



COMPASSION, ACCEPTANCE, RESPONSIBILITY, FORGIVENESS, TRUST

Our Christian Values

God teaches us to forgive and always accept **forgiveness**

We receive the Christian way of life as a gift from God (**responsibility**)

Each of us will give an account of himself to God (**responsibility**)

We believe and **trust** in God who loves each one of us

We are all unique children of God (**acceptance**)

Whatever you wish that men would do to you do to them (**compassion**)

We are all equally precious and loved by God (**acceptance**)

BEHAVIOUR POLICY

This policy needs to be read in conjunction with Use of Force Policy July 2013

This policy complies with Section 89 of the Education & Inspections Act 2006

Definition

The Governors and staff believe that good behaviour is necessary for effective learning & teaching to take place and hence we will seek to create an environment in the school that encourages and reinforces good behaviour. We also believe that society expects good behaviour as an important outcome of the educational process.

Aims

- To promote a positive ethos and climate in the school.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem through success, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

Role of Staff

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 their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty and courtesy.
- Provide a caring and effective learning environment.
- Encourage relationships based on kindness, respect and understanding of the needs of others.
- Ensure fair treatment for all regardless of age, gender, race, ability and disability.
- Show appreciation of the efforts and contribution of all.

All staff within the school are responsible for dealing with incidents in and around the school. All staff must carry out this policy consistently in order for children to respond positively. If in doubt they can refer to the Headteacher or the Deputy Head. For classroom based queries or issues raised we will endeavor to get back to parents within 3 working days.

All staff within the school are authorised by the headteacher to search for some items for example: to search for stolen property and banned items (as laid out in the DfE guidance 2011 Screening and Searching and Confiscation document – Advice for headteachers, staff and governing bodies). Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher will decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspects a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England (school trips in England only).

Role of the Headteacher/Deputy Headteacher

It is the responsibility of the Headteacher/Deputy Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher/Deputy Headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing this policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy. The Headteacher/Deputy Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour or endangerment. 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. If a child is deemed to be vulnerable to exclusions the school will aim to bring in agencies within a reasonable time frame in order to try alternative interventions.

Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to cooperate 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 to punish a child it is essential that parents support the actions of the school. Unless a clear cut Child Protection issue, it is requested that parents meet with their child's class teacher in the first instance. Class teachers are consistently managing relationships within the class; have first hand knowledge of the children and events of the day therefore they have more immediate information that may enable them to deal with situations more promptly, without delay. If the concern remains, they should

contact the Headteacher and then the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

All staff at this school aim to be helpful and supportive with the best interests of the child at the forefront of everything we do. Staff should therefore be treated with respect at all times. Rude and aggressive behavior when talking to any member of staff is inappropriate and not conducive to any attempts to understand and in turn resolve a situation whether in person, over the telephone or electronic communication. Violent, threatening or abusive behavior, including verbal, will not be tolerated. Repeated acts of inappropriate behaviour may result in a ban from the school site.

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 the governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The governors should follow the normal grievance procedure in cases of complaint.

The Curriculum & Learning.

We believe that an appropriate structured curriculum and effective learning contribute to good behaviour. Through planning for the needs of the individual child, the active involvement of children in their own learning, and structured feed back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of the children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Daily Worship time is valuable in strengthening the behaviour of pupils in the school as relevant topics can be dealt with during this time. A PSHE programme is fully implemented in the school's curriculum, including resilience and Relationship & Sex Education. On-line safety is delivered through a curriculum produced by children and is embedded during lessons generally.

Classroom Management

Classroom management and teaching methods have an 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 the teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organized to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Praise should be used to encourage good behaviour as well as good work. Situations should be handled sensitively and dealt with in a way appropriate to the situation.

Rules & Procedures

Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures at Burham School will:

- Be kept to a necessary minimum
- Be positively stated, telling the children what to do rather than what not to do.
- Give clear choice and consequence options
- Actively encourage everyone involved to take part in their development

- Have a clear rationale, made explicit to all
- Be consistently applied and enforced
- Promote the idea that every member of the school as a whole has responsibilities towards good behaviour.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal and to individuals or groups. It is earned by the maintenance of good standards as well as particularly noteworthy achievements. Recognition of the following rewards are presented publicly during celebration worship which happens on a weekly basis:

- House points
- Wow Certificate
- Housepoints
- Something Special
- 'Green Children'
- Moving up Reading Scheme
- Writer of the Week
- Resilience Certificates
- Tidy Classes
- Tidy Cloakroom
- Treat Time
- Certificates
- Commendations
- Behaviour Certificates
- Child of the week

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. In an environment where respect is central, loss of respect, or disapproval is a powerful punishment. This is how we deal with poor behaviour:

- Loss of playtimes/lunchtimes
- Loss of privileges
- Staying in - detention type - quiet thinking time
- Disruption - 2 warnings; 3 instant removal from class to work with TA or sent to Headteacher and then re-integrated, if it carries on removed from class and parents informed. If disruption is persistent over a period of more than ½ hour and time out strategies refused then parents asked to come and get the child and fixed term exclusion is put in place.

The use of punishment should be characterized by certain features:

- It must be clear why the sanctions have been applied
- It must be made clear what changes in behaviour are required to avoid further punishment.
- Group punishment should be avoided as this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.
- The behaviour rules are displayed and referred to in every class.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. If children refuse to respond then they must be referred to the Headteacher who will inform parents and as a last resort the governors will exclude children from the school. Reasons for exclusions would be:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/threatening behavior against a pupil
- Verbal abuse/threatening behavior against an adult
- Bullying
- Racist abuse

- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour

Communication with 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 a 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 steps which are being taken in response. 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. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given 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. If parents raise concerns over other children's use of social media, including cyberbullying and inappropriate use of images the school will endeavor to work with parents to resolve issues.

School Rules

The following School Rules were agreed by pupils during Term 1 in 2011:

1. No running
2. Be kind and respect other people
3. Do not tip on your chair
4. Respect school property
5. Respect everyone

Appendix 1 – Corona virus addendum

Appendix 2 - School Exclusion Risks after COVID-19

Policy Reviewed July 2009

Policy Reviewed April 2011

Policy updated September 2011

Policy reviewed October 2011

Updated June 2013

Reviewed July 2014

Reviewed October 2014

Reviewed April 2015

Reviewed February 2016

Updated March 2017

Updated September 2017

September 2018

January 2020

Amended July 2020

Appendix 1

Behaviour policy: coronavirus addendum

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|---------------------|----------------------------|
| Approved by: | Date: July 2020 |
| Last reviewed on: | 17 th July 2020 |
| Next review due by: | |

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1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our normal behaviour policy. Pupils, parents and staff should continue to follow our normal behaviour policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

2. Expectations for pupils in school

2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Miss Grima, Head Teacher if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

This addendum should be read together and in line with the [latest government guidance for full opening of schools](#) (summary of the guidance [here](#)).

Reasonable adjustments to the main policy will be made for pupils with more challenging behaviour and in consultation with parents and Senior Leadership Team

- Staggered drop off and pick up times, you will be given your time slot and must adhere to it so that we avoid parents congregating
- When dropping off and picking up children only one adult to attend
- Children must be in school for the whole school day and/**or until their collection time slot** and every day
- The children will be focusing on Maths and English as usual in the morning as well as a mixture of subjects in the afternoon as normal
- We will create bubbles for every class in their own classroom
- We will limit the children's movement around the school
- Children will go to the toilet 1 at a time
- Children will keep their belongings with them, in their bubble – packed lunch if they are not having a school packed lunch
- They will need to bring in a clearly labelled water bottle
- Staff, including teaching assistants, will return to normal
- Children will eat their lunch in their bubble before going out to play
- Bubbles will have their designated MDMS
- We have designated areas for playtime and lunchtime which the children need to stick to
- Children and adults will continue to observe reduced social distancing of 1 metre where possible and must be prepared for this
- There will be regular hand washing and wiping of surfaces – again children should be prepared for this
- A revised form of Worship will be delivered in their bubble
- There will be plenty of opportunities to use our lovely outdoor areas for physical activity and learning
- If a child becomes ill during the school day they can be collected via the front entrance
- The guidance states that if someone in a bubble presents with symptoms then the entire bubble must then also be kept off and staff as well

2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will:

See main policy for reward systems in school

Celebration Worship will still take place on a Friday in individual class 'bubbles' until guidance changes

However, if pupils fail to follow these rules, we will:

See main policy for sanctions

2.3 Changed rules

Until further notice, we will alter the following school rules:

Expectations for attendance – the [latest government guidance](#) says attendance will be mandatory from September. Burham CE Primary School will be reverting back to your normal expectations for attendance and follow Kent Model Policy/Guidance

Expectations for uniform – the government is encouraging schools to revert to normal policy on this from September, but also to be considerate in managing non-compliance where parents are experiencing financial pressures. From September 2020, all pupils must wear uniform to school and follow normal school rules on uniform as set out in our behaviour policy. If pupils cannot wear their full uniform, parents should contact Miss Grima in confidence or if family is under financial pressures/difficulties.

3. Expectations for pupils at home

3.1 Remote learning rules

The expectation is that from September all pupils will return to school

If they do not return parents must provide medical evidence as to the reason why

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact Miss Grima, Headteacher, if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Expectations

- Be contactable during required times – although take into account that pupils may not always be in front of a device the entire time

Complete work to the deadline set by teachers

Seek help if they need it, from teachers or teaching assistants

Alert teachers if they're not able to complete work

Use proper online conduct, such as using appropriate language in messages

Cover any reasonable adjustments made for pupils with more challenging behaviour.

3.2 Dealing with problems

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, parents should contact the school at the earliest opportunity to discuss ways forward.

4. Monitoring arrangements

We will review this policy as guidance from the local authority or Department for Education is updated. This will be the responsibility of Miss Grima. At every review, it will be approved by the full governing board.

5. Links with other policies

This policy links to the following policies and procedures:

Child protection policy

On-line Safety

Behaviour policy

Health and safety policy

Equal Opportunities

SEND

Appendix 2

School Exclusion Risks after COVID-19