



# **Behaviour Policy**

**Signed:**

**Chair: R. Patrick**

**Head: B. Wilkinson**

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## Our Vision

Bursley Academy prides itself on being a place where every child matters. We are a learning community with the highest aspirations for all, enabling children to achieve through quality teaching, excellent resources and support for all individual needs. We believe in nurturing personal and social development, ensuring diversity is valued, self-esteem enhanced and success celebrated. It is an academy that believes in fostering supportive and positive relationships with the wider community and preparing children for the challenges of the future.

### Aims:

- To provide a safe, welcoming environment where relationships are based on respect.
- To provide clear guidelines for staff, pupils, parents and governors in behaviour management.
- To ensure consistency and fairness for all children.
- To help children gain self respect and treat others with respect, good manners and tolerance.
- To promote excellent behaviour through consistently high expectations.
- To develop positive self-esteem in every child.
- To develop a “moral” framework within which initiative, responsibility and positive relationships can flourish.
- To enable children to develop a sense of self-worth and a respect and tolerance of others.
- To produce an inclusive environment in which children feel safe, secure, valued and respected.

Staff and Governors believe that effective learning takes place when:

- Good behaviour is consistently and positively encouraged and valued
- Undesirable behaviour is consistently and positively discouraged
- Children develop self esteem and the value of mutual respect
- Each child is aware that the whole school community has the highest expectations for their achievement and behaviour

Our policy, supported by the Academies behaviour protocols, aims to present a system of rewards, sanctions and strategies for developing children’s self esteem which is linked to agreed codes of conducts. This system is then applied consistently throughout the school.

### Roles and Responsibilities: a partnership approach

#### Academy:

All adults at Bursley Academy have a role to play in ensuring the highest standards of behaviour and high quality relationships across the academy. We believe that everyone in our academy community has a part to play in supporting a culture that ensures all of our students develop their confidence, social skills and social responsibility to create that positive social environment needed for pupils to achieve the highest standards. All adults provide a positive role model.

### Rationale for the practice and procedures to be followed by staff of the school



### **Ethos:**

We recognise the value of

- Clear information to children, staff, parents and governors
- Teaching pupils how to behave appropriately
- Rewarding good behaviour and discouraging undesirable behaviour
- Consistency in practice throughout the school
- Linking rewards and sanctions to established codes of conduct
- Fostering a warm, supportive climate in an orderly and structured atmosphere
- High expectations of behaviour being made explicit
- Working closely with parents in matters relating to children's conduct

### **Teaching and Learning:**

We also recognise the interrelationship between effective behaviour management and effective teaching and learning strategies. Research has shown that certain features of effective teaching have a direct bearing on effective behaviour management as follows:

- High expectations of the achievement of all children
- Acceptance of only the best of and from pupils
- Belief that all pupils can learn
- That learning best takes place when the curriculum is applied creatively and imaginatively
- Positive attitudes exhibited towards pupils
- Provision of more on task time
- More time spent on active learning
- Use of a wide range of instructional strategies
- Giving choices

### **Parent Partnership:**

Working in partnership with parents is key to all pupils making good progress and achieving success. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of academy life is encouraged. This participation assists the development of positive relationships, in which parents are more likely to be responsive if the academy requires their support in dealing with difficult issues of unacceptable behaviour.

Through the clear structure of the behaviour policy and protocols the school will inform parents of their child's behaviour when they receive a sanction. The school will work closely with parents to ensure that children are given the best support to correct any behaviours which impact upon their own or another child's learning.

The school will provide clear communication with parents regarding their child's behaviours in school. It is asked that parents also work within the boundaries of the school behaviour policy, ensuring the reply slips for sanctions are returned to school so we are aware that parents have received notification of their child's behaviour and that parents attend meetings regarding concerns about a child's behaviour, so we can work together to improve the outcomes for all parties.



A home/school book will be put in place when appropriate which will aim to improve communication between parent/carers, and class teacher, about a child's efforts to meet their behaviour targets on a daily basis.

### **Behavioural, Emotional, Social Difficulties in Pupils**

We strive to meet the needs of vulnerable pupils and to ensure the continuing quality of their education in primary school. We use a range of strategies to help pupils gain self-esteem, emotional wellbeing and an interest in learning.

#### **Pupil Voice:**

The School Council meets regularly. The School Council consists of children from Year 3-Year 6. School Council members wear special badges that identify them throughout the academy.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the academy. It is envisaged that they will play an important role in implementing the rules e.g. by being a positive role model. The school council will be allocated projects to undertake to improve the school e.g. the development of the wildlife and forest school area

The academy also has a nominated 'Head Boy and Head Girl' alongside a number of named prefects from Y6. These pupils act as role models for others and support the high expectations the Academy has for the behaviour of all children.

Other areas of pupil voice in place so children can have clear roles across the school are:

- Eco-council
- Digital leaders
- Anti-bullying council
- Play leaders
- Learning detectives

Other areas may be added in specific years and all pupils play a role in the promotion of the schools values/ethos as well as supporting high expectations.

#### **Governors:**

It is the role of the governing body to monitor and review this policy in action. The SENCO reports to the governing body statistical evidence that is connected with behaviour: exclusions, racist and bullying incidents.

#### **Creating a positive Classroom Environment**

At Bursley Academy we aim to develop an environment that nurtures positive behaviour and relationships. All staff at Bursley Academy acknowledges the importance of the physical environment in promoting emotional well being, self esteem and positive relationships. Therefore, classroom environments are carefully considered.

- Adults make the environment their own in line with teaching and learning and display/environment policies.
- Adults ensure rooms and display are free from clutter and are well organised.
- Classrooms are organised to enable effective learning to take place.



- Resources are well organised and ready for lessons to promote independence and reduce unnecessary movement around the classroom. Enabling children to be ready to learn.
- Routine are established within the class and directions and instructions are always clear.
- Routines are consistent and children are aware of any changes.
- Seating and groupings are carefully considered to promote a positive learning environment and the individual needs of pupils.
- Success and achievement is celebrated throughout lessons and within display.
- Lessons are structured to incorporate celebration and sharing of achievement.
- Opportunities are given for children to take on responsibility within the classroom.
- Voice, praise and positive language is used to develop relationships and raise self esteem.
- Non-negotiables are set within individual classes in line with 'school charter'

### **Positive planning to promote good behaviour**

- Environments are carefully considered to promote positive working relationships and flexible grouping.
- Transition/movement around the classroom and from room to room is planned for to limit disruption.
- The curriculum is differentiated to ensure all children are included
- Class teachers carefully plan for additional adults to ensure appropriate intervention and support
- Opportunities are planned to praise children and celebrate achievement

### **Our Expectations of behaviour**

#### **In the classroom:**

Children understand that their self-esteem will be dependant upon the contribution they make to themselves and others. For this reason, they know rules are needed to ensure certain values are extended into every area of academy life. These are a way bringing concepts of morality and responsibility into the forefront of children's minds, enabling them to become more aware of their choices.

At the beginning of the school year children are asked to consider the rules that they think are important in developing a person's self-esteem. These tend to fall into six areas of concern: to look after people physically, to care for people's emotions, to be the best you can be at work, to respect things, to respect people by listening to them, and to be honest.

We share with children the difference between these rules which are based on deeper moral values and classroom rules, corridor rules, playground rules or dining-hall rules.

#### **Around the academy, corridors and lunchtimes:**

Bursley Academy aims to provide a caring, safe environment for all staff and pupils. Therefore, we have an expectation that children will move around the school in an orderly way, respecting displays and keeping to the left hand side of the corridors. All members of staff are responsible for reminding children to walk around the school in an orderly fashion.

Staff in school should be the positive role models in implementing the academy rules.

A friendly, positive atmosphere among staff gives opportunity for constructive criticism in a caring atmosphere.



Our success is treated not by the absence of problems but by the way we deal with them.

Good order has to be worked for; it does not simply happen.

### **Playground:**

Children at Bursley Academy understand that the 'Academy Rules' apply throughout the day and in all areas of the school.

Children that consistently demonstrate poor choice behaviour on the playground are directed towards a lunch time club, such as, playground leaders.

### **Promoting Positive Behaviour and Positive Relationships**

A reward system exists to promote self-esteem in our pupils and to encourage them to be hard working and contributing members of the community. Whilst recognising the importance of consistency, the academy also acknowledges that at different stages within a child's life at school, different ways of rewarding positive behaviour and academic achievement may be appropriate.

For further information about the rewards in place see the Academies Behaviour Protocols

### **Information, expectations, practice and procedures for all staff.**

School staff provide clear guidance to children on the appropriate behaviour for any given space in the school; e.g. classrooms, playground, corridors, dining hall etc. Children are asked to contribute to the formulation of this guidance.

Children sign the school charter, which is based around our curriculum model of Head, Heart and Hands

Teachers discuss class rules with the pupils and these are in line with the whole school expectations (allowing staff to have routines and procedures which have been effective in their own class management style). At the beginning of each academic year, each class devises a set of rules

We believe it is important for the children to word these rules themselves so that they feel the rules are their own. All rules should be positively phrased ie. 'Use kind hands' NOT 'NO hitting' and pictorial for KS1. These class rules are flexible throughout the year, when a class has achieved a rule and it has become an automatic behaviour this rule can be changed for a new target area.

It is essential that all staff familiarise themselves with the expected behaviour in any part of the school and always act to enforce correct behaviour.

As responsible adults, we should be setting the standards of interacting with respect and modelling constructive ways to deal with potentially negative situations eg, change of place in the classroom, withdrawal of privileges or responsibilities.

Standards of behaviour must be modelled by all adults in school, and should be consistent at all times.

High standards of behaviour should be insisted upon in the classroom, corridors, playground, dining room, entry to school and at home time



### **Strategies to support consistency for all staff:**

- Insist on politeness and manners at all times.
- Non-verbal communication.
- Expect a quiet orderly manner when entering or leaving the classroom, when entering or leaving school premises, especially when lining up.
- Treat children as fairly as you can - short term investment of time investigating, enabling you to be as fair as possible, will reap long term rewards of their trust and respect for you.
- Use assertive language ie. 'I need you to...'; 'Its time to...'; 'When you've...then you may....'
- Use non confrontational language: partial agreement works well ie. 'maybe he was talking, and I need you to.....'; 'Maybe you are right, and its still time to...'
- Be positive rather than negative wherever possible. Avoid 'don't' e.g. 'I need you to play outside please.' Rather than 'don't play in the hall'.
- Wherever possible talk through problems with children – try to de-escalate problems in the early stages
- Treat each child with respect and expect them to treat you in the same way.
- Anticipate problems before they happen and try to prevent them or plan for an alternative.
- Try to divert a difficult child into a different activity which occupies him/her rather than having to punish.
- Ensure that our teaching encourages pupils to engage in safe, responsible, co-operative behaviour and that we regularly catch children being good
- Staff consistency at every stage.

### **Avoidance of negative situations and confrontations**

Any member of staff should avoid using an inappropriate voice, language or body language. We are models of responsible behaviour and social skills, not only in the way we speak with children but also with each other. When speaking to children always ask yourself 'Would I like to be spoken to in this way?' If the answer is no then it is likely to be inappropriate. Always try and be aware of communicating to the individual child that it is their action and not them that you are correcting. Shouting should not be used as a way of communicating as it is counter productive. It can be used occasionally as a way of making a point but never as a usual way of addressing anyone.

### **Playtime**

Staff need to be prompt in collecting children from the playgrounds and/or be in the correct teaching areas in order that children can make a calm orderly start to their learning i.e teaching assistants in corridors and 'hand-overs' in place. Children who are likely to behave inappropriately at the end of the playtime can be given a small responsibility by their class team to move them away from the playground.

Pupils are to be encouraged to engage in suitable games which can be used in the playground as part of the curriculum and build up a repertoire of activities.



## The Lunch time Detention Room

If children do not follow instructions after warnings, refuse to undertake work or are in trouble for behaviour outside of the classroom, then they will be asked to go to 'The Room' at lunch-time.

The use of the detention room is for behaviours which are more serious or persistent. A list of possible behaviours which may incur a period of time in the room are below. This is not an exhaustive list and staff are expected to use their discretion based on the seriousness of the incident.

### Physical Behaviours:

- Deliberately pushing/Tripping others with the intent to hurt or intimidate
- Jumping on others in a way that could be considered aggressive or dangerous
- Fighting
- Punching
- Kicking
- Biting
- Spitting
- Damage to property (both school and private)
- Stealing property

### Verbal Behaviours

- Rudeness or aggression to a member of staff that is at a level which is beyond management at a Yellow/orange level.
- Swearing or using inappropriate language in any form
- Targeted swearing with the intent to offend
- Name calling
- Racial/homophobic language or targeted abuse
- Use of offensive symbols/actions/written words or drawings.

### Disruptive behaviours:

- Throwing objects in an aggressive manor or with the intent to be disruptive/hurt others
- Rudeness or aggression to a member of staff/Pupil that is at a level which is beyond management at a Yellow/orange level.
- Refusal to take part in activities
- Leaving the classroom/school grounds
- Going to areas of the school which are not appropriate when pupils should be in class
- Intentional low level damage to the learning environment e.g. drawing on tables or flipping over chairs, threatening behavior towards staff or pupils.
- Deliberately ignoring instructions which lead to incidents where the child puts themselves or others at risk or where ignoring leads to the severe disruption of learning

**Should the Academy have a significant outbreak of Covid-19 the following specific behaviours may then be added to the above list to ensure the safety of all pupils and staff:**





- Deliberate refusal/failure to follow any altered routines for arrival or departure
- Deliberate refusal/failure to follow school instructions on hygiene, such as handwashing and sanitising
- Deliberate refusal/failure to follow instructions on who pupils can socialise with at school
- Failing to move around the school as per specific instructions or going into areas which are restricted
- Deliberate refusal/failure to follow expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- Deliberate refusal/failure to follow rules about sharing any equipment or other items including drinking bottles
- Deliberate refusal/failure to follow amended expectations about breaks or play times, including where children may or may not play
- Deliberate refusal/failure to follow instructions in relation to the use of toilets
- Coughing or spitting at or towards any other person
- Deliberate refusal/failure to follow rules for pupils at home about conduct in relation to remote education

If a child is thought to have deliberately coughed or sneezed in a malicious way to cause distress to another child this is classed as a serious incident and could lead to fixed term exclusion.

### **Responsibilities**

A degree of responsibility to children fosters good behaviour. Where children are given responsibilities they develop a personal commitment to the school and its value system. Responsibilities need to be encouraged throughout the school. Each class needs to gain a structure so that every child gets a chance to be responsible for something.

### **Verbal disapproval and correction**

This should relate to the deed and not the person. e.g. not 'I'm really tired of you' but 'I was disappointed with your behaviour in assembly. I know you can do better. I hope I'll be pleased with the way you behave next time.'

### **Choices**

Let children know that they still have some control over a situation when they are displaying inappropriate behaviour by giving them choices e.g. 'It's your choice – if you continue to ..... then you will move to the yellow/orange. By using choices there is more chance of the child complying to what is being asked of them.

### **Consequences for behaviour - Rewards**

All rewards should be linked to children adhering to the agreed rules or codes of conduct – staff will endeavour to verbally name the good behaviours observed when awarding praise



Eg. 'I like the way you spoke to [him], have a { }'. 'You walked in really sensibly – right on target! Well done.....'

Children will not be over rewarded – it is important that children see value in the rewards they achieve and the over saturation of rewards reduces their impact on pupils' behaviours. At Bursley we want our children to make positive decisions in relation to their behaviour and learning because they can see the benefits to their own personal development rather than because they get something for doing it. This keeps the pupils focus on self-development.

### **Individual rewards**

There is a system for rewarding individual behaviour and effort. Rewards are given for special efforts or actions whether inside or outside the classroom.

### **Other Rewards**

A whole range of other rewards can be used as positive reinforcement for good behaviour. These can be from the most simple, such as a smile or a positive comment being specific to the reason for it. Stickers or written remarks are often effective.

See the Behaviour protocols for further information.

### **Special Educational Needs / Vulnerable Pupils**

The school acknowledges and welcomes diversity among pupils, staff and visitors. We do not discriminate against anyone, be they staff or pupils, on the grounds of their sex, race, age, colour, religion, nationality, ethnic, national origins or physical or mental abilities. Bursley Academy believes that it has an important role in militating against the harm that children can experience because of exposure to forms of abuse. The Academy will undertake relevant programmes which enable pupils to build their confidence and self-worth within the school curriculum.

We are committed to working with other agencies to support our most vulnerable students. We recognise we can contribute to this by contributing to the TAC process, attending Child Protection Conferences, Core Groups and Child Care meetings.

This school undertakes to regularly review the emotional wellbeing of its pupils.

We expect all children to follow the School Rules. However, this will be more difficult for some children at certain times. Children with special educational needs, including but not limited to ASD, ADHD, Dyslexia, Dyspraxia, ADD and behavioural issues may:

- Have targets for improved behaviour on their IEP or a separate Behaviour Improvement Plan (BIP)
- Not comprehend the rules and structures of the school and be unable to meet expectations without additional support.

Children on the BIP register are expected to recognise that: they are encouraged to take responsibility for their own actions and behaviour breaking rules leads to an agreed procedure of consequences.

### **Raising self-esteem.**

Children can be given the chance to redeem themselves and by so doing will be helped to feel better about themselves.

Regular 'telling off' without any valuing strategies does scar children. Punishment should be seen as a debt to pay off. Once over, everybody concerned in the incident should put it



behind them, emphasis on beginning again to meet targets with consequent rewards should be the focus.

### **8. Monitoring the implementation of the Behaviour Management Policy**

Behaviour Management will be a key focus in the annual monitoring programme in line with the School Improvement Plan. The Senior Leadership Team, will focus on behaviour management throughout the school both within and outside the classroom. It will be ensured that all behaviour targets for individual pupils will be shared by all relevant staff.

The SENCO will focus on behaviour management as part of their regular monitoring of classroom management. Individual staff may choose to focus their own Performance management objectives on improved behaviour.

Consultation will take place regularly between the Midday Meals Supervisor, and the Headteacher to discuss any concerns.

The Senior Leadership team will record referrals of children in order to monitor management strategies and emerging patterns of behaviour.

### **Concluding Statement**

At Bursley Academy we implement our behaviour policy in order to value responsible behaviour that contributes to the life of the school. We aim to develop children's skills in social interactions, effective relationships and a growing understanding of their own emotional and social development. Through a system of rewards we aim to raise the self-esteem of every child in the school. The emphasis of our policy is to value good behaviour assertively. Our system of rewards would be devalued without its corollary - the application of a consistent and justly implemented system of sanctions throughout school.

This policy should be read in conjunction with the Bursley Academy Behaviour Protocols, these protocols offer clarification of the behaviour system, rewards and responses to behaviour which is seen as needing to be addressed.

Related Policies:

Anti-bullying policy

Equal Opportunities Policy

Safeguarding/Child Protection

Teaching and Learning Policy