



Behaviour Policy

Signed:

Chair: S. Gribbin

CEO: R. Swindells

LGC Chair: R. Patrick

Executive Head: S. Stevenson

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Introduction

Bursley Academy is committed to fostering a calm, consistent and relational behaviour culture based on the principles set out in Paul Dix's "When the Adults Change, Everything Changes". We believe that adult behaviour drives pupil behaviour, and that relationships, routines, and restorative practice are central to a successful school environment.

Core Principles

The following principles guide our policy:

- Visible consistency and visible kindness
- Relational practice as the foundation of behaviour support
- Simple, memorable expectations: Ready, Respectful, Responsible, Resilient
- First attention for best conduct
- Calm, scripted responses to maintain emotional control
- Restorative follow-up to repair harm and rebuild trust

Our School Rules

- Be Ready
- Be Respectful
- Be Responsible
- Be Resilient
- Be Bursley!

These rules are taught, modelled and reinforced consistently by all adults.

Adult Behaviour & Expectations

All adults at Bursley Academy will:

- Meet and greet pupils positively
- Model respectful language
- Use calm, consistent scripts
- Give attention first to positive behaviour
- Maintain predictable routines
- Avoid public humiliation or shaming
- Use restorative conversations after incidents

Recognition & Positive Reinforcement

Recognition will focus on effort, progress, kindness and meeting expectations. Methods include verbal praise, calls home, certificates, and class-based systems. Recognition is proportionate, fair and consistent across the school.

Use of Recognition Boards

Recognition Boards are used in classrooms to highlight collective success and reinforce positive behaviour.

- The board focuses on one specific behaviour goal at a time (e.g., 'Showing Kindness', 'Listening First Time').
- Names are added when pupils demonstrate the agreed behaviour.
- Staff narrate positive choices: "I've noticed ___ is showing kindness by..."



- No rewards, points or prizes are attached — the board is purely recognition.
- When all pupils are on the board, the class celebrates briefly (e.g., a round of applause).

Recognition Boards reinforce collective responsibility, belonging and high expectations across the class.

Rewards and Recognition

The school actively promotes positive behaviour through a range of rewards and recognition. Pupils may receive verbal praise, positive phone calls home, house points, stickers, and awards presented during Celebration Assembly to recognise their achievements and contributions to school life.

The school also encourages pupils to take on roles of responsibility and represent the school positively. Opportunities for this include positions such as Year 6 Prefects, librarians, membership of the School Council, and participation in the Eco-Council. These roles enable pupils to contribute to the wider school community and develop important leadership skills.

Sanctions (Used with Certainty, Not Emotion)

Unfortunately, there are times when sanctions do need to be used to maintain good as acceptable standard of behaviour. When a sanction is required, it is applied with calm professionalism and certainty.

- Pupils are reminded of expectations
- A private conversation or redirection is used
- If needed, a time-out or movement to another space is given
- A restorative conversation follows the incident

Restorative Questions (Relational Language Bank)

Restorative questions used by staff include:

- “What happened?”
- “What were you thinking at the time?”
- “How were you feeling?”
- “Who has been affected?”
- “What needs to happen to put things right?”
- “How can we make sure this doesn’t happen again?”

Calm Phrases (Relational Language Bank)

Common phrases staff will use are:

- “I’ve noticed...”
- “Let’s take a moment...”
- “I can see you’re finding this difficult.”
- “Talk to me about what’s going on.”
- “I’m here to help.”
- “Let’s focus on what happens next.”
- “This is the expectation...”
- “Thank you for listening.”



Scripted Responses for Common Scenarios

1. Low-level disruption

Adult: "I've noticed you're finding it hard to get started. You know the expectation. Let's try that again. Thank you."

2. Calling out

Adult: "I'm listening, but I need hands up so everyone can learn. Thank you for showing me."

3. Refusal

Adult: "I can see this is difficult. The expectation is _____. Let's do it together. Thank you."

4. Conflict between pupils

Adult: "I can see you're both upset. Let's take a breath. We're going to sort this out together."

5. Dysregulated behaviour

Adult: "You're safe. I'm here. When you're ready, we'll talk. Let's move somewhere quieter."

Possible Sanctions

Where a serious breach of school rules has occurred, the Executive Headteacher will consider whether a suspension or permanent exclusion is necessary, in accordance with the Trust's Suspension and Exclusion Policy. Alternative options, such as a managed move or off-site direction to support improved behaviour, will also be considered where appropriate.

The Executive Headteacher will ensure that any decision to sanction a pupil is reasonable and does not discriminate on any grounds, including equality, SEND, or human rights.

The school will ensure that all disciplinary sanctions are reasonable and proportionate in the circumstances. When determining sanctions, the school will consider factors such as the pupil's age, religious requirements, social, emotional and mental health (SEMH) needs, any SEND, and any other relevant contributing factors, including bullying, safeguarding concerns, or home life circumstances.

Physical Intervention

The Trust's Physical Intervention Policy will be followed if it is necessary to physically restrain a pupil in order to ensure that everyone in the school environment is kept safe and free from harm. This is always the last resort.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space



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The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. Parents will be informed on the same day if their child has been removed from the classroom due to their inappropriate behaviour.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in this policy will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

The school will take seriously any bullying, including cyberbullying, harassment, or other unacceptable behaviour that occurs outside the school premises and is reported to the school. The school will communicate with parents and carers and provide appropriate support to pupils who have been affected.

The school will work with pupils involved to help them understand the impact of their behaviour and support them to take restorative steps to repair relationships and make positive changes. Where appropriate, targeted PSHE lessons, small group work, or individual 1:1 support may be put in place to address the issues identified.

Where incidents occur outside school and while pupils are under the care of their parents or carers, the school expects parents or carers to address their child's behaviour as appropriate. The school will remain supportive of both parents and pupils in resolving concerns and promoting positive behaviour.

However, in line with DfE guidance, the school may impose sanctions where behaviour outside of school has an impact on the school community, affects the welfare of pupils or staff, or brings the school into disrepute. In serious cases, including incidents of bullying or harassment between pupils, the school may consider suspension or permanent exclusion in accordance with its behaviour policy. Any sanctions will normally be applied when the pupil is on school premises or under the supervision of school staff. Staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Communication with parents

The school will communicate with parents and carers regarding behaviour concerns in a timely and appropriate manner. This will usually take place by telephone and, where appropriate, through discussions in person. If necessary, parents may also be provided with a written record of the incident and any actions taken. In cases involving more serious incidents, parents or carers will be invited into school to discuss the matter and agree upon appropriate next steps.

The school is equally committed to communicating positive behaviour and achievements. This may include weekly awards presented during Celebration Assembly, positive telephone calls home, and informal conversations with parents and carers at drop-off or collection times.



Record Keeping

Records of behaviour issues are logged on the school's Management Information System (MIS), Arbor. These records will include details of the incident, actions taken, any sanctions applied, and, where appropriate, communication with parents or carers.

The school will also maintain records relating to patterns of behaviour, including repeated incidents, bullying concerns, and any interventions put in place to support pupils. This may include behaviour support plans, restorative actions, pastoral support strategies, and referrals for additional support where required.

Where relevant, behaviour records may also link to safeguarding records, attendance information, or SEND support plans to ensure a full understanding of the pupil's needs and circumstances. All records are maintained in line with the school's data protection and safeguarding procedures.

Follow-Up & Monitoring

Senior leaders monitor consistency, track behaviour trends and support staff with relational approaches.