

Burlington Junior School

Shaping Positive Futures



Achieving Our Full Potential

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Behaviour Policy

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The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Burlington to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success. Burlington Junior 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 behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values (resilience, respect, tolerance, calmness, kindness and responsibility) with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this. Keeping Children Safe in Education (DfE September 2024) - (KSCiE) - is statutory guidance that clearly outlines the responsibilities and expectations of school in terms of safeguarding the school community. At Burlington Junior School, we take a whole school approach to Behaviour and Safeguarding.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all

We want everyone at Burlington Junior School to live out our daily mission statement of 'Shaping Positive Futures, Achieving Our Full Potential' by following the Burlington 3 Bs:

Be Safe
Be Respectful
Be Responsible

Expectations of all Adults

We expect every adult to:

1. Meet and greet every child every morning.
2. Refer to 'Be Respectful, Be Safe, Be 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 (eg, 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 in line with the policy and the behaviour blueprint provided.
8. Never ignore or walk past learners who are behaving badly.
9. Update CPOMS regarding behaviour interventions.

Year Group Leaders:

Year group leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Year group leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of 'relentless routines', Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed
- Ensure CPOMS is updated

Senior Leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support year group leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies

Behaviour Lead:

The Behaviour Lead is not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

The Behaviour Lead will:

- Take time to welcome children and family members at the start of the day
- Be a visible presence around the site and especially at transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support year group leaders, teachers and support staff in managing learners with more complex or entrenched negative behaviours
- Work alongside members of SLT to create relevant documentation – Risk Assessments, Behaviour plans etc
- Work alongside external agencies to support pupil development
- Work closely with the Designated Safeguarding Lead and Pastoral Support worker to ensure relevant information is shared effectively and used appropriately to support the pupils in school

Staff Induction, Development and Support

The behaviour policy and blueprint form part of all staff inductions. Staff complete regular training related to behaviour support, interventions and strategies. Additional support for the school is provided through the Social, Emotional and Mental Health Specialist teaching service at the Local Authority. Burlington Junior School has a link SEMH specialist teacher, who is able to deliver specific training, give advice and, through a referral process, work 1:1 with specific pupils and their key staff workers.

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

***'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'* Paul Dix**

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who show Burlington Values and go over and above. Ways that children will be recognised for doing so:

Hot Chocolate Fridays

Children consistently going 'over and above' will be invited to have hot chocolate with the Headteacher or Behaviour Lead on some Friday afternoons. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

A Positive Text/ Dojo Message

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

***'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'* Paul Dix**

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

***'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'* Paul Dix**

There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

Burlington Celebration Assembly

Awarded at assembly- two or three children are selected each week by the class teacher. The children are selected for 'Worker of the Week', 'Writer of the Week', 'Mathematician of the Week' or 'Reader of the Week'. All certificates may not be awarded each week and this is at the teacher's discretion.

Behaviour Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

Social, Emotional and Mental Health Needs:

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Restorative Practice

***'Punishment doesn't teach better behaviour, restorative conversations do.'* Paul Dix**

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

***'The positive relationships you form with pupils depend on a restorative approach being your default mode.'* Paul Dix**

At Burlington Junior School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Consequences

***'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'* Paul Dix**

At Burlington Junior School, we encourage positive behaviour which reflects our Mission Statement. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with SEND, reasonable adjustments may be required and this could be reflective in a child's Behaviour Management Plan, Education Health and Care plan or Termly Support Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.

- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions where it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Where a child may need additional prompts to help them to make the right choices, report cards or positive reinforcement cards may be put in place on a short term basis to help to shift the focus to the positive behaviours and expectations in line with the school rules.

Removal from the classroom may be used for serious disciplinary reasons. This is where a pupil is required to spend a limited time out of the classroom at the instruction of a member of staff. This is not the same as when a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil. Where removal from the classroom is required, a designated space will be available which is appropriately stocked, resourced, a suitable place to learn and refocus, and will be supervised by trained members of staff. The amount of time will be reviewed on an individual basis, taking into account the reason for this consequence and the child's specific needs.

If a child continues to not follow the behaviour policy, an internal suspension may be organised. If this decision is taken, parents/carers will be informed with the reason why and the length of the internal suspension. This will also be logged on the school's CPOM system.

Further Consequences:

Fixed Term Suspension

We are an inclusive school and aim, as far as possible, to avoid any form of exclusion or suspension and want to keep children in school. However, in cases of severe or persistently challenging behaviour or serious breaches of the behaviour policy, the Headteacher has the option of applying a fixed term suspension. A fixed term suspension will only be given where lesser sanctions are deemed inappropriate. Following fixed-term suspension, the pupil and parents/carers meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. We aim to support them with a range of strategies and interventions, working closely with any multi-agency partners.

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). The governors of Burlington Junior School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Use of Reasonable Force

Staff may use reasonable force in schools. All staff employed by Burlington Junior School are authorised to use reasonable force when necessary to keep children safe. Staff must consider the following guidelines when deciding whether or not to use force.

- There is a clear and unequivocal emphasis on the rights of children to be kept safe at all times.
- Physical intervention should only be used when:
 - the situation is, or is likely to become, dangerous for children and/or staff
 - there is a risk to the maintenance of good order
 - a criminal act is being committed
 - property is being damaged
 - or when previous history suggests that failure to act promptly will result in any of the above.

and

- all else has been tried
- the potential consequences of not intervening are sufficiently serious to justify considering use of force
- the chances of achieving the desired result by other means were low
- the risks associated with not using force outweighed those of using force

Searching and Screening -

School staff can search a pupil for any item if the pupil agrees.

Headteacher and staff authorised by them have a ***statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.*** Prohibited items are:

- **knives or weapons;**
- **alcohol;**
- **illegal drugs;**
- **stolen items;**
- **tobacco and cigarette papers;**
- **fireworks;**
- **pornographic images;**

any article that the member of staff reasonably suspects has been, or is likely to be used:

- **to commit an offence,**
- **to cause personal injury to, or damage to the property of, any person (including the pupil).**

Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Banned items, in addition to the above, are: mobile phones, devices which enable video/voice recording or pictures to be take (for example: smart watches) and energy drinks.

Safeguarding:

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read Burlington Junior School Child Protection and Safeguarding Policy, 2024.

Sexual abuse and harassment:

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Responding to incidents of cyberbullying

The school defines cyber bullying as the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. The school will follow the behaviour policy alongside the school's Online Safety, Filtering and Monitoring policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

Monitoring and review

The Behaviour Lead monitors the effectiveness of this policy on a regular basis and communicates this to the Headteacher. The Behaviour Lead and the SLT make recommendations for further improvements and modifications.

The school keeps a record of any child who is internally suspended or externally suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions/suspensions and to ensure that the school administers them fairly and consistently.

The school also keeps a record of any incidents of positive handling in a logged and bound book which is kept by the Headteacher.

The governing body will pay particular attention to matters under the 9 protected characteristics, as detailed in the Equality Act 2010. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. All matters of equality and diversity, and any level of discrimination is monitored by the governing body.

It is the responsibility of the governing body to monitor the implementation of the behaviour policy, consistently and fairly.

Please read this policy in conjunction with our Child Protection and Safeguarding Policy, Searching, Screening and Confiscation Policy and the Online Safety, Filtering and Monitoring policy.

This policy will be reviewed annually.