



Burford Primary School

'Respect, Aspire, Achieve'

Behaviour Policy

I STATEMENT OF INTENT

Good behaviour is essential for all children to be able to fulfil Burford Primary School's vision of Respect, Aspire, Achieve. We have the highest expectations of our children, staff and members of the wider school community. We believe that everyone in the school should feel safe, valued and listened to.

Our approach to behaviour management is to teach and encourage positive behaviour choices, supporting children's self-esteem and developing positive relationships across all members of the school community. We will always initially give praise for children who model positive behaviours rather than focusing on unacceptable behaviour.

We expect all members of the school community to:

- be respectful of the whole school community;
- have the highest aspirations for themselves and for others;
- consider others, so that all can achieve.

II OBJECTIVES

Our behaviour policy aims to ensure that we:

- promote positive behaviour management techniques to support children in understanding what good behaviour is and why it is important;
- respect and accept pupils and staff, regardless of age, gender, race, sexuality, religious beliefs or academic ability;
- prevent bullying, bullying behaviours and all forms of discrimination;
- allow teachers to teach and learners to learn;
- help all to act with trust and honesty;
- take pride in both the members of our school community and in the school site.

III RELEVANT LEGISLATION

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002

- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

IV RELATED POLICIES

- ODST and School Safeguarding & Child Protection Policy
- ODST Equality Policy
- ODST Tackling Extremism and Radicalisation Policy
- Burford Primary School Anti-Bullying Policy
- Burford Primary School E-Safety Policy

IX GENERAL PRINCIPLES

Definitions

- Where the term “relevant body” has been used this refers to the Board of Directors of ODST;
- Unless indicated otherwise, all references to “school” include both schools and academies; ▪ Unless indicated otherwise, all references to “teacher” include the headteacher; ▪ Unless indicated otherwise, all references to ‘staff’ include teaching and support staff.
- The term ‘behaviour’ is deemed to include all policies dealing with conduct, attitudes, sanctions, rewards, sanction, detention and the authority of employed staff to discipline pupils.

X DELEGATION

The relevant body has chosen to delegate its functions to local governing bodies and headteachers as set out in this policy.

XI MONITORING & EVALUATION

The Local Governing Body and headteacher will monitor the operation and effectiveness of the school’s Behaviour Policy and deal with any queries relating to it. The relevant body, through the ethos committee, will monitor any concerns or complaints raised in relation to the policy on an annual basis.

December 2022

Review December 2023

Behaviour Policy

1. Behaviour expectations

1.1 We expect all at Burford Primary School to be respectful of the whole school community. This includes, but is not limited to:

- being respectful of others, including their beliefs and their right to individual liberty
- being respectful of the school environment, including the school grounds, building and property including classroom resources
- being respectful of others property.

1.2 We expect all at Burford Primary School to have the highest aspirations of themselves and others. This includes, but it not limited to:

- approaching challenges in a positive way
- nurturing a supportive environment where mistakes are celebrated and seen as learning opportunities
- celebrating successes
- taking pride in presentation of work and of ourselves
- joining in with activities when asked, including sharing ideas.

1.3 We expect all at Burford Primary School to consider others, so that all can achieve. This includes, but it not limited to:

- maintaining a calm, purposeful learning environment in classrooms
- travelling around the school quietly so as to not disrupt other learners

1.4 Each class will also agree their own class rooms which will be displayed in the classroom. These rules are created collectively and are written to identify how the class can fulfil the schools vision of *Respect, Aspire, Achieve*. These class rules, along with the behaviour expectations, are used to remind all of the agreed expectations of members of Burford Primary School.

2. Rewards

2.1 Those modelling our vision of *Respect, Aspire, Achieve*, will have positive reinforcement in the form of rewards. We understand that good behaviour choices need to be taught, and will always encourage children to work towards these rewards. We also understand that some children find making the right choices more difficult, and as such, the rewards will be given according to the effort to model the vision which has been shown.

Rewards can include, but are not limited to:

- praise and encouragement
- responsibilities and privileges
- house points with a collective reward for their house
- visiting the Headteacher
- weekly certificates

- stickers and sharing of positive news with parents and carers

3. Zones of regulation

3.1 As a school, we believe that teaching children how to self-regulate is essential to support in behaviour management. Therefore, all classrooms will have a zones of regulation area where children can reflect on how they are feeling. Teachers will regular monitor how children are feeling and support those who identify that they are having difficulties. Curriculum work will support children in understanding how to identify where they are, that no zone is 'bad', and how to self-regulate to be in the optimal learning zone for a given situation.

4. Behaviour management steps

4.1 Although the school's Behaviour Policy is based on positive recognition of good behaviour, we recognise that effective sanctions need to be in place with a focus on supporting children to understand why their behaviour is not acceptable, and what they can do to rectify it. Behaviour systems are in place which are age and child appropriate, to ensure that no child is discriminated against due to any additional needs. The following process is followed across the school, both in and outside of class, with differences based on ages identified below.

For minor incidents, such as low level disruption, talking when others are talking, not having high aspirations for their work:

1. Attention will be drawn to a child by either a look or a verbal recognition, such as mentioning their name.
2. If the behaviour continues, then an appropriate adult will quietly explain to the child the impact of their behaviour, and what will happen if it continues.
3. Following a verbal (or visual) reminder, if a child is unable to self-regulate, then they will be asked to complete their work in another classroom. If this happens, it will be recorded using the school's systems and the child will need to engage in a self-reflection activity when the child will decide, with support, on the consequence of their actions. Consequences may include making amends or missing break or lunchtime.
4. If a child reaches this stage three times in a half term, then the Headteacher and SENCo will meet with the class teacher and the parent or carer to identify if there are additional needs which need supporting either at home or in school.

4.2 Lower School (Warwick, Windrush and Tolsey Class) all have a sunshine, rainbow and raincloud display. These act as a visual reminder of the behaviour expectations. If a child is unable to self-regulate following moving to the raincloud then point 3 above will take place.

4.3 Upper School (Wysdom and Priory Class) will use their own visual display if required, with the emphasis on encouraging positive behaviour. It may not be necessary for this to take place across both classes, and if used, it will be used for a short period of time until any concerns have been resolved.

5. Unacceptable behaviour

Certain behaviours will result in immediate times of reflection with either the Headteacher or with another teacher. These include, but are not limited to:

- Physically (pushing, punching or spitting) or verbally attacking, including name calling or discriminatory comments based on gender, sexuality, race or beliefs.
- The use of offensive language
- Bullying (as defined in the bullying policy)
- Stealing or deliberate damage of property
- Showing a clear lack of respect of others
- Behaviour that may endanger self/others

Parents and carers will be informed if a child's behaviour results in an immediate time of reflection.

5. Individual behaviour plans

Where a child requires additional support to self-regulate, a behaviour plan can be put in to place. This will be created between the class teacher, parents or carers and SENCo, and other professionals if required. The measures in place will be clearly identified, as will the review schedule, and this will be shared with all members of staff who may come in to contact with the child, including before and after school provision.

6. Exclusions

6.1 All pupils have the right to a full-time education and as such, exclusions will only be considered as a last resort when the safety of the other children and adults in the school is threatened. When serious incidents occur or persistent disruptive behaviour is evident, exclusion from the classroom may be necessary. In most cases, this will take the form of an internal exclusion within school. This is where the child completed work away from other learners.

Extreme physical behaviour and aggression or persistent disruptive and challenging behaviour may very occasionally lead to an external pupil exclusion. Only the Headteacher has the power to exclude a child from school 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 are extreme and warrant this.

A managed move to another school may be sought before a permanent exclusion. This will be planned with the receiving school to ensure that the pupil's transition is effective. The best interest of the pupil are considered at this point in discussion with parents or carers.

The school will have regard for the Disability Act 1995 which states that it is unlawful to exclude a disabled child for a reason related to their disability without justification. The SENCo will work the SEN team in the local authority for any pupil at risk of exclusion who have SEND.

If the Headteacher excludes a child, they inform the parents as soon as possible, giving reasons for the exclusion. As the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the governing body and how to do so through the letter of exclusion which will be given to the parents or carers as soon as possible after the decision has been made.

The Headteacher informs the Local Authority (LA) and the governing body about any permanent exclusions or fixed-term exclusions. The governing body itself cannot either exclude a child or extend/shorten the exclusion period made by the Headteacher. If fixed term exclusions or

permanent exclusions are deemed necessary, the school will follow the Department for Education guidance. A permanent exclusion will only take place when all other outcomes have been explored and exhausted. A permanent exclusion will need to be confirmed by the school's governors in a disciplinary hearing. The disciplinary panel, which will have regard to the Guidance for Governors on exclusions, has the option to uphold or overturn the Headteacher's decision to exclude.

7. Use of reasonable force

7.1 Rarely it may be necessary, in line with our duty of care, to restrain or control a pupil. All members of the school staff have the legal power to use reasonable force. This power applies to any member of the school staff at Burford Primary School. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, including unpaid volunteers or parents accompanying children on a school organised visit or activity.

7.2 Reasonable force may be necessary to:

- Remove disruptive children from the classroom when they have refused to follow an instruction to do so which has been given by more than one member of staff, including a member of staff from a different class.
- Prevent a child from behaving in a way that disrupts a school event, trip or visit.
- Prevent a child from leaving the classroom when to do so would risk their safety or lead to behaviour which would disrupt the behaviour of others.
- Prevent a child from harming a member of the school community, including if children are fighting.
- Restrain a pupil at risk of harming themselves through physical outbursts.

7.3 Control

Control means passive actions such as standing between pupils or blocking the way or active physical contact by leading a pupil out of a classroom or play area.

7.4 Restraint

Restraint means to hold back physically or to bring a pupil under control. It is typically used if two pupils are fighting and refuse to separate without physical intervention.

7.5 All use of control or restraint will be managed in accordance with DfE guidelines on the use of reasonable force. It is always unlawful to use force as a punishment. Reasonable adjustments should be made for children with disabilities or special educational needs.

7.6 Reporting

Parents will be informed if force or restraint has been necessary. A written report will be completed by the member of staff concerned which will be kept securely in the school office.

7.7 Complaints

Any complaints received as a result of a member of staff using force to restrain or control a child will be dealt with according to the guidance 'Dealing with Allegations of Abuse against Teachers and other staff'. When a complaint is made, the onus is on the complainant to prove that his/her allegations are true and not on the member of staff to prove that they have acted reasonably

8. Confiscation of inappropriate items

8.1 Legally, staff are able to confiscate retain, or dispose of an item from a child so long as it is reasonable in the circumstances. This will include any 'prohibited' items identified by the school in line with Section 94 of the Education and Inspectors Act 2006. Parents or carers will be informed if this occurs.

9. Incidents outside of school

9.1 If incidents occur outside of school while children are recognisable as children from Burford Primary School (in their school uniform), then they will be investigated by the Headteacher. They will liaise with the child's parent or carer, and share expectations of how children should behave whilst representing the school.

9.2 If incidents occur outside of school which have the ability of affecting children during their time at school, such as bullying incidents outside of school involving two children in the school, then the school will identify to the best of their ability and closely monitor the behaviour of the children in school.

9.3 If the incident is criminal in nature, then the police will be informed.