



## **Burnside Primary School**

### **Behaviour Policy**

#### Introduction

At Burnside Primary School we believe that establishing and consistently implementing a whole school behaviour policy is an essential part of securing the orderly atmosphere necessary for effective teaching and learning to take place. This policy was developed in conjunction with the whole school community; pupils, parents, staff and governors.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

#### Key Objectives

Burnside Primary School believes that good behaviour is best developed through:

- A whole school approach which is conducive to effective teaching and learning
- Consistent and clear principles, rewards and sanctions
- Mutual respect
- The encouragement of self-respect and self-discipline
- An emphasis on the encouragement and reward of good behaviour
- The promotion of positive relationships

#### Roles and Responsibilities

##### **Staff**

All school staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMs and/ or in individual pupils' behaviour logs

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents are expected to:

- Support their child in adhering to the school rules and be supportive of school if/ when there have been issues with their child's behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## Pupils

Pupils are expected to:

- Show respect for staff and fellow pupils
- Follow the rules and be accepting of sanctions when they are applied

## School Rules

The school follows the golden rules which are displayed in every classroom and around the school on corridors etc. These rules are:



## Rewards and Sanctions

The school's behaviour code is displayed clearly in every classroom and around the school. It is shared with pupils at the start of the school year and also revisited during assemblies throughout the year. The behaviour code in each classroom has a copy of the names of pupils in that class which can be moved around to show which colour the child is on. At the end of each day, all children are moved back onto the green to start again the next day.

The behaviour code is:

Head Teacher's Award
Team points, class points and Golden Tickets
Ready to learn and behaving well
Warning
Time out
Loss of playtime
Golden Time not earned for the day
Removal from classroom
Sent to Head teacher
Phone call home
Exclusion

The children are rewarded with team points, class points (which lead to a class treat), stickers, golden tickets and a certificate in Golden Time assembly. Each child can earn 10 minutes of their Golden Time from Monday to Thursday with a final five minutes being awarded on Friday; making a total of 45 minutes of Golden Time to be enjoyed on Friday afternoon.

The range of sanctions listed above will be used in order when dealing with unacceptable behaviour. However there may be times when steps are omitted, depending on the severity of the behaviour. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. The school also reserves the right to stop children from attending school trips if their behaviour has not been acceptable in school. Parents will be informed in good time if this is to be the case and the child will remain at school working in an alternative class for the duration of the trip.

The parents of children who do not earn all of their golden time for the week will receive a text message on Friday informing them of this. The parent of any child who loses Golden Time 3 weeks in a row will be invited into school to discuss their child's behaviour and how it can be improved.

#### Behaviour Plans and Home School Agreements

If deemed appropriate, the school may use a personalised behaviour plan with individual children in order to help them improve their behaviour. This will be created in conjunction with the child. It will be shared and reviewed regularly with parents. If further support is required then a referral to the behaviour support service for Early Intervention may be made. The school's SENCO (special needs co-ordinator) will be involved in this.

#### Fixed Term Exclusion

Fixed Term Exclusion will be used when it is deemed appropriate by the school and in response to inappropriate behaviour of a severe nature. Examples of this include physical aggression against other pupils and/ or staff, fighting and deliberate defiance. In this instance, work will be sent home for the child to complete and a re-integration interview will take place with the child and their parents upon their return to school.

#### Legal Duties

We acknowledge our legal duties under the Equality Act (2010) and those in respect of Safeguarding and mental health. In recognition of this, some pupils may require a more sensitive and differentiated approach which will be co-ordinated by the school's SENCO and Senior Leadership Team (SLT) in conjunction with the class teacher.

#### **Team Teach**

Our school has several members of staff trained for 'Team Teach' which is the use of positive behavioural strategies designed to reduce anxiety, risk and restraint. Team Teach restraining techniques will only be used as a last resort when all other strategies such as distraction or diversion techniques have failed.

### *What is reasonable force?*

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
  
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **When reasonable force may be used**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 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 the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.
  
- **At Burnside Primary School we may use reasonable force to:**
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

### **We do not:**

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

At Burnside Primary School we will make reasonable adjustments for disabled children and children with SEN. "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Director)

**Telling parents/ guardians when physical ‘Team Teach’ techniques have been used with their child**

If physical ‘Team Teach’ techniques have been used with a child then it will be recorded in the specific Team Teach log and the child’s parents/ guardians will be informed. Ideally, parents/ guardians will be informed if it is felt that physical ‘Team Teach’ techniques may be used with their child to prepare them for this.

If a child complains when force is being used on them then this will be dealt with thoroughly and speedily following the school’s complaints procedures.

Date ratified by Governors: 8/5/2018

Date for review: 8/5/2020