

## **Burton Leonard Church of England (VC) Primary School**



### **Positive Behaviour Policy 2021-2022**

**Inspire, Believe, Respect, Achieve – Together We Shine**  
**A place where everyone matters and we happily flourish in our Christian community**

#### **Key Principles**

Burton Leonard Church of England (VC) Primary School is committed to promoting respect and mutually respectful relationships. Our overriding aim is to provide a happy, secure, calm and welcoming environment which promotes self-belief, self-discipline, mutual respect and self-esteem. We believe it is essential to encourage and praise positive behaviour; promoting a value system for future lives. We aim to promote a school environment where children are treated as unique individuals and have the best opportunities to learn and flourish both academically and socially. We want our children to feel confident and know how to make good choices so that all members of our school are able to work together in a purposeful, supportive and considerate manner. We believe children should be very clear about the type of behaviour expected of them. They should learn to accept responsibility for their own behaviour and have the confidence to challenge/report any behaviour which is perceived to be inappropriate.

This policy reflects our school vision where respect is actively taught and we, the staff, can make a difference to how children behave. Children have the right to learn in a safe environment conducive to learning; we recognise the rights of teachers to teach and children to learn.

A positive behaviour needs to be taught and learnt; each child needs to learn and understand the need for self-discipline, self-motivation and how to respond positively in a range of social situations. Positive behaviour comes from strong relationships in school and relationships between families and school.

Rewards, which focus on highlighting positive behaviour and catching children in a spiral of personal achievement, are more powerful than sanctions which focus on punishing unacceptable behaviour; prevention is more effective than responding to disruption.

The promotion of positive behaviour is the shared responsibility for all staff; who must be visible role models. We believe that children respond to a positive behaviour strategy because of strong relationships and through

positive recognition of their achievements, both academic and non-academic. We encourage children to take on appropriate responsibilities for their own actions and behaviour, recognising how they affect the school community.

### **Our School Promise**

**Kind hands  
Kind feet  
Kind words  
Be the best you can be**

### **Aims**

- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety through positive approaches and support.
- To encourage a calm, purposeful and happy atmosphere within school through positive relationships
- To work in a Christian environment, that values the uniqueness of children as individuals and preserves or enhances their self-esteem.
- To encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour and belongings.
- To give pupils, staff and parents a sense of direction and a feeling of common purpose.
- To demonstrate a respect for others and their property and a proper regard for authority.
- Pupils and staff will be mutually polite and courteous.
- The staff will be consistent, fair and sensitive in their treatment of pupils.

### **Rewards**

Meaningful praise and encouragement build relationships and positive behaviour management strategies underpin school life. Team Points are awarded daily for particularly positive conduct behaviour and behaviours for learning. Each week, the winning team are awarded with rosettes and extra privileges are given. Good lunchtime behaviour is recognised by the cook who awards stickers for positive behaviour. Winning team help choose equipment for the week. Children's efforts are recognised weekly by the Headteacher who awards certificates in celebration worship. We award certificates half termly based on our values 'Inspire, Believe, Respect, Achieve - Together we shine.'

Class reward systems are in place at the discretion of the class teacher e.g. Star of the Day, proud clouds, stickers and team points. A class teacher may decide that a visit to the Headteacher is in order, to choose a reward from the Treasure Box. We award team points for good manners and to the 'always children,' those who always demonstrate good behaviours in line with the School Promise.

## **Sanctions**

For behaviours which do not display our School Promise we take the following actions:

1. Verbal warning
2. Name on the board  
(Names will be rubbed off at the end of the lesson to enable the child to have a "clean slate" within the next session.)
3. 5 minutes playtime missed – taking time to reflect
4. 10 minutes playtime missed – taking time to reflect
5. Whole playtime missed
6. Parents will be spoken to
7. Internal exclusion, working away from class
8. Excluded from school

If behaviour shows no improvement, a formal interview with the parents and the child (ren) concerned will be requested.

Support from Outside Agencies may be used including North Yorkshire Hubs and the Education Psychology service. Exclusion would only be considered as a last resort.

## **Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2011 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 Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of behaviour. 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 Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 15 days in any one term. (See Exclusions Procedure on CYPS website). The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher

to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Reviewed Autumn 2021

Next review November 2022 during Anti-Bullying Week

Amanda Townson

A rectangular box containing a handwritten signature in black ink, which appears to be 'Amanda Townson'.