



<b>BURTON SALMON COMMUNITY PRIMARY SCHOOL</b>
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<b>BEHAVIOUR, DISCIPLINE &amp; REWARDS POLICY</b>
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<p><b>Mission statement</b> <i>One family, branching out together</i></p>
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Signed:			
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Links to Other Policies	
Home School Agreement	
Anti-Bullying Policy	



## BEHAVIOUR, DISCIPLINE AND REWARDS POLICY

**‘One family, branching out together.’**

### Rationale

Our school is committed to creating an environment in which exemplary behaviour is at the core of our relationships with others. The primary aim of this behaviour policy is a means of promoting good relationships, where **respect, friendship and trust** underpin our relationships, supporting everyone to learn in a safe environment. This school behaviour policy is therefore designed to support the way in which all members of the school can live and work together, where everyone feels **happy, safe and secure**.

Our behaviour policy underpins every aspect of the school community’s life and work, including the curriculum. Promotion of good pupil behaviour enhances the self-esteem of everyone in school and a clear framework is effective in ensuring this.

### Aims

Our Behaviour Policy aims to:

- Maintain positive relationships in school to enhance pupils’ learning, supporting them to **flourish** and reach their potential.
- Reward good behaviour to promote our school ethos of **kindness, friendship and forgiveness**.
- Work in partnership with pupils, parents and the school staff to maintain appropriate standards of behaviour, treating them **fairly and consistently**.
- Develop relationships based on **respect, generosity, integrity and trust** between all members of the school community, including parents and members of the Governing Body.
- Develop in the pupils a sense of **self-discipline, to become open-minded, responsible** and increasingly **independent** members of the school community.
- Support pupils who may have behavioural difficulties.
- Promote an environment where everyone feels **happy, safe and secure**.

### School Rules

Our school rules are developed in discussion with staff and pupils and set out our expectations of pupils’ behaviour throughout the school.

**Respect:** We listen to all adults and respond the first time. We always treat others politely and property is shown **care** and **respect**.

**Perseverance:** We always do our best but we know that sometimes life can be hard. We talk about how we feel and when we ask for **help**, it is given.

**Joy:** We have a positive attitude and **work together** to experience the **joy** of learning.

**Friendship:** We look after one another; we show **care**, we use **kind words** and we **forgive**.

**Trust:** We look after our school environment. We move around school **safely** and quietly. We talk open and **honestly**.

**Service:** We work as a **team** to make a difference to others.

It is a fundamental aim of Burton Salmon Community Primary School that every member of the school community feels **equal, valued, respected and is treated fairly**. We are a caring community, whose values are built on mutual **trust and respect** for all. The school’s behaviour policy is therefore designed

to support the way in which all members of the school can work together in a **supportive** way. It aims to promote an environment in which everyone feels **happy, safe and secure**.

Our school has a number of expectations, but Burton Salmon's behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting **positive, harmonious** relationships, so that we can **work together** with the common purpose of **helping** everyone to learn. This policy supports the school community to **work together** in a **respectful** and considerate way. This allows for our pupils to grow in a **safe, trusting and secure** environment, and to become **positive, responsible** and increasingly **independent** members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of **kindness, friendship and partnership**. This policy is designed to encourage good behaviour, rather than merely deter negative behavioural choices.

## **Approach**

At the start of each academic year, pupils in each class create their own class contracts. These behaviour charters allow the pupils to discuss and describe the behaviours they see as key within their classrooms - consequently giving them ownership of positive behaviours for learning. Once agreed, each pupil and member of staff within that class sign the contract. Behaviour contracts help pupils become more accountable for their actions within the classroom; additionally, they create a common goal and baseline of expectation to refer to and remind ourselves of.

Pupils will be taught correct behaviour through day-to-day interaction, assemblies, circle time and PSHE lessons. Most of all, they will learn by the example set by every adult in the school, treating the pupils and each other with courtesy and respect. Adults will be expected to demonstrate and maintain the highest standards of behaviour including quality relationships with pupils. Above all, the school will be seen to be consistent in the implementation of the policy; for example, the same rewards and sanctions are used by all adults in the school.

The Home School Agreement is sent to parents when their child joins our school and at the beginning of each year. Parents are asked to sign the Home School Agreement each autumn term. This explains the joint commitment of parent and teacher to work together to maintain good pupil behaviour.

## **Rewards**

House points are used by all staff, including visiting teachers and volunteers, as a reward for good behaviour. This approach reinforces our aim that we work in **partnership** with one another. The pupils are divided into houses across the school (Red Delicious, Honeycrisp and Golden Delicious). Each time a 'house point' is awarded, a token is given to the pupil by the adult and they place it in the 'token' collection tube. The 'tokens' are counted at the end of each half term and the house with the most 'house points' are awarded 30 minutes extra curriculum enrichment time once a half term that is tailored to the individual needs and interests of the pupils.

Celebrations of good learning or behaviour are shared face-to-face, over the phone and are also sent to families via the home/school communication app 'Marvellous Me'. Copies of good learning are sent home to parents.

Pupils who excel in their behaviour and learning are encouraged to show the Head of School their work in order to receive formal recognition and praise.

Verbal praise and stickers are used to give positive recognition and encouragement for good, thoughtful behaviour and special certificates are given to pupils in our 'Celebration Assembly' every Friday in recognition of good learning and/or behaviour observed within school.

Parents are invited into school one a term to join our 'Celebration Assembly' which allows the pupils to share their work and achievements with members of the community, including extra-curricular accomplishments. During Celebration Assembly, we place a key emphasis upon our behaviour aims, identifying pupils and community members who have modelled these values, taking time to hand out certificates and praise, to celebrate their behaviours.

There are further opportunities provided to pupils to learn to value others and develop positive self-esteem through Assemblies, RE and PSHE/Citizenship.

## Sanctions

We believe that our pupils need to understand that our behaviour rules are there to create a **happy, safe and secure** environment. It is important to develop a pupils' sense of **independence** and **responsibility** and to equip them with the skills and knowledge to make the right choices. However, we appreciate that pupils will make the wrong choice as they grow and learn and there are sanctions in place when this happens.

Unacceptable behaviours include:

- Physical violence
- Disruptive behaviour (that prevents others from learning)
- Sexual harassment and peer on peer abuse
- Discrimination of any kind e.g. racial, gender, religion etc... including HBT (homophobic, biphobic and transphobic) bullying and language
- Deliberate disobedience, including theft and lying
- Threatening or aggressive behaviour, including bullying and cyber-bullying
- Disregard for the school environment & property
- Rudeness, including inappropriate language.

As with recognising positive behaviour, it is vitally important that we deal with any unacceptable behaviour in an agreed and consistent way. When dealing with unacceptable behaviour, we acknowledge that the response will depend on the severity of the incident. Most problems are dealt with immediately, with the pupil being reminded about our expectations and the agreed code of conduct. We will always explain why the behaviour is unacceptable and give the child an opportunity to respond and be listened to. Staff advise lunchtime supervisors about any key issues regarding individual pupils prior to lunch break.

We follow the process below when pupils are not behaving appropriately:

Classroom	Playtime/Lunchtime
Verbal warning	Verbal warning
Formal warning from class teacher	Formal warning from class teacher
Sanction	Sanction
Referral to Head of School	Referral to Head of School
When appropriate, involvement of parents	When appropriate, involvement of parents

## Restorative practice

To support pupils to reflect upon their behaviour, we operate a restorative practice approach in school. This encourages the pupils to find their voice, reflect **truthfully** upon their actions and consider the impact of their behaviour. The adult speaks to the person displaying challenging behaviour first. This approach is only used with pupils who are able to cognitively access the questions and **reflect** appropriately. This can be followed up by using the reflection sheets. Following adult guidance, pupils are supported to rebuild their **friendship**, allowing opportunities for **forgiveness**. The outcome

evidences changed behaviours, where our children feel **happy, safe and secure**, with all pupils given a **fair and equal** opportunity to be heard.

### Restorative Questions 1

Challenging Behaviour/Responding to
What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think needs to happen next?

### Restorative Questions 2

Those Harmed/ Responding to
What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?

## Restrictive Physical Intervention

For the vast majority of the time, pupils at Burton Salmon behave well. However, in order to fulfil our duty of care to all pupils and to prevent harm and maintain a **safe/secure** learning environment, as a last resort, staff may need to restrain a pupil for his/her own safety and the safety of those around them.

Staff have been trained in de-escalation techniques and will always explore all strategies before using restrictive physical intervention. Restraint will only be used in strict accordance with the legislative framework (Powers of members of staff to use force, Education and Inspections Act 2006) to protect the child and those around them.

### Power of members of staff to use force

- (1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—
- (a) committing any offence,
  - (b) causing personal injury to, or damage to the property of, any person (including the pupil themselves) or
  - (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- (2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.
- All incidents will be recorded on CPOMS and reviewed in line with DFE guidance.

## Recording behaviour

We record behaviour incidents on CPOMS. Staff access the pupil page and write up the incident under 'conduct'. Parents are informed if a pattern of behaviour emerges; this open approach encourages open and **honest** conversations between the school and parents, allowing for effective **partnership** working to support the pupil further in school. The follow-ups occur within a week and are written up on CPOMS underneath the conduct section and governors are informed of behaviour incidents at each termly meeting. All staff are informed about significant behaviour follow up outcomes in order to support the pupil effectively.

## Referral to Head of School

If an incident is considered a serious breach of the school rules, the head of school will be involved immediately.

The school has a zero-tolerance policy with regards to bullying. Any behaviour that is deemed unacceptable will be dealt with by the class teacher. Appropriate action will ensue that will reflect the nature and severity of the incident. Serious incidents will be recorded on CPOMS. Pupils will complete a reflective sheet to reflect on their behaviour. Following this, we ensure that we work with the pupils and adults to ensure that a suitable resolution is attained. This may involve in school sanctions. This is then shared with parents.

Parents are contacted if their child's behaviour has been deemed to be wholly unacceptable to the standards at Burton Salmon Community Primary School.

If a pupil persistently displays behaviour that impacts negatively on the learning of other pupils, they will be placed on the Special Needs Register and an individual behaviour plan and/or safety plan will be used to set targets and strategies for improved behaviour. This is implemented in partnership with parents. North Yorkshire County Council Support Service will be approached to provide support where appropriate.

**If unacceptable behaviour continues, or if an incident were to be of an extremely serious nature, then exclusion will not be ruled out. The Executive Headteacher will be consulted at this point and is responsible for the decision to exclude. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

#### **Fixed-term suspensions and permanent exclusions**

- **Fixed-Term Suspensions (FTS)** will be for a fixed number of school days. An individual fixed period suspension should be for the shortest time necessary, bearing in mind that suspensions of more than a day or two make it more difficult for the pupil to reintegrate back into the school afterwards. They must not exceed 45 school days in an academic year as either a single suspension or a number of shorter suspensions added together.

If a pupil receives more than 15 days of fixed-term suspension in a term, governors must meet to review the suspension. A school can suspend a pupil for lunchtimes but the school should make efforts to resolve any difficulties before using an suspension. In exceptional cases, a further fixed-term suspension or a permanent exclusion can be issued to follow the initial FTS. If this happens, the headteacher must write to the parent/carer to give reasons for the change.

- **Permanent Exclusions (PEX)** are issued when the headteacher believes a pupil should never return to the school because they have seriously or persistently breached the school's behaviour policy and that allowing them to remain in school would seriously harm their education or welfare (or that of others in the school).

This type of exclusion must be reviewed at a meeting by a panel of governors. The pupil and parent/carer will have the opportunity to put their case at the meeting, can be represented by someone who can speak on their behalf and can be supported by a friend, if they wish. If governors agree with the Headteacher's decision to permanently exclude the pupil, pupil and parent/carer have a legal right to a further opportunity to challenge this decision via an Independent Review.

If the Executive Headteacher excludes a pupil, the parent/carer is informed immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to the parent/carer that they can, if they wish, appeal against the decision to the governing body. The school informs the parent/carer how to make any such appeal.

The Executive Headteacher, in partnership with the governing body, informs the LEA about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

Following exclusion for physical assault a risk assessment must be drawn up by the Executive Headteacher in partnership with the governing body and agreed by the parent/carer prior to re-admission.

The governing body has an appeals committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parent and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Executive Headteacher must comply with this ruling.

### **The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a **responsible** manner during lesson time.

The class teachers have high expectations of the pupils in terms of behaviour, and they strive to ensure that all pupils work to the best of their ability, **persevering** through challenges.

The class teacher treats each pupil fairly and enforces the classroom code consistently. The teacher treats all pupils in their class with **respect and understanding**.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, for example, discuss the needs of a pupil with the education social worker or LA behaviour support service.

The class teacher reports to parents about the progress of each pupil in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil. Where a pattern of persistent poor behaviour is observed, the class teacher will contact the pupil's parent and, if appropriate, discuss with the SENDCO. An Individual behaviour plan and/or safety plan may be used to set targets and strategies for improved behaviour.

### **The role of the Executive Headteacher - supported by the Head of School**

It is the responsibility of the Executive Headteacher, to implement the school Behaviour Policy **fairly** and consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive Headteacher to ensure the **health, safety and welfare** of all pupils in the school.

The Executive Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Executive Headteacher keeps records of all reported serious incidents of misbehaviour.

The Executive Headteacher has the responsibility for giving fixed-term suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a pupil. Both these actions are only taken after the school governors have been notified.

## The role of parents/carers

The school works in **partnership** with parents, so pupils receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home School Agreement. We try to build a supportive and **trusting** relationship between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher then the Head of School. If the concern remains, they should contact the Executive Headteacher and/or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented using the school Complaints Policy.

Parents should support teachers in the application of this policy, being aware that judgements on achievements or behaviour are often a subjective decision of every individual staff member. **They should also be aware that, due to GDPR, they will not be told the sanction outcomes for other pupils, even if their child was a victim of unacceptable behaviour. They will be told whether the school Behaviour Policy was followed.**

## The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher in carrying out these guidelines.

The Head of School has the day-to-day authority to implement the school Behaviour and Discipline policy, but governors may give advice to the Executive Headteacher about particular disciplinary issues. The Executive Headteacher must take this into account when making decisions about matters of behaviour.

## Related policies

This policy links with the following documents:

Code of Conduct  
Home School Agreement  
Behaviour Reflection Sheet

This policy links with the following other policies:

Special Educational Needs  
Single Equality Scheme  
Attendance  
Anti-Bullying  
Complaints policy





## APPENDIX



### Burton Salmon Behaviour Reflection Sheet

Name:

Date:

What happened?

Why do you think it happened?

What can you do to make sure it doesn't happen again?