



## Burham Church of England Primary School

### Behaviour Policy

**'Let your light 'shine' before others that they may see your good works.'**

**Matthew 5 v 16**

*Success – Happiness – Independence - New experiences - Engagement*

### Introduction

At Burham Church of England Primary School we respect, value and include each and everybody. It is our aim to provide children with a safe, happy learning environment in which every member of the school community will thrive and achieve their full potential. Our aim is for children to build enriching relationships and become responsible, caring and successful members of society.

At Burham our values are firmly rooted in the Christian foundation of the school: enabling every child to grow spiritually and emotionally; fostering a deep sense of personal identity and self-worth; and guided by the loving example of Jesus Christ. We want for all children to 'shine their good works' through our explicit Christian values of 'CRAFT', which are woven into all we do.

Burham Church of England School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Behaviour is everyone's responsibility and this policy outlines our shared expectations for all of our children, staff, parents, governors and visitors. Our approach when dealing with behaviour is underpinned by our school values of Compassion, Responsibility, Acceptance, Forgiveness and Trust. We understand that all behaviour exhibited, positive or negative, is a means of communicating a need to the people responsible for their care and safety.

A consistent approach is fundamental to enable all our children to focus on their learning and achieve their personal potential. Children thrive on praise and we will always recognise those who consistently make the right choices and put their utmost effort into their learning. Our policy enables positive behaviour choices to be celebrated across the school community. Our vision is to offer a well-rounded education to our children, and to reinforce our key values.

This document is a statement of the aims and strategies for ensuring positive behaviour within the school. An effective Behaviour Policy is one that seeks to lead children towards high self-esteem, self-discipline and, ultimately, self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

### Core Principles

The core principles of behaviour at Burham CEP School are that:

- Behaviour can change and that every child can be successful.

- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- Consistency – in order for the Behaviour Policy to be successful, everyone in the school community must be 'on board' and acting consistently. The fair and consistent implementation of this policy is the responsibility of all staff

### Aims and ethos

At Burham CEP School we:

- Embed our Christian and British values
- Promote self-esteem, self-discipline and positive relationships.
- Create an environment which encourages and reinforces good and safe behaviours
- Encourage the involvement of both home and school in the implementation of this policy through shared communication and support.
- Help children to develop empathy and respect for themselves and others, reflecting our school's Christian ethos
- Develop in our pupils a sense of appropriate behaviour, self-discipline and acceptance of responsibility for their own actions
- Ensure the individual and collective rights of the whole community
- Empower staff to determine and request appropriate behaviour from everyone
- Ensure that the Behaviour policy is fully understood and consistently implemented throughout the school
- Sustain an environment in which children and adults are encouraged to share their concerns in a non-judgmental and compassionate way.
- Recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.

### Creating the ethos

#### **Adults within the School**

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as the example they model has an important influence on the children. The staff establish the boundaries and environment in which positive relationships can develop.

High expectations of behaviour are an essential part of our ethos. Every member of the school community works together to encourage positive behaviour throughout the day in every part of the school environment: in the playground, the corridor, the cloakrooms and the classroom, as well as during out of school activities. These expectations are also reinforced in class discussions as well as in key stage and whole school worships.

As adults we aim to:

- Promote mutual respect, by talking to children quietly and respectfully and listening carefully to what they have to say.
- Emphasise the importance of being valued as an individual within the group;
- Promote through example, responsibility, equality, achievement, consideration and honesty;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Teach children to take responsibility for their actions;
- Support children to repair the harm that has been caused by inappropriate behaviour;
- Promote re-integration so that young people can remain part of the school community with a worthwhile contribution to make;
- Recognise, draw attention to and guide children in the desired good behaviours that are promoted throughout the school;
- Reward good behaviour.

When staff interact with children with respect to issues of discipline, we will:

- Use a calm, firm, no nonsense, tone of voice and not shout
- Focus on the **behaviour**, not the child
- Be non-confrontational by avoiding arguing with pupils
- Give recognition for positive behaviour, especially honesty, from the start
- Clearly state expectations to pupils
- Ensure consequences for undesired behaviour are fair, appropriate and commensurate with the misdemeanor
- Remind pupils of their responsibility in maintaining the high expectations of pupil behaviour

### **Teaching and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons and tasks should have clear objectives, which are shared concisely so they are understood by the children, and differentiated to meet the needs of children of different abilities.

Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued.

### **Classroom Management**

Classroom management has a very important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. 'Positive greetings' will take place each day when pupils enter the classroom.

Our classrooms are organised in a way to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays such as 'Shine Lines' help develop self-esteem through demonstrating the value of every individual's contribution, and overall our classrooms provide a welcoming and inclusive environment.

### **Pupil Involvement**

We believe that pupils are more likely to accept our code of conduct if it is clearly understood, consistently and fairly applied and effective. At the beginning of every year classes create their own positively phrased Class Charters which set out their guidelines for behaviour.

Pupils' views about matters of discipline and behaviour will be sought in a variety of ways: through the student review, pupil questionnaires, as well as through opportunities provided during School Council meetings to raise issues.

### **Parental Involvement**

Good communication and a close partnership between school and home are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Where behaviour is causing concern, parents will be informed at an early stage so that strategies can be discussed together and therefore reinforced and encouraged at home. We need and value support from parents to ensure that our children receive consistent messages about positive behaviour.

Our Home School Agreement sets out expectations of the parents, school and pupils. Parents are encouraged to share and discuss the contents of this with their children.

### **Special Educational Needs and Disabilities**

While we expect every pupil within the school to adhere to the Behaviour Code and the rules set out by class teachers, we do recognise that in some specific cases, pupils with SEND may have social, emotional and/or behavioural difficulties which require the implementation of reasonable adjustments. We will therefore, look for the reasons behind the behaviours and aim to support pupils appropriately, providing personalised support and differentiated approaches.

## **Rules and Guidelines**

### **CRAFT**

The rules of behaviour at Burham Church of England School are CRAFT:

- Compassion
- Responsibility
- Acceptance
- Forgiveness
- Trust

We show these by:

#### **Compassion**

I care about others, treat everyone with kindness and help those in need.

#### **Responsibility**

I take care of myself, others and the world. I am responsible for and take ownership of my behaviour and actions.

#### **Acceptance**

I respect all people and value and celebrate our differences.

#### **Forgiveness**

I always tell the truth. I understand that people make mistakes and I forgive them just like others forgive me.

## **Trust**

I am reliable and honest and I believe in myself and others. We support each other to be the best that we can be.

## **Classroom Charters**

At the start of the school year in September, each class negotiates together their own Class Charter in language appropriate to the age of the children and worded positively. The Charter highlights the interconnectivity of rights and responsibilities. The Charter makes clear the expectations that will be reinforced regularly by all adults and children working within the classroom. This needs to be displayed on the wall so that anyone taking the class is clear about the expectations.

Class teachers are responsible for setting out and explaining the rules and guidelines particular to the classroom environment. This should be completed at the start of the academic year and pupils should be reminded of these expectations throughout the year.

Rules and procedures should:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do
- Actively encourage everyone involved to take part in their development
- Have a clear rationale, made explicit to all
- Be consistently applied and enforced

## **Behaviour Management at Burham CEP School**

Burham CEP School School takes a number of proactive, active and reactive steps to support positive behaviour.

A well-managed and well planned environment not only stimulates the learner but reduces the prospect of potential problems. Ensuring that all learning activities are well planned, organised and resourced and taking into account the full range of learning abilities will ensure that the learning environment is conducive to positive learning.

All children should be treated with sensitivity to maintain and improve self-esteem. Comments made to a child should focus on the positive and be made positively and constructively. Where disapproval is used, it should focus on the behaviour rather than the child. When speaking to a pupil about their behavior staff will ensure a 'Restore in Private' approach is adopted where possible.

Staff should, where practicable, take time to explain the reasons for a child being asked to do something. Every care should be taken to demonstrate respect and care for people and property. The child should be listened to and spoken to calmly. There should never be the intention to belittle or demean. Every effort should be made to diffuse potential problems before they arise.

All staff should maintain high expectations for good behaviour, apply the policy consistently and fairly and set a good example by being calm, polite and friendly. Remember that every child has the right to learn and no child has the right to disrupt the learning of others.

Managing a child's behaviour is only part of the role that we have as a school. It is essential that we establish a culture in which our children can learn how to manage their own behaviour, responses and reactions towards others. Through the implementation and teaching of 'The Zones of Regulation' pupils are equipped with the necessary tools to regulate and communicate their feelings of emotion.

## Rewards at Burham CEP School

All adults in school should model positive, respectful relationships and will take every opportunity to praise positive behaviour. Systems used in school are centralised on positive reinforcement. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. In addition to positive feedback, where appropriate children's best efforts will be celebrated through display and performance.

Rewards may involve

1. Praise, which is regular and genuine from teachers and support staff.
2. Public praise e.g. in the classroom, in sharing worships
3. Sending pupil to another teacher or Head Teacher for encouragement or praise.
4. Use of stickers.
5. Use of Dojo Points which are added to team houses as house points.
6. Presentation of certificates in sharing worships, which are taken home.
7. Presentation of class effort cups at the end of each half term.
8. Shining Star certificates.
9. Display of children's work around the school and on the school website.
10. Records of achievement such as school reports.
11. Positive feedback to parents/carers.

## Dealing with Unacceptable Behaviour

Despite positive responses as a means to encouraging good behavior in Burham CEP School it may be necessary to employ a number of consequences to enforce the Golden Rules and to ensure a safe and positive learning environment. Each child needs to learn the consequences of their own actions and take responsibility for the way in which he/she behaves. Sanctions should always be progressive in the degree of punishment. The purpose of sanctions in the school is to change behaviour; it is not a form of vengeance. Sanctions should be appropriate to the age of the children and need to be carefully chosen. Whole groups of children will not be punished. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. Using the Restorative Practices approach ensure children have the opportunity to explain what has happened from their point of view, without judgment.

**Logical consequences** – A logical consequence 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. Using the Restorative Practices approach, use questions to encourage children to reflect on the incidence(s) and respond appropriately.

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start. Using a Restorative Justice approach, learning about our mistakes and moving forward is a key part of the process.

It is imperative that any actions are applied fairly and the consequences fully discussed.

Sanctions applied may include:

- First verbal warning and reminder about the school's expectations. 'This is your first warning'
- Second verbal warning 'This is your second and final warning'
- Short time out in class
- Loss of break/lunchtime followed by 'Reflection with teacher'

In the event of persistent or extreme misbehaviour: -

- Send to another class or SLT member followed by Reflection Time.
- Contact parents to discuss child's misbehaviour if appropriate.
- Use Individual Behaviour Plan and Risk Assessments.
- Referral through SENCO to specialist Behaviour Support Services or other relevant agencies.
- Exclusion will be used if necessary, as a last resort.

Playtime reflection should only be used for extreme misbehaviour and not for incompleteness of work or petty offences. Low level offences are to be dealt with by the class teacher such as low level disruption or poor classroom behaviour. The reflection time has been established to deal with behaviour that has a negative impact on the individual or others. Rudeness, defiance or violence towards staff and pupils should be actioned in this way, a visit to the head teacher may be required. Incidents will be recorded on CPOMS. During reflection time the child may have a reflection sheet provided so there is clear understanding of the consequence and why it has been given. An activity or work to complete may also be provided. Any Reflection Time incidents should be dealt with using a Restorative Practices approach.

Contact books or planners may be used to monitor children when appropriate in agreement with the child's parent/carer.

### **Non-adherence to the Behaviour Policy**

At Burham CEP School we use a three staged approach, which assume a gradual increase or persistence in bad behaviour. If behaviour deteriorates very quickly or if the first incident is of a serious nature it may be escalated to Stage 2 or 3.

Our expectations is that early intervention and discussions with parents will resolve most issues. Early involvement makes it easier to develop a positive partnership between school and home.

#### **Stage 1**

Incidents at this stage may include the following:

- Disruption to learning which may include task avoidance/time wasting, wrong choices, inappropriate behaviour in class (or playground), misusing equipment, not following the expectations determined in the Class Charter. On the playground, it would include rough play.
- Name calling/unkindness
- Repeated blatant defiance, task refusal, disruption to classroom learning,
- Rudeness/insolence, unacceptable language
- Deliberate provocation, aggression – physical or verbal, stealing.

Sanctions at this stage may include the following:

- Verbal reminders of expectations of the class and playground behaviour, losing playtime/lunchtime or time out.
- Withdrawal of privileges e.g. attendance at school provided extra-curricular clubs

Repeated incidents at Stage 1 will result in the teacher contacting parents to address the issues and referral to a member of the SLT.

### Stage 2

Incidents at this stage may include the following and will be discussed with parents at the earliest opportunity:

- Vandalism
- A targeted racist or anti-LGBTQ+ incident
- Fighting
- Leaving school premises
- Persistent bullying
- Physical aggression towards pupils/ staff
- Repeated incidents of stage 1

Sanctions at this stage may result in an internal exclusion. Repeated incidents at this stage, will result in a behaviour plan being implemented in order to support improvements in behaviour. Alongside this, a PSP may also be implemented.

Repeated incidents at Stage 2 will result in the behaviour escalating to Stage 3, the Headteacher or Deputy Headteacher will contact parents.

### Stage 3

In extreme cases, persistent or serious problems with behaviour may be escalated to Stage 3.

Incidents at this stage may include:

- Deliberate destruction of property
- Deliberate action that places individuals at risk of harm- either emotionally, mentally or physically

Sanctions at this stage will result in the Headteacher imposing a Fixed Term or Permanent Exclusion (following guidelines in the Local Authority Behaviour Policy).

Staff will use their professional judgement and knowledge of individual children when dealing with any incidents and sanctions.

A child who regularly misbehaves and who does not respond to the above measures will be referred to the SENCO and considered for assessment by outside agencies which may result in the pupil being placed on the SEN register.

**Although persistent or serious misbehaviour needs recording, every child must feel that each day is a fresh start.**

In extreme cases, an exclusion may be applied. The decision to exclude a child rests with the Headteacher.



The Headteacher has the responsibility for giving fixed-term suspensions 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.

Suspension and Permanent Exclusion Extremely serious or persistent misconduct may result in a pupil receiving a fixed term suspension or permanent exclusion from school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour or for any single incident considered serious enough to warrant permanent exclusion.

Any decision to suspend or permanently exclude a pupil will be made by the Headteacher only and in accordance with the DfE statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2022)

If the Headteacher suspends or permanently excludes a pupil they must, without delay, notify parents verbally of the period of the suspension or permanent exclusion and the reason(s) for it.

The following information should also be provided in writing:

- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent or parents' or carers' right to make representations about the suspension or permanent exclusion to the Governing Body
- how any representations should be made; and
- where there is a legal requirement for the Governing Body to consider the suspension or permanent exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents/carers, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents/carers have given written agreement for this kind of notice to be sent in this way.

At the same time, the Headteacher must, without delay, notify the Governing Body of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term;
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test

The Headteacher must also notify the Local Authority of any permanent exclusions or school suspensions, regardless of the length of the suspension.

The Governing Body has a duty to consider parents' and carers' representations about a suspension or permanent exclusion.

The requirements on a Governing Body to consider the reinstatement of a suspended or permanently excluded pupil depends upon a number of factors:

- If it is a permanent exclusion;
- If it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term;
- If it would result in the pupil missing a public examination or national curriculum test

It is important that during a suspension, pupils still receive their education. The School will take steps to ensure that work is set and marked for pupils during the first five school days of a suspension.

For a suspension of more than five school days, the Governing Body must arrange suitable alternative full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

Following any suspension, and before the child is re-admitted to school, a reintegration meeting between the parents/carers and the School will be arranged. The purpose of the reintegration meeting is to:

- Offer the pupil a fresh start;
- Help them understand the impact of their behaviour on themselves and others;
- Teach them to how meet the high expectations of behaviour in line with the School's culture;
- Foster a renewed sense of belonging within the school community;
- Build engagement with learning; and
- Discuss strategies and a way forward to ensure that the offending behaviour is not repeated

A written record of the discussion, actions agreed and commitments to the agreed plan, by both the parents/carers and the School, will be made. One copy will be kept within the School's records, one copy will be kept in the child's Pupil File and one copy will be sent to the parents/carers.

### School Trips

If a child has been exhibiting poor behaviour and the teacher in charge of the trip (day or residential) feels that there is a safety issue in taking the child, then the parents will be informed beforehand. They will be advised that a parent has to accompany the child for his/her safety and the others in the group.

### Roles

#### The Role of Parents

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of the child is giving cause for concern, it is important that all those working with the child

in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Senior Leadership Team, so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents.

Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **The Role of Non-teaching Staff**

All school staff have a responsibility to uphold this policy. Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas. Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable. Lunchtime supervisors are in close contact with pupils during undirected time. This is often where incidents can occur. Each member of the team has a notebook where incidents can be recorded. Focus children may have each of these reported back to the class teacher. Extreme incidences are recorded on CPOMs and communicated to the class teachers, including rudeness, defiance or violence towards staff and/or pupils. A visit to SLT may be required.

### **The Role of the Class Teacher**

Burham CEP School is aware that good classroom organisation is a key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Burham CEP School are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. Teachers will deal with incidents using the Restorative Justice approach outlined above.

Teachers contribute to the open-door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

In the case of serious incidents, the class teacher alongside the witness will complete a serious incident form on CPOMS. These incidents will be discussed promptly with parents. It is key that any serious incident is promptly recorded whether the child has SEN or not and the protocols remain the same.

### Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

### 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 head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The class teacher and head teacher keep records of all reported serious incidents of misbehaviour and the head teacher has the 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 head teacher may permanently exclude a child. See guidance on exclusion.

**Our Behaviour Values**



- Compassion**  
I care about others, treat everyone with kindness and help those in need.
- Responsibility**  
I take care of myself, others and the world. I am responsible for and take ownership of my behaviour and actions.
- Acceptance**  
I respect all people and value and celebrate our differences.
- Forgiveness**  
I always tell the truth. I understand that people make mistakes and I forgive them just like others forgive me.
- Trust**  
I am reliable and honest and I believe in myself and others. We support each other to be the best that we can be.

**Burham Church of England Primary School**