

BURTON C of E PRIMARY SCHOOL

BEHAVIOUR MANAGEMENT POLICY

(This policy should be read in conjunction with our safeguarding and anti-bullying policies and staff and parental codes of conduct)



This policy was adopted by the Full Governing Body on:

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Approval committee: Curriculum Governing Body Committee - CPPC

Adopted By the FGB

Introduction

Our approach to behaviour is underpinned by our strong Christian values (Reverence, Compassion, Friendship), the school vision (Belong Believe Achieve), our nurturing approach to relationships between adults and children and through our close links with families.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of children's varied life experiences and needs. The achievements, attitudes and well-being of all our children matter and this policy helps to ensure that our school promotes the individuality of all our children.

We want children to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging children for developing good learning habits. Children will be told individually or collectively when they have met the expectations for good behaviour. Good behaviour will be recognised both informally and formally.

Behaviour Principles

We believe:

- Each person in our school community has the right to learn and to feel safe and respected and the responsibility to ensure others feel the same way.
- The main emphasis should be placed on the positive reinforcement of good attitudes and behaviour.
- That appropriate behaviour is necessary for effective teaching and learning to take place.
- That promoting positive relationships (between adults and children, peer to peer, adult to adult) is essential and should be built on trust, understanding and care.

Our Burton Code:

Our Burton Code is 3 clear expectations that have been identified and agreed through consultation with all stakeholders.

These are:

Be Kind and Respectful

Do our Best

Keep Safe

These apply to all members of the school community.

Rewards and Praise

We want children to be motivated by the intrinsic value of behaving appropriately, however, rewards provide extra incentives for children.

'Incentives might be thought of as a kind of external scaffolding to help children until they can do it on their own'.

Rewards will be used to recognise positive behaviours. A list of rewards can be found in the appendix.

Poor Behaviour

Staff will be proactive and positive in behaviour management. However, there will be occasions when children do not make the right choices.

Each class has a visual display of pictorial images displaying positive behaviours (Green behaviours) and behaviours we discourage in school (Red Behaviours). These can support restorative conversations and provide an opportunity for reflection when poor choices have been made.

Visual and verbal warnings will be given when behaviour is not appropriate and adults ensure it is made clear to the children which behaviours we want to see instead.

Examples of poor behaviour include: (See appendix for an extended list)

- Being unkind
- Not listening
- Hurting others etc.

Consequences

'Consequences do not have to be severe to be effective. Consequences are most effective when they are applied immediately, consistently, briefly and uniformly across all pupils'.

We utilise a range of consequences and employ each consequence appropriately to each individual, their age and circumstance. A list of consequences can be found in the appendix.

Restorative conversations

Restorative conversations will happen during the school day after a negative behaviour incident and staff will use restorative language and questions such as

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now/next/in the future?

This serves to allow our children time to understand and reflect upon the impact of their behaviour and unpick when things went wrong and why. This may also contribute to agreeing an appropriate consequence (ie writing a letter of apology)

Serious behaviour incidents

There are some behaviours which we feel it is appropriate for the Headteacher to deal with immediately and these may not be escalated through the usual route. In the absence of the HT the next most senior person or member of SLT will apply the consequence.

These behaviours are:

- Unprovoked physical attack
- Intentional spitting at someone
- Vandalism

- Persistent rudeness to an adult
- Repeated refusal to follow an adults instructions
- Repeated incidents of racism or prejudice
- Formally recorded incidents of Bullying (as opposed to more general unkindness which will be dealt with using the usual school sanctions)

Bullying

Bullying is recognised as behaviour which deliberately makes another person feel uncomfortable, distressed or threatened; is repeated over time and makes those being bullied feel powerless to defend themselves.

Bullying, in any format is considered unacceptable. Incidents of bullying will be handled in line with the school Anti-Bullying Policy. Online incidents of bullying will be dealt with in line with our e-safety policy.

Special Educational Needs and Inclusion

We recognise that for a small number of children, whose behaviour is not successfully managed by whole school rewards and consequences, a more personalised and differentiated approach may be necessary in order to support them in developing the ability to regulate their own behaviour. Class teachers will liaise with the SENDCO and parents to put in place an appropriate plan to encourage the desired behaviour. This behaviour plan includes a description of the behaviour and the context or antecedent (triggers) and will help the child to understand what is expected of them. The support of outside agencies will also be sought where appropriate, in particular the BCP Outreach Service, Community Paediatrician, Child and Adolescent Mental Health Service (CAMHS) or Educational Psychologist (EP).

Strategies that may be used to improve behaviour include:

- changes to the environment
- teaching of new skills
- clear expectations and consequences
- avoiding situations that may precipitate disruptive behaviour
- alternative seating
- clarification of behaviour that needs to stop and behaviour that needs to be worked on and why
- 'time in' (rewards for exceeding behavioural expectations and perseverance)
- peer support
- focused 1:1 support
- Using the 'Zones of Regulation' ([Self-Regulation Curriculum | The Zones of Regulation](#)) or the '5 point scale' ([The 5-Point Scale: A Tool to Learn Emotions and Calming Strategies](#)) to further support understanding of recognising heightened feelings and emotions and strategies to regulate them.
- Stormbreak pathways (stormbreak.org.uk/our-programmes/shine)

Recording and reporting Incidents

Communication is an essential part of improving pupil behaviour. Incidents and actions will be recorded via CPOMS (Child Protection Online Management system);

this allows the school to monitor behaviour related incidents and identify patterns over time.

Parents will be informed of any serious incidents or repeated poor behaviour.

Role of school staff

Modelling good behaviour and positive relationships

Noticing good behaviour as it occurs.

Reminding children of our school rules, their rights and their responsibilities

Emphasising reward systems

Supporting pupils with behaviour plans to make the right choices

Implementing strategies agreed in individual behaviour plans and this policy

Conduct restorative conversations.

Role of the Senior Leadership Team

The Headteacher and Senior Leadership Team will support all members of staff in rewarding and enforcing the behaviour standards expected. They will monitor the behaviour of children and application of rewards and consequences to ensure they are applied consistently and fairly. The DHT has oversight of all Behaviour CPOMS reports to enable the school to be proactive in identifying any patterns or trends and responding to these. The Headteacher reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

Role of the Governors

The Governors will monitor the implementation and effectiveness of this policy. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently, paying particular attention to matters of equality.

They may:

talk to pupils, parents and staff

carry out monitoring visits to observe behaviour around school and in classes

send out questionnaire to gauge impact and effectiveness.

Role of Parents

We believe that parents have a key role to play in our aim to implement an effective behaviour policy. They can support this through:

- reinforcing school expectations and the Burton Code with their children at home
- Supporting the school in sanctions applied.
- Joining school in celebrating successes.
- Supporting the school by sending children to school on time and in appropriate school uniform which adheres to the school policy.

Restraint and use of reasonable force

As a school, we will always take all steps necessary to avoid the use of force when dealing with children's behaviour. However, in line with guidance from the DfE (Use

of Reasonable Force 2025) we recognise that there are circumstances under which it may be necessary and is therefore permitted. Force is used for two main purposes – to control pupils or to restrain them. It can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. For example adults in school may use reasonable force to separate pupils who are fighting or to remove a pupil from a room if they refuse to leave when instructed to. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

A list of situations in which reasonable force might be used, can be found in the appendix.

Adults must make reasonable adjustments for disabled children and those with SEN. Where possible the need to use restraint or force with these children should be risk assessed and guidance sought.

Where force is used, all adults involved will make a record of the incident and parents will be informed.

Schools cannot:

use force as a punishment – it is always unlawful to use force as a punishment.

Exclusion

Exclusion may be internal or external.

In rare cases it may be necessary to exclude a child from school on a fixed term or permanent basis following BCP's policy on exclusions.

The Headteacher, or DHT in their absence, decides whether to exclude a pupil, for a fixed term or permanently in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the governing body about exclusions and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

This policy will be regularly reviewed in consultation with staff, Governors, parents and pupils.