



Behaviour Policy

Signed:

Chair: *R. Patrick*

Executive Head: *S. Stevenson*

Date: 23rd October 2024

Review date: October 2026



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 a school that believes in fostering supportive and positive relationships with the wider community and preparing children for the challenges of the future.

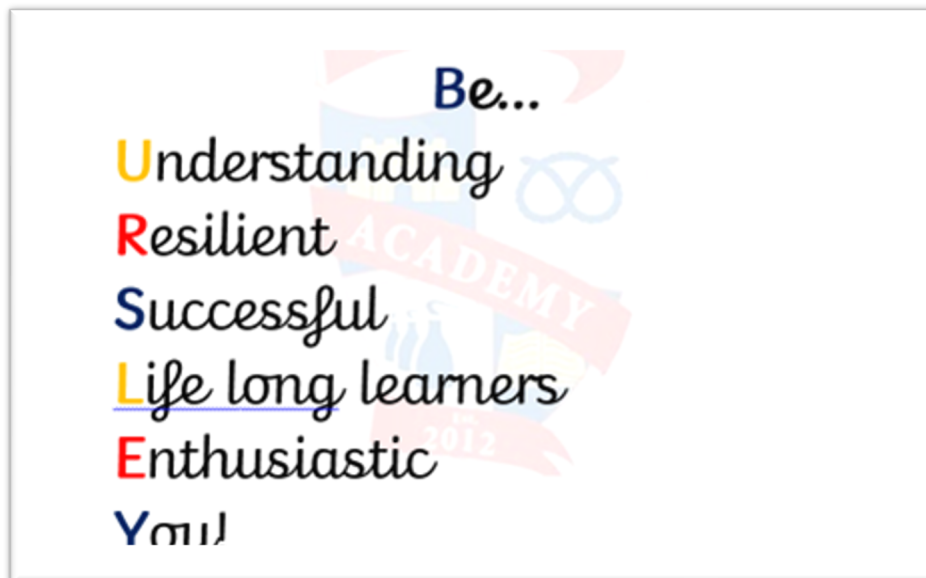
Aims:

- To provide an inclusive environment in which children feel safe, secure, valued and respected.
- To provide a welcoming environment where relationships are based on respect.
- To ensure consistency and fairness for all children.
- To help children show 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 provide clear guidelines for staff, pupils, parents and governors in behaviour management.

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 Core Values



Our policy 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.



The School Rules

The 4 R's:

- Ready
- Respectful
- Responsible
- Resilient

Roles and Responsibilities: a partnership approach

Every member of the Bursley Academy community has a role to play in ensuring the highest standards of behaviour and high-quality relationships across the school. We believe that everyone has a part to play in supporting a culture that ensures all our pupils develop their confidence, social skills, and social responsibility to create that positive social environment needed for pupils to achieve the highest standards.

All School Adults:

- Have a responsibility for supporting the behaviour of all children in all parts of school life.
- Have high expectations of the achievement of all children.
- Only accept the best of and from pupils
- Believe that all pupils can learn.
- Exhibit positive attitudes towards all children.
- Use of a wide range of instructional strategies
- Offer appropriate choices.

Parents:

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.

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 or safety.

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.

Governors:

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

Pupil Voice:

The School Council meets regularly. The School Council consists of children from Year 1-Year 6. School Council members wear special badges that identify them throughout the school.

As part of their duties the School Council discuss rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. 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.

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

- Prefects
- School Council
- Eco-council



- Play leaders
- Librarians
- House Captains

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

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.
- Classrooms and resources are well organised.
- Classrooms are tidy, promote independence and reduce unnecessary movement around the classroom.
- Routines within the class are consistent, children are made aware of changes.
- Directions and instructions are always clear.
- Seating and groupings are carefully considered to promote a positive learning environment and the individual needs of pupils.
- 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.
- The curriculum is adapted to ensure all children are included.
- Class teachers carefully plan for additional adults to ensure appropriate intervention and support.

Our Expectations of behaviour:

Children at Bursley Academy understand that the 'School Rules' apply throughout the day and in all areas of the school. Therefore, behaviour should be of an exemplary standard whether the children are in the classroom, moving around the school, in the dinner hall, at breaktime and lunchtime, during educational visits and events and in after-school clubs.


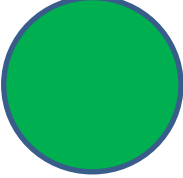
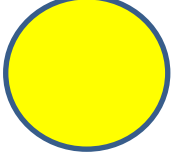
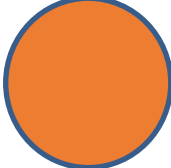
All children are expected to ensure that they: look after people physically, care for people's emotions, be the best they can be at their work, respect things, respect people by listening to them, and be honest.

For any child breaking one for these rules or for low level disruption, the child needs to be told which part of their behaviour is not acceptable, so they clearly understand what they need to change in class to ensure they are able to learn. If their behaviour does not change after this verbal warning, then the following system is applied by the class teacher.



The Behaviour System:

Each class will have the following displayed:

	<p>Children can be placed on the star if they have behaved in a manner that is above and beyond the expected standard.</p> <p>A second star may be achieved if you feel the child has done something exceptional, not just positive classroom behaviour but something you consider well beyond the norm.</p> <p>This should be something to aim for and not something which is given out on a regular basis.</p> <p>When children achieve this, they will receive a reward card to take home.</p>
	<p>Green: This is where all children start each day.</p> <p>All children should aim for a "Green Day."</p>
	<p>If a child behaves inappropriately, the behaviour is discussed, and it is explained what they have done, and they are moved to yellow.</p> <p>If they change their behaviour, they can quickly move back to green.</p> <p>This acts as their one visual warning to change their behaviour.</p>
	<p>Orange: If the pupil does not change their behaviour and the child continues to behave inappropriately then they are moved to orange and may be removed from the classroom.</p>



Rewards:

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 school 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.

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 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 Academy 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.

Forms of rewards used in school:

- Positive praise both verbally and written.
- Stickers
- House points
- Achievement certificates are rewarded weekly in celebration assembly

House Teams

All children are placed in a house. There are four different houses:



The children receive House Points in class for good work or positive behavioural actions/choices. These points are provided as tokens, these tokens are then placed in the class individual team point tubes and the children record their token on the class house point sheet. The class teacher will record everyone's house points for the week on scholar pack.

These Houses are to play a big part in school life as children earn points for their team and the winning team each week will receive a trophy in the celebration assembly, collected by the house captains and displayed on the house point display with the teams colours.

The winning team at the end of each half term receives **an extra playtime.**

Members of the winning team at the end of the year receive a winner's certificate and the team receive a reward inside of school (e.g., cinema session with popcorn).

Events within the school will be linked to house teams e.g., sports day and these days will be a chance to earn extra points for the teams.

Sanctions:

Sometimes behaviour falls below the expected standard and support to modify behaviour has not been effective. When this happens the orange system begins:

- If behaviour does not change after orange sanction, then the child is reminded of their choices and that they may be sent to work in another class.



- If their behaviour does not improve the child is taken to the Key Stage lead.
- If KS lead is not available, the class teacher may contact a member of the SLT.
- If a child must be removed from the classroom. - the class teacher must fill out an incident form on Scholar pack.
- If a senior leader needs to then speak to the child about their behaviour this can be done at playtime or dinner time and the Senior leader can use the Incident report to inform them of the situation.
- Parents are informed of all orange sanctions which have resulted in the completion of an incident report on Scholar Pack through the short behaviour slip (completed by the class teacher)
- Scholar Pack will be monitored to identify any children with repeated in class behaviour issues.
- Tracking of orange sanctions will highlight any children with issues which need to be addressed and will also allow the school to evidence the number of low levels incidents occurring in the classrooms.
- Incident report logs on Scholar pack provide the information needed for senior leaders to support the class teacher as needed and provide a written record of incidents which can support any requests for support from external agencies.
- Children who are persistent offenders will be put onto an individual behaviour system/Book.
- If a child receives three Short Behaviour Slips parents are called in to discuss their child's behaviours with the class teacher, this can be done either through a phone call or as a face-to-face meeting.

Serious incidents/Behaviours

For behaviours which are more than low level issues in classroom, each incident will need to be investigated fully and only after this investigation can the behaviour be dealt with.

Sanctions

Sanctions, 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.

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

Sanctions may be applied for the following behaviours:

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 manner 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 were ignoring leads to the severe disruption of learning.

Response to serious incident/behaviour:

- Relevant member of staff must fully investigate the incident with all children involved – including taking notes of the investigation.
- Relevant member of staff will escalate the incident to a member of SLT if required.
- The relevant member of staff shares findings and provides an explanation to all children in an age-appropriate manner of how the incident has been dealt with
- All conduct is to be logged on Scholar Pack
- Parents are to be informed via a telephone call by the end of the school day – a face-to-face meeting may be required.
- If the incident is considered Homophobic/Racist/Bullying, the incident will be recorded in the appropriate antibullying file in line with the anti-bullying protocols. All incident incurring homophobic/racist abuse will be recorded on the language logs to identify repeat offenders.

Possible sanctions for serious behaviour:

- Educated outside of the normal classroom for one day.
- Educated outside of the normal classroom for more than one day.
- Suspended from school for one day.
- Suspended from school for more than one day.
- Permanently excluded.

Scholar Pack documentation:

• All house points are recorded
• Any orange sanctions must be logged, both level 1 and level 2
• Record any short letters sent home
• Record any Full letters sent Home



- Record significant parent contacts so record of contact is clear either in relation to incidents or other necessary contact e.g. informing of incidents, parents queries or complaints etc...
- Log detentions – this is vital so staff are aware of who is in the room
- In standards log any uniform infringements – this can include PE kit
- Incidents – fill in for all investigated issues or level 2 oranges – this is vital for relevant information and tracking of concerns
- Exclusions – this will be done by the office

Overview	
Housepoints	4
Oranges	0
Short Letter Home	0
Full Letter Home	0
Parent Contact	0
Detentions	0
Standards	0
Incidents	0
Exclusions	0
Historical	

Strategies to support consistency for all staff:

- All staff must be consistent with the way they deal with behaviour.
- Treat all children fairly and with respect.
- Aim to anticipate problems before they happen or de-escalate problems in the early stages.
- Always insist on politeness and manners.
- Insist on a quiet orderly manner when moving around the school.
- Use non-verbal communication to discreetly deal with inappropriate behaviour.
- Use assertive language ie. 'I need you to...'; 'It's time to...'; 'When you've...then you may....'
- Be positive rather than negative wherever possible. E.g., 'I need you to play outside please.' Rather than 'don't play in the hall'.
- Divert a child into a different activity which occupies him/her rather than having to punish.
- Ensure that our teaching encourages children to engage in safe, responsible, co-operative behaviour and that we regularly praise children showing good behaviour.
- Shouting should not be used as a way of communicating as it is counterproductive. It can be used occasionally as a way of making a point but never as a usual way of addressing anyone.
- Let children know that they still have some control over a situation by giving them the opportunity to modify their behaviour e.g. 'It's your choice – if you continue to then you will move to the yellow/orange.'

Playtime and Lunchtime

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.

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.



Children who 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 Key Stage leaders or, a member of the Senior Leadership Team.

Equality

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 school 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.

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.

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.

Monitoring the implementation of the Behaviour Management Policy

Behaviour Management will be monitored 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 with all relevant staff.

The SENCO will focus on behaviour management as part of their regular monitoring of classroom management. Consultation will take place regularly between the Midday Meals Supervisor, and the Deputy Headteachers to discuss any concerns.

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

Concluding Statement

At Bursley Academy we implement our behaviour policy 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.



Bursley Academy Behaviour Policy

Related Policies:

Anti-bullying policy
Equal Opportunities Policy
Safeguarding/Child Protection
Teaching and Learning Policy