

BURFORD SCHOOL



Burford School

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Behaviour Policy



Behaviour Policy

This policy was approved by the governing body in November 2009

This policy will be reviewed in November 2010

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1. BACKGROUND

Burford School provides a caring environment in which every child is encouraged to reach his / her full potential academically, socially and personally.

The Local Authority (LA) has agreed that the following principles will be adhered to within a Behaviour Policy.

1. Children/Young People will be listened to/respected and their views responded to at all levels of the behaviour policy including individual cases and whole policy/strategy development
2. Prevention and early intervention is key to supporting positive behaviour and will be promoted. We aim to create an emotionally literate community that recognises the fundamental impact of positive values and ethos in any setting on children and young people's learning and general well being
3. All cultures and diverse needs are recognised, understood and supported. Diversity will be respected and celebrated and inclusion actively promoted
4. Responsibilities and roles will be clearly defined for all those supporting children/young people in the area of Behaviour, Emotional and Social Difficulties. We aim to develop a clear, cohesive structure of support within the LA that will be communicated clearly to all stakeholders
5. Partnership working will be actively promoted with all key stakeholders, multi-agencies, parents, children/young people and the community
6. Continuing professional development in the area of personal and social development will be promoted within the LA. This will include processes to promote leadership, self-reflection and positive ethos building in all staff who work with children and young people
7. Safeguarding of children and young people will be actively promoted throughout this Behaviour Policy

To achieve these aims, this Policy has been developed and adopted by the staff and Governing Body of Burford School. Staff, By following the Policy, the Staff and Governors will ensure that:-

1. All children are encouraged to behave well
2. The school has a Code of Conduct which is known by children and staff and discussed regularly
3. A system of rewards and sanctions exists and those sanctions relate to defensible principles and are applied with flexibility and discrimination. Sanctions take [account](#)

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of LA and Department of Children, Schools and Families (DCSF) circulars
The overall aim of this policy is to help sustain a positive climate for the whole school. Such a climate is based on a quiet yet firm insistence on high standards of behaviour at all times and draws its strength from community of purpose, consistent practice and constant vigilance.

2. ENCOURAGING GOOD BEHAVIOUR

2.1 Code of Conduct

There is one basic rule for everyone in school to remember:

We will always try to show respect to each other by being kind and thoughtful.

This can be translated into a simple code devised by the children for everyone in the school:

1. Support each other
2. Always try your best.
3. Be responsible for your own actions.
4. Respect others and respect yourself.
5. Remember no one can do everything but everyone can do something

This Code of conduct is displayed throughout the school and should also be displayed in each classroom.

The climate of the school is affected by all its activities. It is the aim of all teachers to provide a well-planned curriculum where there is a high quality of teaching and learning. Apart from being intellectually challenged, children should have opportunities for taking initiatives and for accepting some responsibility for their progress.

Parents and teachers have a joint responsibility for fostering in our pupils a positive attitude towards school. Through good models of adult behaviour and attitudes there is constant encouragement for children to develop self-esteem, self-discipline and high standards.

It is important that the boundaries of acceptable behaviour and the consequences of overstepping them - are known and understood by the children, parents and staff of the school.

To encourage good behaviour, there should be a range of rewards and privileges, with emphasis on well-merited praise. However, in school, as in any society, sanctions have to

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be used from time to time. Any sanctions should relate to defensible principles and should be applied with flexibility and discrimination.

Normally, during class activities the individual teacher will be responsible for the supervision of children and within this role the member of staff will identify when praise or sanction is appropriate.

Where members of staff feel unable, for whatever reason, to deal with a particular incident or individual they should call upon the help and support of the management structure. Where a serious incident occurs or a child behaves badly persistently, it will be the responsibility of the headteacher to inform the child's parents of the situation and to invite them to school to discuss possible solutions.

3. Rewards

Rewards, or positive consequences, are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behaviour or regular attendance are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning. Rewards contribute to the overall policy on behaviour and attendance because they:

- help to build and maintain positive relationships between staff and pupils and between all pupils;
- make the school experience more enjoyable for pupils and all staff;
- encourage pupils to repeat the desirable behaviours that earned the rewards;
- contribute to pupils' self-esteem and confidence in the system.

Pupil, class or year group achievement in good attendance or behaviour will be recognised through:

- praise from the teacher and/or headteacher
- mentions in assembly
- awarding stickers, certificates or prizes

Rewards are graduated and specific to each class. The rewards should be explained to the children by the classteacher at the beginning of each school year.

4. Managing Challenging Behaviour

Behaviour that is contrary to the Code of Conduct, can be described as challenging. In particular we expect everyone in Burford School to:

1. show respect to all others within the school community
2. be tolerant and thoughtful towards others
3. behave kindly towards others
4. respect other peoples' belongings
5. complete work to the best of their ability

In the first instance, the teacher or adult will ignore unwanted behaviour, highlighting and praising positive behaviour. If this strategy is not effective then a graduated approach of sanctions detailed in Appendix 1 will be implemented. Expectations of behaviour around the school and during playtimes are detailed in Appendices 2 & 3 respectively.

Sanctions

'Schools need a scale of sanctions for misbehaviour and lateness and alerts or warnings for poor attendance. Effective sanctions are designed to promote positive behaviour and attendance rather than punish miscreants. They are most useful when seen by everyone as a deterrent.'

Advice on whole school behaviour and attendance policy (DCSF 0628-2003)

Children should NOT be sent out of the classroom unless it is a last resort and all other stages have been addressed. If a child's behaviour is a danger to the other children in the class or themselves, then the first four steps can be leapfrogged and the child should be taken to an agreed quiet area in the school. No child should be sent to stand outside the Headteacher's room and no child should be made to face the wall.

Sanctions that are humiliating or degrading will not be used.

To gain long-term change, some pupils may need extra support to help them think through their actions and the consequences of them, as well as develop the skills for achieving the desired behaviour. In these cases, the children in question will have a separate behaviour management programme as detailed on a provision map.

Sanctions are more likely to change pupils' behaviour or attendance when, in their application, they address poor behaviour and attendance without condemning the person and encourage pupils to take responsibility for their actions.

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The adult should always ensure they give the child the positive reinforcement of what they should be doing rather than stating what they shouldn't do i.e. 'Remember to walk smartly' as opposed to 'don't run'.

Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances including the child's age, and within a context of positive reinforcement of good behaviour.

Throughout the school, there is an agreed graduated approach towards behaviour management. This approach should be clearly explained to the children by the classteachers at the beginning of each school year.

If the sanctions (2) onwards as in Appendix 1 are used, the reasons why should be explained to the child. The child should then be asked to verbalise this in their own words so they understand. As above, the positive should then be reinforced as to what they should do. 'Be good' is not acceptable, children need to know what 'being good' means and what it looks like.

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APPENDIX 1

The Graduated Approach In the classroom and Assembly Hall:

1. Verbal warning given: Positive reinforcement should be given at this stage to remind child of what behaviour is expected.
2. If behaviour continues, move child to another place in the class/assembly hall.
3. If behaviour continues or child continues to be disruptive, miss 2-5 minutes (time age appropriate: Rec, KS1 & Y3: 2 mins, Y4-6: 5 mins) play time/held back at end of day (if the afternoon). The classteacher should remain with the child during this time but there should be no interaction. An ABC Chart (Appendix 4) should be filled in each time this sanction is used. Please note: Children can earn this time back if behaviour improves.
4. If child has been informed they are missing play time/staying back after school and behaviour continues, the child should be sent to their Head of House or Deputy Head of House (TBA) if Head of House is absent from school that day. Head of House to speak to child about behaviour and reinforce positive behaviour. House points removed. Child should then immediately return to classroom and apologise to class teacher. If during assembly, this should happen immediately after.
5. If behaviour still continues then a Formal timeout should be used:
 - Child is taken from the classroom by an adult (TA/SSA. If no-one available, send a red cube to the office and SENCo will collect child from classroom) to a quiet room in the school (Little Room next to Headteacher's office)
 - Adult stays with child whilst they sit in silence for 10 minutes with a sandtimer. There should be no talking or eye contact between the adult and child.
 - After 10 minutes, child fills in: What I have done, why I did it, what I will do next time sheet (Appendix 5). This could be recorded as writing, pictures or discussed with child and scribed by adult but must be in child's own words. Sheets should be given to Head and SENCO (where appropriate). An ABC chart (Appendix 4) should be filled in again. If a formal time out is used, parents must be informed of child's behaviour through phone call, a letter in diary or follow up letter home.

NB: If 2 playtimes/time after school missed in one week parents contacted. Each missed playtime/time after school should be recorded on ABC chart

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APPENDIX 2

General school behaviour management

- There is a zero tolerance on low level behaviours around school such as: running in corridors, running down the slope, playing in inappropriate places around playground, being inside during playtimes (unless used as a sanction by classteacher), not stopping when whistle is blown at end of playtime
- Child should be sent straight to head of house or deputy head of house (if head is absent). House Points removed and ABC chart filled in.
- Playtimes (KS1): one teacher to call class to line up at top of slope. When children quiet, reminder given to walk sensibly, then dismissed from playground. Other teacher to stand half way down the slope.

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APPENDIX 3

In the playground

- There should be at least two members of staff on playground duty at all times
- Walkie Talkies are to be taken to playground by one member of staff on duty, whilst second member of staff ensures all children are out on playground as they walk up
- Every child should be out on the playground (unless in for missed playtime as sanction)
- Each adult should take out 4 coloured bands (2 x blue and 2 x red) to give to children to go to the toilet. Adults in school will then immediately know if they have asked permission to be inside. This also applies to children who need to go to the medical room

Playground areas allowed:

- Playground
- Quiet area
- Court
- Climbing wall
- Ship
- Field when dry
- KS2 allowed to use benches outside Y4, 5, 6 classrooms

Playground areas not allowed:

- Grassy/muddy bank by climbing wall
- Grass side of ball court
- 'Hanging around' by steps near court
- Hall/ Hawthorn side of school
- Grassy area between ship and hexagon



ABC CHART

Name:

Class:

Date	A (Antecedent)	B (Behaviour)	C (Consequence)	Staff Initial



Time Out Pupil Record Sheet

Name:

Date:

Class:

What I did:

Why I did it:

What I will do next time: