



Behaviour Policy

Policy Statement

Burghclere 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 encourage others to do the same. Our whole community adheres to our Golden Rules: Be Respectful, Be Ready, Be Safe and Be The Best You Can Be.

Aims of the policy:

- To provide a safe and supportive environment where high quality learning can take place
- To provide clear guidance for children, staff and parents of expected levels of behaviour
- To ensure consistency in the use of language and approaches in the promotion of positive behaviour
- To enable all staff to feel confident in taking responsibility for managing behaviour
- To help children take responsibility for their behaviour and the consequences of it
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy:

To provide simple, practical procedures for children and staff that:

- Encourage children to recognise that they can and should make 'good' choices
- Promote self-esteem and self-discipline, respect and independence
- Teach appropriate behaviour through positive intervention
- Recognise individual behavioural norms and respond appropriately

All staff will:

- Meet and greet learners at the start of the day so they feel welcome
- Refer to the Golden Rules to redirect children- this should be done privately
- Model positive behaviours at all times
- Work relentlessly to build positive relationships with all learners based on mutual respect
- Always pick up children who are not meeting behaviour expectations
- Use visible positive recognition and celebrate children whose efforts go above and beyond expectations- deliberately catching and praising those doing the right thing- this can be done publicly

- Remain calm and keep emotions in check when dealing with challenging behaviour- show positive emotions for the right things
- Give children a 'fresh start' each lesson/day
- Support children in putting right any wrongs caused by their behaviour choices
- Take responsibility for behaviour interventions, seeking support but never delegating
- Build positive relationships with parents through good communication
- Keep records of behaviour using CPOMS
- Use a standard script and consistent language when reminding children of behaviour expectations and choices (Stepped Boundaries- see below)
- Praise three children to reinforce good behaviour before dealing with negative behaviour
- Deal with the primary behaviour not the secondary behaviour
- Ensure any children who have been hurt are reassured that it has been dealt with
- If a child is verbally rude to a staff member, use the phrase "Be that as it may" to depersonalise the comments

The Headteacher will also:

- Be a visible presence around the school
- Support staff in managing children with more complex or challenging behaviours
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess the impact of interventions
- Monitor the impact of the behaviour policy and strategies used
- Seek support for individual children by working with outside agencies including the Primary Behaviour Service
- Report to Governors each term the number of high and medium level behaviour incidents which have occurred

Golden Rules

The school has four simple rules: Be Ready, Be Respectful, Be Safe and Be The Best You Can Be. These can be applied to a variety of situations and will be taught and modelled explicitly.

SEND

We understand that for some children following our behaviour expectations are beyond their developmental level. Therefore these children will have bespoke positive behaviour plans which may include individual rewards to reinforce positive behaviour.

Rewards

We will always praise children who demonstrate the right behaviour and reward those who go over and above expectations. We aim to praise three children

showing the right behaviour before speaking to a child whose behaviour does not meet expectations. These rewards may include: recognition boards, certificates, stickers, house points, phone call/text home, verbal praise, note home, HT award or class reward.

Scripted Responses

To support staff in giving a consistent approach when dealing with behaviour which does not meet expectations, these scripted prompts which follow four steps can be used.

Scripted Responses -adopt a calm voice, use the child's name, get down to the child's level, make eye contact and deliver the message	
1. Reminder	<p>I noticed you chose to.... (noticed behaviour) This is a reminder that we need to be (Ready, Respectful, Safe, The Best We Can Be) You now have the chance to make a better choice Thank you for listening <i>E.G: "I notice that you are running. You are breaking our school rule of being safe. Please walk. Thank you."</i></p>
2. Warning	<p>I noticed you chose to.... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me with no choice but to ask you to (work at another table/in another classroom/go to a quiet area etc) (learners name) Do you remember when (example of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening. <i>E.g. "I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening."</i></p>
3. Time Out	<p>I noticed you chose to.... (noticed behaviour) You need to... (Go to quiet area/sit with another class/HT office etc) I will speak to you in two minutes <i>E.g. "I have noticed that you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak with you in two minutes. Thank you for listening."</i></p>

	<p>Do not describe the child's behaviour to another adult in front of the child.</p> <p>Do always follow it up yourself- call for support if you need to leave the classroom/playground.</p> <p>Do not engage with a child who has been given time out by another member of staff- they are dealing with the situation.</p>
4. Follow up- repair and restore	<p>Questions to ask:</p> <p>What happened?</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make people feel?</p> <p>Who has been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently?</p>

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the actions of individuals
- Be consistently applied by all staff to help ensure that children and staff feel supported and secure.
- Be in proportion to the action- see table below
- Make it clear that it is the behaviour which is unacceptable, not the child

Actions which break a school Golden Rule can be categorised under three different levels of seriousness: Low, Medium and High (Extreme) behaviours

<p>Low Level Behaviours may include:</p> <ul style="list-style-type: none"> • Not wearing school uniform correctly • Leaving litter • Running through school • Calling out inappropriately • Not cooperating promptly • Not completing work to good effect or in good time • Lateness • Time wasting • Defacing/misusing books or other school equipment 	<p>Sanctions include:</p> <p>The stepped boundaries of reminder, warning, time out and follow up should address the behaviour.</p>
<p>Medium Level Behaviours may include:</p> <ul style="list-style-type: none"> • Being disruptive • Persistent calling out • Rudeness 	<p>Sanctions include:</p> <p>Missed playtime</p>

<ul style="list-style-type: none"> • Unkindness to others e.g name calling • Swearing • Spitting • Unruly misbehaviour • Being defiant/not doing as asked • Stealing 	
<p>High Level Behaviours may include:</p> <ul style="list-style-type: none"> • Spitting at another person • Physical abuse such as punching, kicking, biting, fighting • Mental abuse such as high level swearing or aggressive language • Persistent or extreme bullying including cyber bullying • Persistent defiance and/or concerning level of lack of co-operation • Acting aggressively • Intentionally causing damage to school equipment or building • Persistent stealing • Continued breach of school rules, or if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school 	<p>Sanctions include:</p> <p>Internal lunchtime suspension Lunchtime suspension Internal suspension Fixed term suspension Permanent exclusion</p> <p>These sanctions will only be enforced by the Headteacher or Deputy Headteacher.</p>

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we will give children specific time out of the classroom and support to help meet their needs e.g Thrive programmes of work or social skills groups. These children will have Individual Behaviour Plans which may contain a range of different strategies as we understand that the principles within this policy may not always work for every child. We will work closely with other agencies, including the Primary Behaviour Service and Educational Psychologist, to support these children.

When dealing with an episode of extreme behaviour a child may need to be restrained if they or another person is unsafe. This will only be a as a last resort and will follow our Physical Intervention and Restraint policy. Some staff will be trained on positive handling techniques through the Hampshire recommended Team Teach programme.

Suspensions and Exclusions

Suspensions or exclusion may occur following extreme/high level incidents. The Headteacher will use the DfE guidance <https://www.gov.uk/government/publications/school-exclusion> in determining whether a suspension or exclusion is appropriate. All suspensions and exclusions will be reported to parents and Hampshire using Hampshire's model letter to parents and the Information Hub.

A fixed term suspension will be enforced under these conditions:

- The child needs time away from school to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on their behaviour

We understand that throughout this process, it is essential we explain what is happening and why to parents and arrange meetings to discuss. On return from a suspension the Headteacher will meet with the child and parents to ensure the pupil is ready to return to school.

Permanent exclusion or out of school transfer is an extreme step and will only be taken in cases when:

- The pupil is not responding to strategies and the safety and learning of others is being seriously hindered
- The risk to other children and staff is too high
- The impact on staff, children and learning is too high.

Permanent exclusion is a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the school gate

The school reserves the right to apply this policy beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In the incidences described above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a member of the public, the police will always be informed.

Principles

Our behaviour policy is based on the work of Paul Dix and his book 'When the adults change, everything changes', and the advice and guidance given by the Primary Behaviour service and their 'Handy hints' booklet. It is important that the rules, relentless routines and visible consistencies are followed by all children and staff. Good behaviour is recognised sincerely and children are praised publicly and reminded in private. It is for all of our school community. If it is to be effective everyone must use it with confidence and consistency.

Last Reviewed: September 2024

To be reviewed: September 2025