



Burton Green Church of England Primary School

Behaviour Policy

Aims and Guiding Principles of our School

We will provide a caring, Christian ethos in a safe and engaging learning environment in which adults and children flourish academically and socially. We will help our pupils to be respectful and rounded individuals: independent, confident, tolerant, happy, healthy, resilient and compassionate members of their communities and prepared for the future.

We want our children to feel valued for who they are.

At Burton Green we aim to:

- provide a caring Christian ethos which promotes tolerance and the significance of faith, culture and community.
- maintain a happy and stimulating environment in which children feel safe and secure to grow in all aspects of their learning and to be proud of their achievements.
- give children opportunities to develop independence and the responsible attitudes that will enable them to become active, well behaved and caring citizens of the community.
- use resources available to provide the best possible educational opportunities for our children and ensure that every child has the support to develop and reach for the highest possible standards.
- provide a well taught curriculum with exciting and varied experiences within and outside school allowing the children to grow in confidence and develop the skills of learning.
- work in partnership with parents, local community, the Church, schools and agencies to ensure the best possible provision for our children.
- give our children a sense of pride about being a member of Burton Green Primary School.

School Rules

Our school rules are written as our Code of Conduct (Appendix 1). This Code was drawn up in partnership with our children and is written in a positive manner. Our children have also written a set of guides for good manners (Appendix 2). There is also a guide for behaviour expectations in different parts of the school (Appendix 3).

We will:

- be polite and well mannered to adults and each other
- show respect for others and value them as individuals
- listen carefully in lessons and not distract others
- walk around school in a considerate manner
- care for the school and keep all areas tidy
- play fairly and resolve disagreements calmly
- forgive other people
- keep our belongings tidy and respect other people's property
- smile and be positive!

and so.....

- We do as we are asked the first time. We don't hurt anyone with our actions or words. We are always in the right place at the right time doing the right thing.
- We try hard with every piece of work – we concentrate on it without distracting other people, we work neatly.
- We never take or damage anything that does not belong to us.
- We always say please and thank you.
- We give everyone a chance to speak by taking turns and we will not interrupt.
- We will listen to what our teacher says the first time and ask for help if we don't understand.
- We will be good friends by including others in our games.
- We will not fight or hurt anyone.
- If there is a problem we will talk about it and if we can't solve it we will ask an adult for help.
- We will use everyone's proper name and never call anyone by an abusive or upsetting word
- We will never make anyone feel left out.

Creating a Positive Community Ethos

We believe that the quality of relationships in our school is our biggest strength and the most powerful tool in behaviour management. Classrooms should always be calm, positive, secure places in which children feel valued and safe. Class rules are negotiated at the start of each year based on our school rules and displayed clearly in each classroom. These focus on how children should behave rather than how they should not.

Class rituals are essential in creating a sense of security – for example – a quiet time during registration and after lunch, regular circle time, lining up. It is also essential that teachers and staff are positive role models and are seen to follow the same guidelines as expected from the children.

Incentives: to raise self esteem, reward good behaviour which meets our school rules and reward excellent work.

Class Rewards

One of our most important values is working together. We reward children for working together as a class through the use of the school merit system.

General Rewards and Sanctions

Another important part of our school ethos is that each day is a fresh start.

Staff will nominate the following:

Pride and Respect Awards – Teachers will give awards for behaviour or good work. These are shared with the school in our Celebration Assembly. There will also be children nominated in the lunchtime Golden Book.

Head teacher Awards: at times, individual children will do so well that an immediate special award is needed for good or outstanding work or behaviour. The head teacher will log these awards. These head teacher points will be cumulative throughout the children's time at Burton Green and at the end of each term prizes will be awarded (Appendix 4).

A pupil of the term will be nominated for achievement and effort in Literacy, Mathematics, PE, Science and for other values accordingly. These may include: determination and effort.

Rewards and Sanctions – A Consistent Approach (Appendix 5)

Children will begin each day in the 'Green Zone'. If they remain in that zone for the day they will be praised. If their behaviour is above expected levels they will move to the Silver Zone or the Gold Zone and receive the appropriate awards.

If a child's behaviour is not to expected levels they will fall into the Yellow or Red Zones and the appropriate action will be taken.

Our behaviour approach is supportive and positive. Children will move into different Zones, according to their behaviour, throughout the day. Nevertheless, in certain circumstances more accelerated action will be required.

Specific Undesirable Behaviours (See Appendix 6):

Straight to Red Level – to be recorded on serious incident (Appendix 7) form and kept by the Head teacher:

- Violence/intent to harm seriously
- Bullying (see anti-bullying policy)
- Racism
- Vandalism
- Inappropriate language (with respect of individual diagnosis and conditions)
- Blatant refusal to do as requested by an adult
- Inappropriate sexual behaviour (see Child Protection Policy)

Please note that serious incident forms be submitted with a self-review sheet (Appendix 8).

Persistent and Serious Misbehaviour

When a child causes serious and persistent concern, the class teacher, support staff, parents and senior staff together with the SENCo/Head teacher and external agencies e.g. Educational Psychologist, if required, will meet to agree and implement supporting strategies, for example a specific behaviour plan. These will be written by the class teacher and SENCo in partnership and monitored on a half termly basis.

Suspension or fixed term exclusion may be used when the Head teacher and the School Leadership Team in partnership with the class teacher feel that a situation is sufficiently serious to warrant such a response. The Head teacher will inform the Chair of Governors of any exclusions.

The school will then work in partnership with parents/carers to agree a 'Return to School Strategy'. Permanent exclusion will only be considered in extreme circumstances and would be in line with statutory procedures.

Mentoring

We recognise that children can behave in ways that are challenging and disruptive for many reasons and we place a high value on the support of working with children who have emotional and behavioural issues. Children are referred to the Head teacher by their class teacher (although parents may also request a referral in discussion with the teacher). The Head teacher will ensure specific interventions are planned with clear achievable targets that children have to reach within a time framework. The creation of an Individual Behaviour Plan will be an important part of any intervention work with children and parents. Interventions will then be reviewed and further targets set or the process judged to be completed. Careful notes of all mentoring sessions are kept as a record.

Play time rules and routines

Any child who is observed breaking one of our school rules may lose playtime and be sent to the Reflection Zone. It is the responsibility of the member of staff on duty to inform the class teacher that this has happened. Staff should complete a behaviour report form which is then returned to the class teacher. This report should be kept on a file. If a child has more than one time out report form in a week, a senior staff member must be informed and a plan of action implemented.

Lunchtime rules and routines

Supervisors will complete a 'note for the teacher' (Appendix 10) if children show either very good behaviour or very poor behaviour at lunchtime. Children who show behaviours in the Red Zone will be sent to a senior member of staff. A senior member of staff will decide on the action to be taken. Nevertheless all children must be given the chance of 'reflection time' and be encouraged to complete a behaviour report form. As at playtime, if a child has more than one time out report form in a week, the senior staff must be informed and a plan of action implemented.

Supervisors must not discuss behaviour issues with other parents or anyone outside the school.

Parental Partnership

Our partnership with parents is highly valued and parents are encouraged to take an active role in the life of the school.

Teachers, parents, head teacher and children will sign a Home/School Agreement at the start of every academic year. This agreement covers behaviour expectations at Burton Green (Appendix 9).

Parents can always discuss a problem with their child's teacher, the appropriate Senior Staff and the Head teacher.

Staff will often see parents informally but it is recommended to make an appointment first to ensure time for adequate discussion. The Head teacher or senior staff should phone parents/carers to inform them of any serious behaviour incident.

Early parental involvement is essential if there is a problem of any sort.

Parents can be reassured that:

- they will be listened to and their opinions valued
- staff discussions about children are professional and are confidential
- if an incident has been dealt with in school by the staff it will have been done so fully and professionally
- unless a teacher is made aware of the facts they may not know a situation exists
- it is important to keep a sense of perspective
- under no circumstances must they take action against another child, either physically or verbally
- inappropriate sexual behaviour will be referred onto the agencies within the Child Protection services

Our Children Working in Partnership

Self esteem is critical to children's good behaviour. We develop self-esteem in an environment of mutual respect. The ethos of the school is developed through a well planned framework of Personal and Social Education and Religious Education. Circle Time is used as a tool to promote positive attitudes and a Christian set of morals.

Monitoring and Review of Policy

To be reviewed annually in the Spring Term by the Staff Team and Governing Body. The School Council will also have a specific role in the review process.

Remember: it is not a sign of weakness to seek help and advice from colleagues when dealing with behaviour and discipline issues. It indicates you have recognised a problem that requires you to resolve it professionally. Nevertheless, if advice and guidance is not implemented to resolve behaviour issues then this will be considered in annual Performance Management reviews.

Expectations for teaching staff in terms of monitoring and managing behaviour are related to the professional standards for teachers. All teaching staff have specific duties relating to the standards and must demonstrate a good working relationship with parents and children in relation to behaviour standards within their own classroom and across the school. Teaching staff on Upper Pay Scale have increased responsibility for managing behaviour across the school and supporting colleagues in this task.

Written January 2012
Agreed by Staff:
Agreed by Governors:



Appendix 1

Burton Green Church of England Primary School

Code of Conduct

At Burton Green Church of England Primary School we believe that it is important to treat others as we would like to be treated.

We will work together to make our school a happy and welcoming place.

We understand that we all have the right to be treated well and have the responsibility to treat other people well.

We will:

- be polite and well mannered to adults and each other
- show respect for others and value them as individuals
- listen carefully in lessons and will not distract others
- walk around school in a considerate manner
- care for the school and keep all areas tidy
- play fairly and resolve disagreements calmly
- forgive other people
- keep our belongings tidy and respect other people's property
- smile and be positive



Appendix 2

Burton Green C of E Primary School

Our Pupil's Guide to Good Manners in School

I will:

- always smile at others
- look at others when they are talking to me
- sit nicely at the table/in the hall and in the classroom
- listen carefully to adults in school
- cover my mouth if I cough or sneeze
- offer help if someone needs it

I will think about the words I use in school and will say:

- "please" and "thank you"
- "excuse me" when someone is in my way
- "sorry" if I am in the wrong
- "pardon me" if my body makes noises

I will not:

- answer back
- shout out
- talk if I am eating
- pick my nose

These rules were devised by the children at Burton Green to ensure that the school is a welcoming and friendly place for every member of the school community.



Appendix 3

Behaviour Expectations in Different Locations - Guidance for Children

All staff are responsible to ensuring that children are aware of the behaviour expectations listed below:

Corridors and cloakrooms:

- walk quietly in corridors
- always be aware that people are working in classrooms
- hang your coat and bag on your named peg
- if you find any belongings on the floor pick them up
- P.E. kits must be hung in a bag on your peg

Dining Room:

- do not re-enter school unless you have permission to do so or you need to go to first aid
- line-up and wait until you are allowed to walk in
- walk into the dining room and stand quietly while queuing for lunch.
- remember other people are trying to eat!
- place your rubbish and left-over food in the bins provided
- when outside enjoy the rest of your playtime!

Wet lunch and play times:

- choose an activity from the range offered, find a space and sit down
- stay in your own classroom
- glue and scissors are not allowed
- tidy up at least 5 minutes before the end of lunch time

Playground:

- stay within the playground and ensure that adults know where you are
- line up sensibly and listen to adults
- play safely and fairly

Assembly:

- walk in single file in silence into assembly
- sit with your class and keep your hands and feet to yourself
- look at the person who is leading the assembly and show that you are listening well
- stand when you are asked to by your teacher or the person leading assembly
- walk in silence back to your classroom ready to work

Toilet Areas:

- use the toilets properly and wash your hands
- use the most appropriate toilet as directed by your teacher
- it is important that you ask your teacher before going to the toilet so that they know where you are



Appendix 4

Burton Green Primary School

Head teacher Awards

Developed from our initial discussion and consultation with the Governing Body the following reward system will be implemented from January 2012.

If a child reaches the Golden Zone for work or for behaviour the Head teacher will log it as a Head teacher point (not to be confused with the merit system used in school).

The following rewards will be offered (please note that these are cumulative across each child's time at Burton Green). Awards will be presented at the end of each term.

If the Head teacher is unavailable to record the points then it is the responsibility of the Senior Staff to ensure that points are recorded.

Mineral award based on the Mohs scale of mineral hardness.

Award	Head teacher Points	Prize at the End of the Term
Talc (hardness 1)	25	Pencils
Gypsum (hardness 2)	50	Erasers
Calcite (hardness 3)	75	Gel Pens
Fluorite (hardness 4)	100	Ruler
Apatite (hardness 5)	125	Colouring Pencils
Feldspar (hardness 6)	150	Sketch Book
Quartz (hardness 7)	175	Note Book
Topaz (hardness 8)	200	Maths Set
Corundum (hardness 9)	225	Pencil Case
Diamond (hardness 10)	250	Calculator

Appendix 5



Burton Green C of E Primary School – Rewards and Sanctions in School (A Consistent Approach)

Unacceptable Behaviour	Poor Behaviour	Acceptable Behaviour	Good Behaviour	Exceptional Behaviour
<p>After second warning if behaviour improves then children return to Yellow.</p> <p>If there is a third warning children move to another class/area with work set/loss of play/lunchtime. Incident form completed by teacher/child and retained as a log.</p> <p>Class teachers to inform parents if child has been in the red zone.</p> <p>If behaviour continues after the child is sent to another class then sent to the Head Teacher.</p> <p>Head or Senior Staff will decide on action if child sent to them. This may include a letter home and meeting with the parent. Behaviour contracts set. Head will monitor weekly Logs.</p>	<p>A calm and controlled verbal warning about behaviour/reflection time.</p> <p>Children are spoken about their behaviour and have a chance to prove themselves to return to the green zone.</p> <p>Children may need to use the Quiet Area for a few minutes to gather themselves together.</p> <p>Discussions with adults must concentrate on the effect the behaviour has on others.</p> <p>Children should be warned about which Code of Conduct rule they are breaking... think about behaviour and change it!</p>	<p>Verbal praise and stickers for children who remain in this zone.</p> <p>Adults to reinforce and notice the children in this zone and ensure they know why.</p> <p>Reiterate the Code of Conduct rules that they have followed.</p>	<p>Verbal praise and stickers continue and public praise given.</p> <p>Adults to reinforce and notice the children in this zone and ensure they know why.</p> <p>Reiterate the Code of Conduct rules that they have followed.</p> <p>A teacher certificate sent home with the child on the day.</p>	<p>Children in the Gold zone:</p> <p>Building up to a maximum of 20 min of Golden Time (educational activity) on Friday. Rest of the class follow a teacher-led activity.</p> <p>Class Teacher to inform parents about the exceptional behaviour.</p> <p>Sent to the Head Teacher to reinforce the praise and congratulations.</p> <p>Good Behaviour Certificates in following Friday's Assembly.</p>

Rewards/sanctions will be given according to the zone the children are at the end of the day. **All children need to be in the Green Zone at the beginning of each day.**

Children can move up or down the colours depending on their behaviour.

Head Teacher certificates for good work – Please send them to me!

I have a teacher certificate today because I have reached the 'Silver Zone' in the rewards system. I have followed the school Code of Conduct and I feel very proud of myself.



Appendix 6

Burton Green Primary School – Behaviour Descriptions

Reward/Sanction
Behaviours which mean that pupils will move to the Golden Zone:
Responding/Contributing, making great progress, engaging in all learning, good example to others, on task and concentrating and never unkind.
Behaviours which mean that pupils will move to the Silver Zone:
Kindness, encouraging others, challenging themselves, independence/initiative, manners, co-operation with others, thinks before speaking, organised, looking after property, helping others, observes the class rules, puts their hand up, good manners, honesty, gets on with their tasks and good sitting/listening/looking.
Children in the Green Zone show the following examples of behaviour:
Sensitivity/empathy, finishing work, good self-esteem, cleaning up after themselves, responding to instructions, changes behaviour after warning, thinks of others, shares, good sitting, good language, telling the truth, focused talking and knows the rules but forgets them sometimes.
Behaviours which pupils will move to the Yellow Zone:
Bad manners, low level noise, repeated bad behaviour, day dreaming, dominating children who want to be heard, work avoidance, lack of empathy, wandering around and distracting others, flicking, wasting resources, being silly/class joker, whistling, passing notes, in and out of the classroom at play/lunch, talking when teacher is talking, work avoidance (sharpening pencils), constantly talking and gossiping.
Behaviours which result in pupils being put straight into the Red Zone:
Swearing, rudeness, stealing, disrespect of property, crawling under tables (age related), defacing work, refusal, lying, physical aggression towards peers/adults, inappropriate sexual behaviour, throwing objects and persistent talking back to the adult.



Appendix 7

Burton Green C of E Primary School Behaviour Logging Sheet

Location and Time of the incident:

Before school	<input type="checkbox"/>	Playground	<input type="checkbox"/>
Assembly	<input type="checkbox"/>	Classroom	<input type="checkbox"/>
Lesson 1	<input type="checkbox"/>	Shared area	<input type="checkbox"/>
Playtime	<input type="checkbox"/>	Dining room	<input type="checkbox"/>
Lesson 2	<input type="checkbox"/>	Corridor	<input type="checkbox"/>
Lunchtime	<input type="checkbox"/>	Hall	<input type="checkbox"/>
Lesson 3	<input type="checkbox"/>	Library	<input type="checkbox"/>
Lesson 4/Story time	<input type="checkbox"/>	Office area	<input type="checkbox"/>
After school	<input type="checkbox"/>	Other	<input type="checkbox"/>
All day	<input type="checkbox"/>		<input type="checkbox"/>
Visit/other	<input type="checkbox"/>		<input type="checkbox"/>

Witnessed by:

Incident involved:

Theft	<input type="checkbox"/>	Being rude	<input type="checkbox"/>
Hurting others	<input type="checkbox"/>	Disobeying adults	<input type="checkbox"/>
Racial abuse	<input type="checkbox"/>	Being disruptive/disrupting learning	<input type="checkbox"/>
Swearing	<input type="checkbox"/>	Damaging property	<input type="checkbox"/>
Throwing stones	<input type="checkbox"/>	Other	<input type="checkbox"/>

Comments (please note what happened before, during and after the incident):

Reported to the following:

Parents	<input type="checkbox"/>	Deputy Head teacher	<input type="checkbox"/>
First Aider	<input type="checkbox"/>	Senior Supervisor	<input type="checkbox"/>
Senco	<input type="checkbox"/>	Class Teacher	<input type="checkbox"/>
Head teacher	<input type="checkbox"/>	Other	<input type="checkbox"/>

Action Taken:

Please send this Incident Form to the Head teacher or Senior Staff member and note the incident in your class behaviour book.



Appendix 8

Burton Green C of E Primary School Behaviour Self Review Sheet

Name:

Class:

Date:

This is what happened:	I didn't follow instructions
	I was disruptive
	I hurt someone
	I was disrespectful
	I damaged something

This is how it made me feel:	I don't know
	angry
	sad
	happy
	nothing

This is how I made other people feel:	I don't know
	angry
	sad
	happy
	nothing

This is what I should have done:	told a teacher
	walked away
	laughed
	nothing
	don't know

This is what I am going to do to make things better:	talk to someone
	sulk
	laugh
	say sorry
	nothing
	don't know

Signed by pupil:

Signed by teacher:

Signed by Head teacher/Senior Staff Member:

Appendix 9

Agreement for child – I will:

- come to school every day
- follow our Code of Conduct
- make myself, my family, my class and school proud
- be a good friend and treat everyone politely
- treat everyone the way I like to be treated by being kind, helpful, well mannered and considerate
- play nicely and not hurt anyone on purpose
- listen to all adults in the school and follow their instructions
- tell the truth
- look after the school and all the equipment in it
- make sure I have all the things I need when I come to school
- wear the school uniform and keep myself looking tidy
- do my homework and bring it back to school

If I am unhappy about things in school or at home I will see my teachers or Head Teacher.

Signed by:

Child

Parent/Carer

Class Teacher

Head Teacher
who will listen to children, parents and carers views to continually improve our school.



Burton Green C of E Primary School

Home and School Agreement

*Please return and sign this agreement to your child's teacher to copy.
The school will retain a copy and one will be returned to you.
This agreement will be reviewed with you annually.*

The school is committed to the highest standards in protecting and safeguarding children. Our school will support all children by promoting a caring, safe and positive environment. Our school will encourage self-esteem and self assertiveness and will effectively tackle bullying and harassment. We recognise that some children may be victims of neglect, physical, sexual or emotional abuse. If you have a concern that a child is being harmed, is at risk of harm, or if you receive a disclosure you must contact the following staff member as quickly as possible: Marcus Bridger. If this person is not available, please contact Lisa Salisbury.

Agreement for parents and carers – I/We will:

- make sure that my child attends school regularly
- make sure that my child arrives at school on time and is collected on time (if I am unable to collect my child on time I inform the school as soon as I can)
- inform the school as soon as possible of the reason for any absence or lateness
- make sure my child is appropriately dressed in the school uniform, appropriate footwear and the correct PE kit
- inform the school of problems or concerns that may affect my child's work or behaviour
- make sure essential medication is in date and that the school is informed of the child's requirements
- support and follow the school's policies and guidelines
- support the school in maintaining good behaviour and discipline
- avoid term time holidays
- trust the school to deal with incidents in school in a robust but fair manner



Agreement for teacher and the school – I/We will:

- will do everything possible to ensure the safety and happiness of every child
- provide a caring and Christian ethos within school and an understanding of other faiths and beliefs
- encourage children to value cultural diversity
- encourage every child to achieve their full potential
- treat each child as a valued member of the school community
- encourage everyone to develop a strong sense of responsibility and become a confident, independent citizen
- provide a broad and balanced curriculum fostering creative thinking
- provide a firm foundation in literacy and mathematics
- establish high standards in responsibility and behaviour
- contact parents/carers if there are concerns about their child's health, work or behaviour
- contact parents/carers if there are concerns about attendance or punctuality
- contact outside services to support parents and children
- inform the parents about learning for the term
- keep parents informed about school matters through regular communications e.g. letters, text, website, notices etc
- set and monitor homework tasks
- be open, professional and welcoming at all times and offer our parents the opportunity to become involved in school life whenever possible

Appendix 10

Lunchtime Supervisor's Note to the teacher

_____ has behaved very well today at lunchtime.

_____ has not behaved as expected at lunchtime.

I have found out that the following happened:

I have spoken to:

This matter is now resolved **or** this matter needs more investigation.

Date:

Supervisor:



Lunchtime Supervisor's Note to the teacher

_____ has behaved very well today at lunchtime.

_____ has not behaved as expected at lunchtime.

I have found out that the following happened:

I have spoken to:

This matter is now resolved **or** this matter needs more investigation.

Date:

Supervisor:



Lunchtime Supervisor's Note to the teacher

_____ has behaved very well today at lunchtime.

_____ has not behaved as expected at lunchtime.

I have found out that the following happened:

I have spoken to:

This matter is now resolved **or** this matter needs more investigation.

Date:

Supervisor:



Lunchtime Supervisor's Note to the teacher

_____ has behaved very well today at lunchtime.

_____ has not behaved as expected at lunchtime.

I have found out that the following happened:

I have spoken to:

This matter is now resolved **or** this matter needs more investigation.

Date:

Supervisor:

