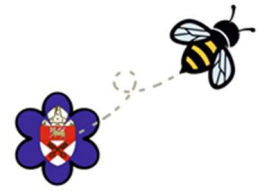




*Celebrate*



*Collaborate*



*Pollinate*



# **Burneston Church of England Voluntary Aided Primary School**

## **Behaviour Policy**

### **May 2023**

Burneston CE VA Primary 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 to encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and self-regulation rather than unthinking compliance. It is supported by our Christian values, and places emphasis on respectful behaviour, a collaborative approach to managing poor conduct and dynamic interventions which support staff and learners. Our policy is built around our core aims of Celebrate, Collaborate and Pollinate, and the rights of our pupils and staff to be safe, to be treated with respect and to learn/teach.

All staff, on joining the school, are made aware of the details of this policy and it should be applied consistently and fairly in all contexts of the school. The Headteacher will monitor the effectiveness of this policy, with the support of the Governing Body.

### **Aims**

Our behaviour policy aims to:

- Create a culture of exceptionally good behaviour
- Ensure that all learners are treated fairly, shown respect and to promote good relationships between all members of our school community
- Give learners attention and reward for choosing excellent conduct, rather than poor conduct
- Help learners take control of their own behaviour and be responsible for the consequences of it
- Build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- Promote community cohesion through improved relationships
- Ensure that excellent behaviour is a minimum expectation for all.

This policy's purpose is to provide simple, practical procedures for staff and learners which recognise and reinforce positive behavioural norms, promote self-esteem and self-discipline and teach appropriate behaviour through positive interactions.

### **Consistency**

Consistency is key to embedding a culture of excellent behaviour in our school. It lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. Where learners feel treated as valued individuals they respect adults and accept their authority. We create consistency in a range of ways:

- Consistent language and consistent response: referring to the agreements made between staff and learners, simple and clear expectations are reflected in all conversations about behaviour

- Consistent follow-up: ensuring certainty at all levels from playground to senior leadership. Problems are not passed up the line, staff take responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage
- Consistent respect from adults in school
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, staff as role models, staff learning alongside learners
- Consistently reinforced rituals and routines for behaviour everywhere around the school
- Consistent environment: consistent visual messages and echoes of core values, positive images of learners.

#### Staff in school:

- Greet children warmly when they first see them each day, either when teachers meet their classes on the yard or as other staff move around school
- Refer to our core rules: Be positive; Be respectful; Be committed
- Model positive behaviours and seek to build relationships
- Plan lessons that engage, challenge and meet the needs of all learners (teachers)
- Have access to, and use, Class Dojo to recognise and reward great behaviour when they see it
- Be calm, and give children thinking time when working with challenging behaviours, being pre-emptive and using prevention rather than sanction whenever possible
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past pupils who are behaving badly

#### Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school, encouraging appropriate conduct
- Celebrate staff and learners who go above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to track behaviour, target interventions and monitor behaviour
- Regularly review and update the behaviour policy

- Ensure staff training needs are identified and addressed
- Make sure that ‘the buck stops here’.

## **Expectations**

At Burneston, we have three key expectations of everyone in school:

- Be positive
- Be respectful
- Be committed

Posters showing these expectations are displayed in classrooms and other key areas around school, so that all staff can refer to them when there is a need to remind children of expectations. In addition, teachers work with their classes at the start of each academic year to discuss in detail how these expectations are applied in practice.

## **Rewards**

Often the most effective rewards for work well done or a positive approach to something is a well-timed verbal comment from an important (to the child) adult. The comment is not necessarily best made loudly across the classroom, it can sometimes be a private thoughtful moment of reflection between the adult and the child. This is a flexible approach, and is tailored to the individual needs of the child. As a school, we seek opportunities to praise and thank our pupils for their positive actions, especially through the ‘Celebrate’ element of our core values. In addition, staff may opt to use Dojo points, stickers, certificates or other methods to reward positive behaviour. Sometimes this will be on an individual basis, sometimes pupils will work together to build whole class reward totals which will earn them class rewards. Recognition Boards are used across school, to encourage pupils to work together, supporting classmates to succeed at the chosen academic or behaviour goal. Then any staff in school who sees the child will ask about the behaviour and praise it. Weekly Celebration Assemblies are an opportunity to share children’s excellent behaviour with parents and the whole school community through stickers, certificates and lots of clapping. Buzz Club meets weekly, and is an opportunity for pupils who follow our school ethos of positivity, commitment and respect every day, with no expectation of reward. These pupils are chosen by their class teacher for their consistent embodiment of our school’s ethos.

## **Dojo Points**

All staff are able to give all children dojo points for excellent behaviour, regardless of which class they are in. We never remove dojo points for poor behaviour. Points are tallied for individual and class totals which lead to further rewards, which on an age-appropriate level are agreed with the children themselves.

## **Celebrate, Collaborate, Pollinate Certificates**

These are awarded at weekly Celebration Assemblies and shared in front of parents and children. They can be for things which the children do outside of school, for exemplary

work, and for exemplary behaviour. Candidates are chosen by the staff, but pupils are regularly given opportunities to recommend peers for certificates.

### **Christian Values Certificates**

As a Church of England Voluntary Aided school, our ethos is founded on six core Christian values. We focus on one particular value every term and explore it in more depth. As part of this, staff and pupils look for children who are exemplifying this value and associated behaviour and this is rewarded by certificates in Celebration Assemblies.

### **Stickers**

Staff have the freedom to use stickers in class, and the Headteacher has 'special' stickers which the children are sent to the office for. They are then given the opportunity to talk about what they have done and be rewarded for it. They also can tour the school telling the other children what brilliant thing they have done too, and will be clapped and recognised by their peers.

### **Sanctions**

Where pupils fall short of our expectations, it is an important part of the role of the school to provide guidance and management to ensure that high standards of behaviour are maintained. It is key that every day is a new start. For some children, every session may need to be a new start, but it is vital that children are always given the opportunity to repair what they have done and start afresh. The framework below indicates the usual sequence through which staff will progress in the case of continued issues. However, it is important to note that all staff are able to choose to skip earlier stages where they consider the conduct is sufficient to warrant a more serious consequence.

1. Informal Warning – in the first instance, for low-level misbehaviour, pupils will be issued with a verbal warning. This will explicitly state that it is a warning so that children are aware of the potential for progression to stage 2. Staff have discretion to do this privately rather than in front of the class.
2. Formal Warning – where poor behaviour continues in class, a formal warning may be appropriate. Names will not be recorded in public in the classroom for negative reasons.
3. Move to a different place – if a formal warning does not lead to an improvement in behaviour, then staff are able to direct a child to move place. In classrooms this is likely to mean moving to a different table, or away from a specific activity. At breaktimes this will mean sitting on a designated bench or seat, away from other children.
4. Removal from class – in some cases, it may be necessary to remove a pupil from the classroom to ensure that a clear message is given about expectation, and to prevent disruption to other children's learning. Pupils will be sent with work to another class or the office for a suitable period. The intention will be for the pupil to return to lessons at the earliest opportunity. They will then also report to

another teacher at the next break to discuss what has happened, and if required, catch up with any work missed.

5. Headteacher involvement – where the earlier stages of the process have been ineffective in improving behaviour, pupils will be taken to the headteacher. At this stage, appropriate sanctions may include removal from class for an extended period, internal exclusion or in some cases a fixed term suspension or permanent exclusion may be required. In cases of intentional physical harm, or refusal to follow instructions given by a member of staff, sanctions will move immediately to Stage 5. Suspensions can provide a cooling off period for all concerned and an opportunity to consider how best to continue a pupil's education. It is, however, a "Public Act" and much more serious than any other measure taken as part of the school's Behaviour Policy. It is only used after all other school sanctions have been tried. The North Yorkshire LA guidelines are carefully adhered to, which are filed in the office under exclusions.

Where a pupil reaches Stage four of this process, an electronic record will be made by the class teacher and shared with the headteacher. In most cases, it will be appropriate for parents to be informed of the circumstances of the incident. This can be done in discussion with the class teacher at collection time, or by telephone call/dojo or in writing if necessary.

In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide individualised support. This may include additional steps or interventions to prevent incidents of misbehaviour. However, as a school we are clear that we do not have lower expectations of any pupils, regardless of circumstance. We work with families, and involve external agencies where appropriate, in order to best support pupils to improve their behaviour. Where physical intervention is required, for example if a pupil's behaviour endangers themselves or others, then as a school we follow the DfE guidance (Positive Environments Where Children Can Flourish; Use of Reasonable Force in Schools) and instances are shared with parents, recorded and stored electronically.

### **Vulnerable Pupils, Pastoral Care, Emotion Coaching:**

We recognise that many of our pupils have complex lives and needs, and that, at times, a degree of flexibility needs to be built into our approach to behaviour management to accommodate these. This is particularly the case for those children with SEND and SEMH, but also for those who are vulnerable due to other factors, such as attachment issues, transition, or trauma. In these circumstances, some allowances will be made within this policy; however staff, and, ultimately, headteacher judgement is final upon these accommodations. Even in the midst of difficult times, children still need to understand that actions have consequences, and the removal of all 'boundaries' is actually more disorientating and distressing for vulnerable children than consistency and clarity.

For vulnerable pupils, and, indeed, all pupils, pastoral care is prioritised. This starts in the classroom, through the use of emotion coaching techniques and approaches, but also

includes the work of the Senco, and specific interventions. In addition, a "nurture approach" may be adopted for a period, to 'resettle' and support vulnerable children (e.g. use of Lego Therapy and support of outside agencies such as EP advice, EMS SEMH in-reach or out-reach).