



Burton Leonard Church of England (VC) Primary School



Love our neighbour, enabling everyone to shine and make a difference in the world.
'Love your neighbour as yourself' Luke 10:27

Behaviour Policy 2023-24

Date: November 2023	Headteacher: Mrs Rebecca Wolfe
Review Date: September 2024	Chair of Governors: Mr Paul Robinson

Our Vision, Values, Rules and the Burton Leonard Way

Our Behaviour Policy is rooted in our positive approach to behaviour management, underpinned by our school values for pupils and adults. Our aim is to proactively establish positive relationships with and between pupils, to create a positive school culture in which we learn together, to acknowledge our similarities and differences, and build a school community in which adults and pupils feel a sense of belonging.

Our Vision and Values

Love our neighbour, enabling everyone to shine and make a difference in the world
'Love your neighbour as yourself.'

Luke 10:27 Parable of the Good Samaritan

Love, Courage and Service

Our School Rules

We have 3 very clear and powerful school rules that are underpinned by our school vision and values. They are displayed throughout the school, the language is used by everyone and they help everyone to understand how we behave at Burton Leonard.

We ask the question – 'How can we shine?'

Our rules (3 Rs) are applied to different contexts and here are some examples:

READY – are you ready?

- Are you ready to listen?
- Are you ready to learn?
- Are you ready for lunch?
- Are you ready for Collective Worship to start?

RESPECTFUL – are you being respectful?

- Are we treating everyone with respect?
- Are we using kind words?
- Are we being polite and showing good manners?
- Are we including everyone?
- Are we thinking about others?

RESPONSIBLE – are we being responsible?

- Are we thinking about how to be responsible in the playground?
- Are we walking responsibly?
- Are we showing responsibility for our learning?
- Are we showing responsibility for our behaviour?
- Are we helping our friends be responsible too?

We also:

- Meet and greet with a hello and a smile because it makes children feel important, valued and that they belong
- Say goodbye at the end of the day in the playground to ensure that all children are safely dismissed
- We value and recognise behaviour that is over and above by telling the child, telling the parent, awarding special mentions and sending certificates home.

And to summarise our approach to behaviour over time:

- We don't shout
- We don't shush

- We don't nag
- We do listen (really listen) and find out what is happening so that we can support and enable our children to learn how to make the best choices for themselves and for others.

Our aims, and ethos and the 'Burton Leonard Way'

We want our pupils to lead successful lives as adults and do our best to enable them to achieve academic success ensuring they grow into self-aware and self-confident learners.

To meet this aim:

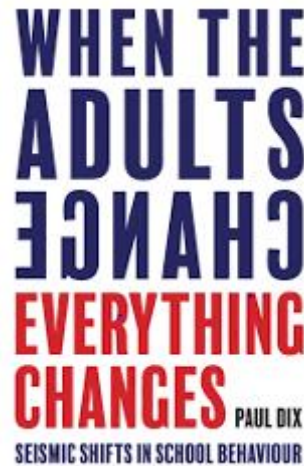
- We are proactive in promoting all children's achievement to the highest possible level
- We find every opportunity to celebrate individual and group success
- We work proactively to make adjustments to ensure that Burton Leonard is a highly inclusive community where relationships are based on mutual respect, ensuring our children are taught how to contribute to wider society
- Our focus is always on learning and so behaviour which is disruptive to individual and group learning is addressed promptly, positively and rigorously with the aim of;
 - helping the child realise the impact of their actions
 - recognise and manage their own behaviours in the future
- We expect children to be punctual each day and have excellent attendance (apart from in exceptional circumstances where we sometimes work with families where there are complex medical needs)
- We teach our children how to keep themselves safe from harm; sexual abuse, sexual exploitation, extremism, and when using the internet and social media
- We ensure our children are taught how to make healthy life choices

The Burton Leonard Way (summary)

- We listen to children and respond with sensitivity and empathy, treating children with respect at all times
- We deal with inappropriate behaviour in a way that involves the child considering the effects of her/his actions and support them to deal with the present situation, helping them think about how alternative responses in a similar situation

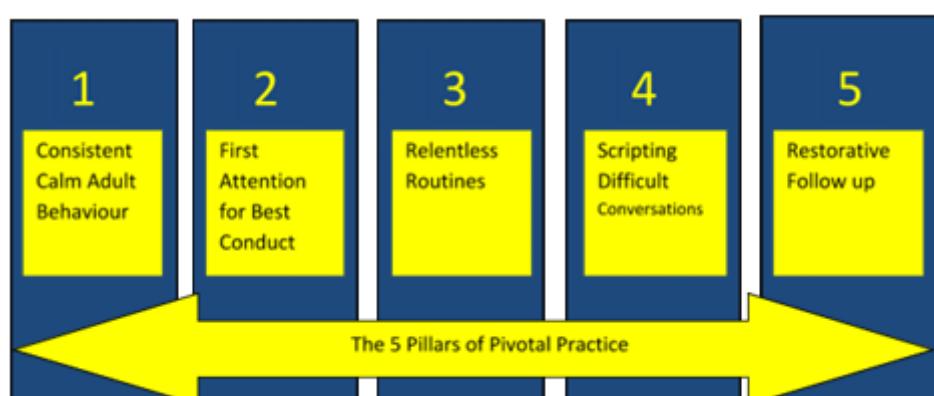
- We share behaviour concerns with each other and offer support and advice, rigorously record and analyse incidents, reflecting and recognising patterns of behaviour quickly enabling an effective and timely response

The Role of Our Adults – WHEN THE ADULTS CHANGE EVERYTHING CHANGES



Our behaviour policy is rooted in the work of Paul Dix. The expectation is that all staff will read this book to understand our journey and our practice. Our vision and values underpin all our actions; they inform the way we respond to our pupils, ensuring everything we do is about securing the best and broadest education possible for all our pupils. Everything we do involves ensuring positive behaviour for learning. We incorporate visible and audible consistencies and establish relentless routines, expecting, modelling and promoting the highest standard of behaviour, personal development and welfare from the entire community.

Our Behaviour Policy is based on the Five Pillars of Pivotal practice



Adult Behaviours “When the adults change, everything changes”

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We focus on;

- Behaviour throughout the school day – including the start and finish. You will see staff greeting children and parents each and every day
- Protecting our children from harm, enabling them to keep safe at all times, including when we are on trips outside of school and promoting our school values with other communities and establishments
- Ensuring positive behaviours during after school clubs and other enrichment activities
- Recognising positive behaviours when we move around the school building, on our way to and from Class Worship and when we go to lunch
- How we communicate and interact with visitors – ensuring our values and 3Rs can be seen in our interactions and heard in our conversations
- Supporting our children to adopt the principles behind having a positive growth mindset and embrace challenges in all forms and recognise the value in doing so
- Positive Relationships – Valuing how well we truly know our children, what motivates them, what makes them tick and how to ensure that each of them can be successful and reach their full potential

It is our day-to-day practice and expectations that give Burton Leonard its 'special' ethos. We are supported to do this in a number of ways including:

- SMSC (Social, Moral, Spiritual, Cultural) context of our wider curriculum – ensuring our children are challenged to become curious and competent learners
- Whole School and Class Worship, the celebration of special festivals and events
- Embracing opportunities to learn from each other
- Staff commitment to challenging each other if we hear or observe interactions deemed inappropriate
- Establish a stimulating and safe learning environment which allows for an exceptionally high standard of quality first teaching to ensure that all children are engaged in their learning and want to succeed
- Regular conversations to support positive relationships with regular feedback and specific praise to support pupils' self-confidence and ensure they make the best progress
- Teaching PSHE to a high standard both explicitly and discretely and across the curriculum
- Offering a wide range of extra-curricular activities

- Exploring ways to ensure effective differentiation to ensure access for all pupils so learning is meaningful and children are motivated
- Prioritising the development of communication, interaction and emotional regulation across all abilities and needs – valuing the voice of all our children

We expect every adult to:

1. Meet and greet
2. Refer to 'Ready, Respectful, Responsible'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson - Recognition boards
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Positive strategies to promote excellent behaviour for learning

Consistent and calm adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive. We believe in First Attention for the Best Conduct. This visible consistency can be seen in the following ways:

- Acknowledge good behaviour on all occasions - public praise in the classroom and at Church Celebration
- Recognition Boards in the classrooms – stickers to share recognition of this at home
- Sharing positive news with carers – reading stickers, EY/KS1 immediate rewards
- Certificates Home – sharing positive news with carers
- Headteacher Shine Award
- Sharing children's work on the website and in Church to celebrate their achievements
- Dojos earned for team points leading to half termly rewards and recognition for the winners

Relentless Routines ensure every child is talked to every day. Children come to expect it and feel valued and noticed;

- Conversations with every child every day
- Greeting each child in the morning
- Saying goodbye every afternoon
- Modelling high expectations of behaviour – staff will always model the behaviour they expect (removing archaic tropes such as 'do as I say, not as I do')

Scripted Interventions when behaviour is more challenging. Conversations which are fuelled with kindness, nurturing and calmness;

- Use of positive language – telling the pupil what we want not what we don't want
- Avoiding unnecessary battles
- Where possible and appropriate giving children control and choices – particularly when we know the child is affected by trauma and loss
- No behaviour conversations during learning time
- Adults saying 'thank you...' before they say 'please...'

Restorative Follow-ups Shoulder to shoulder conversations – no physical domination

- Behaviour anchored in previous positive behaviour you've seen before
- Choices given – passing control to the children
- Saying 'thank you for listening'

Burton Leonard Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Steps	Actions
1. Redirection/Reminder	Gentle encouragement, a prompt to head in the right direction. A reminder of our three simple rules – 'Ready, Respectful and Responsible' delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.

2. Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think,make the right choice" "think carefully about your next step"
3) Last Chance (5 minutes after in own time for restorative conversation/10 minutes in reflection time)	<p>Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Burton Leonard, we... (refer to the 3 school rules – ready, respectful and responsible) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay by the side of an adult for the remainder of the lunch break.
4) Cool Off	Cool Off might be a short time away from the classroom with a TA/Pastoral Support Officer in a calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5) Repair Restorative Conversation	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened?

	<ul style="list-style-type: none"> • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
<p>Consequences Communication with parent/ carer</p> <p>A formal meeting with SLT and parents/carers</p> <p>Weekly behaviour meetings</p> <p>Exclusion</p>	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion.</p>

Responding to inappropriate behaviour including bullying

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- Burton Leonard has an Anti-Bullying Policy to deal with potential bullying as soon as it is detected.
- Our aim is to create an environment that prevents bullying from being a serious problem in the first place.
- We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the lunch hall, playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

- If / when bullying is suspected, we record reports to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided.
- Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative or specialised approaches.
- Teachers are encouraged to approach the Senior Leadership Team to help and support with more challenging behaviours.

Responding to disruptive and challenging behaviour

If the behaviour becomes persistent:

- Record keeping of nature, frequency and intensity of misbehaviour – regular review of behaviours
- Discussion with Class Teacher & SENCo
- Discussion with parents
- Target setting, or a form of monitoring to share between home and school

For children whose behaviour continues to be disruptive, challenging or unsafe:

- For all children but particularly those who are additionally vulnerable, children experiencing emotional health and wellbeing issues, or who have SEN+D- as SEMH- social, emotional and mental health and /or ASD needs or who have experienced challenging circumstances at home such as LAC or Previously LAC children, we make every effort to understand their behaviours and individualise our response to them
- We treat all children with care, concern and sensitivity. We acknowledge their right to privacy. We ensure that we address their needs, where necessary, through personalised planning and differentiation throughout the school day
- Additionally, we seek to understand their circumstances and involve their family and external agencies to ensure they are safe and that their emotional needs are being met
- We allocate additional provision and resources to ensure they are able to learn in the school context and achieve success
- Recording of serious incidents or persistent poor behaviour is expected using CPOMs
- It is sometimes appropriate to create a written Individual Behaviour Plan which is agreed by staff, child, parents and includes desired outcomes, rewards/sanctions, an agreed period of time until review.
- Referral to an outside agency for help such as Early Help, SEND Hub or CAMHs

Teacher Responsibility and support

- Should children continue to ignore the classroom rules and school expectations for learning behaviour, then it is the responsibility of the class teacher first and foremost to apply fair, clear and consistent boundaries and expectations.

- When children continue to be unable to follow these expectations then there can be a consequence to help support the children in being accountable for their actions linking it to learning wherever possible. Equally if a child is able to turn their behaviour around then this is explicitly acknowledged.

The purpose of teaching accountability is to:

- Help children learn that consequences follow actions
- Enable the child to take responsibility for what happened and to 'fix' the situation by a repairing task or action - to make it better / try again
- Show that a school, like our society, has rules and collective responsibilities

A range of responses broadly follow our whole school approach as:

- Acknowledgement from the adult that the child is struggling, and some choices offered such as a 'sensory break' to support the child to regulate their behaviour
- Giving children 'take up time' to reflect and put things right
- Anchoring a conversation in positive behaviours previously seen e.g. 'I know you can focus / care /are good at communicating (etc) because I remember seeing you yesterday when you....'
- Pupil 3Rs Reminder and brief discussion about how the situation would look if we were to apply the 3Rs
- If the challenging behaviour continues then the sanction would involve missing part of the pupils own time (play time) to make up for lost learning. This is agreed and supervised by the SLT.
- Restorative conversations between the pupil and the member of staff in the pupil's own time (play time) to discuss together what has happened and talk through the consequences and how to make things better.
- We always aim to inform parents at the end of the day. We consider this of paramount importance when supporting excellent behaviour for learning and our policy of working in partnership with parents.

Communicating with parents and carers

- Informing a parent when we are concerned about a child's behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received.
- Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning.
- This then needs to be followed up with positive feedback when the behaviour has improved.
- Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents.
- The next step is to organise a meeting with the family. The meeting should take place in school. A member of the SLT should accompany the teacher in the meeting. There should be a written record of the meeting including notes of the discussion and actions.

- A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress. It is at that point that the SENCo be involved in relation to adding the meeting notes to the child's SEND record, referrals to outside agencies or with a view to devising an Individual Behaviour Plan.

Lunchtimes

- The dining hall and playground are areas at lunchtime that require additional routines and consistent procedures.
- Midday Supervisors are responsible for the safety and behaviour of the children at lunchtime.
- It is expected that all Midday Supervisors follow this policy and raise issues at Support Staff Meetings.
- If the behaviour of a child or a group of children causes concern, then it is the responsibility of the staff member to support this
- Midday Supervisors will share with the Class Teacher and follow up

Record keeping

- It is necessary to have a form of record keeping when a child is causing disruption to learning (self or others). We use CPOMs to track this. This helps to track the frequency and intensity of misbehaviour and leads to analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour.
- Communication with parents is key in building home-school cooperation and every effort will be made to ensure positive parental participation.
- The SLT will check CPOMs regularly to track patterns
- The Governing Body will receive a report detailing the analysis and the findings, in addition to any further refinements which need to be made to our provision.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language

Exclusions

Fixed Term Exclusions

Burton Leonard Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour

policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).