necessary to exclude a child and this decision can only be at the decision of the Head Teacher.

In considering whether to exclude a pupil, the Head Teacher will weigh up the seriousness, or persistence, of the pupil's behaviour, together with the impact of not excluding the pupil on the school as a whole, follow the Department for Education's statutory guidance on exclusion² and take into account other statutory guidance in relation to the 2015 Code of Practice³ and Equality Act 2010.

Whilst every effort will be made to identify pupils at risk of exclusion, and put in place strategies to address problematic behaviour, adopting a blanket approach of never excluding pupils may undermine the school's ability to maintain discipline. Following the statutory guidance, exclusions can be for one or more fixed periods, up to a maximum of 45 days in one academic year, or permanent.

8.1 Exclusions will occur if:

- Children repeatedly breach the Behaviour Policy
- Children seriously assault a child or staff member
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly/seriously breaching the Positive Behaviour Policy during this time.

9.0 Physical Intervention/Positive Handling

The Education Act 1996 and Education and Inspections Act 2006 (section 93) set out the regulations regarding the use of physical intervention using reasonable force and restraint (*see also Safeguarding and Child Protection Policy*). Members of the school staff are aware of these regulations and follow the non-statutory advice provided by the Department for Education.⁴

9.1 Physical Intervention/Positive Handling can be used by all school staff to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others

² Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion September 2017

³ Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015

⁴ Use of Reasonable Force: Advice for headteachers, staff and governing bodies July 2013

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

In addition, some staff are 'Team Teach' trained and may be called upon to use their positive handling expertise to physically restrain a children for their own protection or that of others.

10.0 Monitoring this policy

Our behaviour system of rules, rewards and consequences are regularly reviewed and at least every three years. Feedback and information regarding the effectiveness of our policy across the school community comes from a variety of sources including:

- Informal reports from staff/parents/pupils
- Feedback from classroom observations
- Celebration Assemblies
- Questionnaires for parents/staff/pupils
- Number of incidents occurring

Feedback is used to:

- Identify good practice
- Identify adjustments that need to be made
- Identify support and staff development required
- Evaluate the success of our strategies

Governors also support with the implementation of this policy and monitor its overall effectiveness.

Signed: Zoey Khan, Chair of Governors

Signed: Jenny Dyer, Head Teacher

Dated: November 2018

Review date: December 2020

Positive Behaviour strategies

THE SUNSHINE



In each class we all live happily on the sunshine, as we all follow the positive ethos of our school community

THE RAINBOW



When the children do something really amazing, they will be put on to the rainbow! This is a very special place. Children on the rainbow will also get to wear a rainbow badge.

THE CLOUD



If someone forgets our school rules, they could slip onto the cloud, which is sad for everyone, as we try to work as a team.

THE THUNDER CLOUD



We hope that no one ever slips onto the thunder cloud!

Creating safe and stimulating environments

At the start of the day

Whether children are dropped-off by parents or wait with their parents outside the school gates, we expect children to be proud to wear their uniform and display calm behaviour at all times.

At Break Times

We aim for break times to be positive experiences, when all our children maintain high expectations of behaviour.

In the Playground

- Playground equipment is organised by Year 6 Playground Monitors and adults on duty; all pupils are expected to play courteously and respect the equipment
- Pupils are expected to ask permission from a member of staff before entering the building
- The bell is rung just before 11 am in the morning and 1pm at lunchtime, to allow time to return any playground equipment
- Children then walk to their class lines and line up silently, ready to be collected by teaching staff.

In the lunch hall

- Children are expected to line up quietly and in a calm manner for their lunch
- Polite manners should be used at all times
- Children should use quiet voices to speak to friends at their table
- Children may leave the table when given permission by a member of staff

At the end of the day

- Nursery and Reception children will line up in their classroom and wait quietly to be collected by their parents
- Year 1 and 2 children will line up quietly with their Class Teacher outside Warwick Class, before they are handed over to parents
- Year 3-6 children will wait calmly on the veranda before being collected by their parents
- Year 6 children who have permission to walk home, unaccompanied by an adult, should leave the premises calmly and quickly.

Positive Behaviour Rewards

The Sunshine and Rainbow (Appendix 1)

Each of our classes from FS to UKS2 has a sunshine and rainbow on display. Each child in the class has their name displayed on the sunshine at the beginning of each day. For excellent behaviour, children can have their names placed on the rainbow and will receive a special sticker as a reward.

House Tokens

All of the children in the school are divided into four houses, Asthall, Bradwell, Fulbrook and Shilton and named after local villages. Each house is represented by a colour which is replicated as a token. Tokens can be awarded for a range of positive behaviour both inside and outside of curriculum time. We have a whole school theme running through each term. The tokens are placed in clear tubes, displayed in the school corridor. Termly rewards are earned for the whole school; all children are rewarded with extra playtime and children in the winning house enjoy a special refreshments, organised by the catering manager.

Feather Moments

Children have the opportunity to award a peer, for kind deeds, with a feather which is placed in to a special pot displayed within the classroom. The person who has been awarded the feather places it in the pot. Once the pot is full, the whole class have a reward of their choice.

Marbles in the Jar

Marbles are awarded to the whole class for a team effort and placed in a jar. The class strive to fill the jar by the end of each term in order to earn a reward for all.

Class Achiever

Two children from each class are awarded with medals each term for consistently good behaviour and effort in class. Children and parents are invited to attend a special assembly to celebrate.

Gold Book

Teachers choose children on a fortnightly basis for positive behaviour, effort and achievement. The children's parents are invited to celebrate their achievement in a special assembly where children are awarded certificates and their names are placed in our Golden Book.

Head Teacher's Award

In response to excellent work and/or behaviour, a member of staff may send a child to share their successes with the Head Teacher, who will present a 'Head Teacher Award' and may additionally send a letter home to parents, celebrating a child's achievement.

Poor Behaviour Prevention Strategies and Consequences

Expectations for behaviour should be consistently high across the school at all levels and be underpinned by our Family Links training and teaching.

The language of Choice

When it is clear behaviour is not acceptable, all staff use the language of choice and consequences, which lays out a pathway for the child to have time to think and reflect, leading to improved behaviour, as given in the following script:

I'm going to give you a choice
You can (state desired behaviour) . . . or you can (state poor choice)
If you choose to . . . , then you can/will be able to . . .
If you choose to -----, then . . .
What is your choice?

For example:

I'm going to give you a choice
You can choose to stand quietly next to your friend, or you can choose to talk
If you choose to stand quietly, then you can stay next to your friend
If you choose to talk, then you will be moved.
What is your choice?

The Cloud and the Thunder Cloud

Children understand that their name will be placed on the cloud if their behaviour breaches the positive ethos of our school community and/or class agreements. If a child's name is placed on the cloud, they will miss their playtime (morning or afternoon). If it is not appropriate for a child to remain in the classroom with an adult, they will be asked to accompany break-time supervisors in the playground but not join in with play. Adults will always mention the cloud as a consequence before placing a child's name.

Adults should strive to notice positive behaviour and encourage the child to work towards having their name placed back onto the sunshine.

The use of the Thunder Cloud is discretionary and if used, the class teacher must speak to a child's parents at the end of the school day.

Children should see their name placed back onto the sunshine before the end of the day so they can prepare for a new day's good behaviour.

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BEHAVIOUR INCIDENT FORM

NAME: _____ CLASS YEAR GROUP: _____ FORM COMPLETED BY: _____

DATE: _____ TIME: _____ LOCATION: _____ SIGNED: _____

Behaviour	Tick	Details of the incident
Bullying		
Disruptive		
Damage		
Physical assault (Adult)		
Physical assault (Child)		
Racist Abuse		
Verbal Abuse (Adult)		
Verbal Abuse (Child)		
Other (please state)		

Additional Details:

Actions

Reprimand		Intention to Exclude Loss of Privileges		Lunchtime Exclusion	
Fixed Term Exclusion		Permanent Exclusion		Other	

Further actions taken:

Form seen by: _____ & _____
 Teacher's Signature Head Teacher's Signature

Parents reply slip: Please sign & return this slip to acknowledge receipt of this Behaviour Incident Form.

Child's Name: _____ Class & Year Group: _____

Parents Name: _____ Parents signature: _____