BURFORD PRIMARY AND NURSERY SCHOOL

Policy to Promote Positive Relationships and Behaviour

September 2024

Aims

The primary aim of this policy is to promote good behaviour choices which lead to effective relationships so that everyone can support each other, work together and learn well.

- It aims to promote relationships that are happy, safe and secure.
- This policy aims to help pupils to become positive, responsible and increasingly independent members of the school and wider community.
- The policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central within the policy is choice: we refer to good choices (which lead to good consequences) and choices that are poor (which lead to negative consequences, usually based around our system of warnings). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection of what behavioural choices exist(ed) i.e. there are always different behavioural options (we don't accept / expect that some pupils will always behave in such a way) and;

- it avoids labelling pupils - instead, we refer to the choices we all make and that we should always try to make good choices.

To be in a strong position to make positive choices, children need to have a positive self-image. Our policy therefore seeks to improve children's self-esteem. Praise is **key** to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' good behaviour.** The over-riding expectation is that all children will learn to take responsibility for their own actions and exercise appropriate self-discipline.

The School Rules

We have **five school rules** which form the basis of our behaviour policy.

At Burford we:

- Follow instructions
- Keep hands and feet to ourselves
- Talk with kindness
- Get on with our work (and allow others to do the same)
- Look after our school and each other

When talking to pupils about their behaviour refer to these rules and the importance of keeping to them.

Strategies to Encourage Positive Choices

As a school, we focus on the positive. Praise and reward is part of our culture with the aim that children feel seen, safe and valued. We do not overlook the well-behaved child and look for the best in all our children. However, care is taken to ensure that the balance between expectation and reward is properly maintained. Pupils are expected to behave well and should not seek constant reward for expected behaviour.

Our own behaviour as adults must always reflect our expectations of the children. As a staff we aim to meet the children with a smile, be consistent, keep calm, have a sense of humour, listen to the children and follow up problems to their conclusion. It is vital children at Burford know they are heard. **Adults are responsible for dealing with issues that children bring to them**.

At Burford we celebrate positive choices in a variety of ways.

The Choice Chart

The main thrust of the behaviour strategy is the implementation of the Choice Chart. This is a school wide approach and can be seen in every classroom. At the start of every day, all children's names/faces will be in the green zone (*it is good to be green*). Children move up and down the Choice Chart based on the choices they make during a school day.

Implementation of Choice Chart for Reward

Children who make good choices or produce good work may move up the Choice Chart. At the end of each day, a child's position above the expected green zone on the Choice Chart will be rewarded with a wrist band, sticker or certificate. This is to ensure consistent and clear communication with children and families regarding the positive choices made by that day. We want children to feel proud. Children who achieve a 'gold day' will be awarded a Gold Day certificate during Friday's celebration assembly and will have the chance of winning a golden chocolate coin.

Shoot Straight to Gold

Should a child make an outstanding positive choice or produce an outstanding piece of work, they can 'shoot straight to gold'. They will receive a Shoot Straight to Gold certificate during Friday's celebration assembly and be awarded a golden chocolate coin.

Star of the Week

We have a celebration assembly every Friday – Star of the Week. Here, children are chosen for having shined that week in an individual way. Each Star of the Week is awarded a certificate, a golden chocolate coin, a sash or badge and have their photo taken. Parents are invited to attend the assembly as they too can share in the celebration.

Evergreen

Children who do not move below green for a half-term are rewarded during a special Evergreen assembly.

Whole Class Rewards

Each Class Teacher and their class use a whole class reward system, where jigsaw pieces or marbles are awarded to the **whole class** and earned by individuals, groups or the class for excellent behaviour. The class can decide which method they want to use (jigsaw or marble jar).

Each class will earn an end of term reward once they have filled their marble jar or completed the class jigsaw. A completed jigsaw will have **20** pieces and a full jar will contain **20** marbles. These will convert into no more than three class rewards in an academic year.

Bespoke Rewards

Class Teachers can also run bespoke reward systems (e.g. raffle tickets for a weekly prize, table points, dojos) providing that these do not contradict this policy.

When Consequences Are Needed

Staff at Burford Primary and Nursery School employ consistently and clearly, a hierarchy of consequences if a pupil fails to keep to the school's rules. Consequences are used for teaching purposes rather than punishment.

Supporting Children in Making Positive Choices

At Burford, we support children in making positive choices by using the language of choice. It should be non-confrontational and is based on empowering children to choose to *do the right thing*.

Should the pupil choose not to do as you have asked, then it is simple: **you follow through with the consequences**.

Implementation of Choice Chart for Consequence

In cases where there is a breach of the school rules, staff consistently and clearly use the hierarchy of consequences as per the Choice Chart.

Verbal warning – formal warning (blue) – timeout (yellow) – breach of school rules (orange) – serious breach of school rules (red)

Verbal Warning – Green on Choice Chart

Be clear in a non-confrontational manner that a verbal warning has been issued and there is an expectation to change the behaviour. Where possible, move away from the child and allow them time to change their behaviour choices.

Formal Warning – Blue on Choice Chart

If a child continues with the undesirable behaviour after a clear verbal warning, they are to receive a formal warning through being moved to blue on the Choice Chart. Be clear with your expectation then move away. Allow them to make a better choice.

Children must never be told to move themselves down on the Choice Chart. Adults must always do so on their behalf. Staff may feel it is more appropriate to tell the child privately that they are now on blue and move them at a later opportunity.

Timeout – Yellow on Choice Chart

Should the pupil continue not keeping to the rules, they are to be sent for a 10-minute time out in their partner class (or elsewhere if partner class not available) and move their name to the yellow zone. This is an opportunity for reflection and reset.

The expectation is that after timeout, pupils will return to class ready to follow the school rules. If this happens, staff are to move them back into the green zone at the earliest opportunity.

Breach of School Rules – Orange on Choice Chart

If after returning the pupil continues to not keep to the rules then they move down to the orange zone and are considered to be in breach of the school rules. At this point, the pupil's conduct should be recorded on ScholarPack and staff may choose to send the pupil back to timeout for the remainder of the session. Following this, one of the consequences below can be issued:

- **Restorative justice**
  A private conversation between a child and staff member regarding behaviour. The aim of restorative justice is to support pupils in making a better choice in the future. This is not a 'telling off' but an opportunity to help grow the child's empathy and ownership of behaviour and agree strategies to try in the future.
- **Loss of privilege – break or lunchtime**
  This may be appropriate when there is a trend of behaviour (third incident of similar behaviour), lack of understanding/taking accountability from the child or with issues in following the school rules at break/lunch time. Wherever possible, staff members should keep the child in themselves so pupils respect the authority of the staff they work with.
- **Phonecall home**
  A telephone call may be used as a way to communicate with parents any ongoing or serious behaviour issues. This is an opportunity to explain you want the best for their child and ask for parental support by speaking to their child. During the call, be warm and approachable rather than authoritive and cross. Home/school relationships are vital in promoting positive behaviour and parents need to know you want the best for their child. If the child's behaviour improves after a phonecall home, follow this up and share the information with parents with a second phonecall.
- **Introduction a personalised behaviour chart**
  With pupils showing ongoing issues, a personalised behaviour chart may be appropriate. This should be clear, realistic and followed on the positive. Clear targets need assigning and home/school communication be in place.
- **Meeting with parents**
  Organise a face to face meeting to talk through issues with parents. Identify what you want to happen next and how you, the school and the parents can support that. Agree a review and check-in opportunity. Ask for SLT to support this meeting.
- **Request for SLT speak to child**
  Utilise the behaviour lead or headteacher in speaking to the child directly to reinforce the school rules and expectations.

Serious Breach of School Rules – Red on Choice Chart

A serious breach of the school rules may occur in one of two ways. If a child in the orange zone and continue to make poor behaviour choices, they are to be moved to the red zone. Equally, if a child makes one of the following behaviour choices this is deemed a serious breach of the school rules and they should be moved to red:

- unprovoked physical attack on a child or adult
- deliberate serious damage to buildings and/or property
- racism
- bullying
- absconding

In cases of a serious breach of the school rules, the following consequences may be considered:

- **Informal removal from class**
  Pupils may be sent to the DHT or HT office for a period of time. This will give the leader to an opportunity to deliver restorative justice.
- **Removal from class**

Children may have a part-day or full-day working in the small room next to the office. Pupils are to be provided with work to complete whilst removed from class.

- **Afterschool detention**
  A child can be kept after school to serve a detention. Parents must be called and made aware of the day and the time the child will be kept until. Work should not be set for the detention; the time should be used for reflection.
- **Suspension or Exclusion**
  See appendix 1 for more information on suspensions and exclusions.

All staff must use the Choice Chart in dealing with behaviour choices and follow it with fidelity. Children should always be given the opportunity to 'turn their behaviour around'. Staff must not skip stages or send children straight to SLT, apart from if a serious breach has occurred and support is needed.

We do recognise that there are occasionally overriding factors or circumstances, but these are rare and so variation from the warnings system is rare. This is to maintain their effect and impersonal nature. We aim to remove the personal judgement so pupils understand and accept the school rules.

By remaining constant, children will be confident within our strategies to support positive choice.

Logging of Behaviour Incidents

If a child reaches the orange or red zone of the Choice Chart, it is the teacher's responsibility to log this on Scholar Pack and inform the parents. Information regarding the behaviour choices plus consequence issued must be recoded in a factual manner. The Class Teacher must aim to inform parents/carers by 5.00pm on the same day.

Staff

At Burford, we have a collective responsibility regarding behaviour management. All staff members in our school have high expectations of the pupils in terms of their relationships, choices and behaviour. A key priority is to **recognise and praise good choices in order to reinforce good behaviour** (including keeping to school rules) and positive relationships – 'catching' pupils behaving well is vital, exclaiming about how well a pupil has behaved (and not becoming complacent).

Staff are to report pupils that are making poor choices outside of the classroom to the class teacher.

Shouting

Burford Primary and Nursery is a **NO SHOUTING** school. Shouting must never be used as a punishment or done in anger. There will be times when you need to raise your voice but **shouting** at pupils or other adults in anger is unacceptable and may be a disciplinary matter.

Humiliation and Public Shaming

Public shaming e.g. standing up in assembly, standing in the corridor or asking pupils to move their own name on the Choice Chart is an unacceptable form of punishment and **must never be used**.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and **authorised** school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules (e.g. mobile phones, money, sweets).

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.
- As mentioned above, schools generally use force to control pupils and to restrain them. **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.

Please Note: Parental consent is not required to restrain a pupil.

Who can use Reasonable Force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can Reasonable Force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

Telling parents when force has been used on their child

If the use of force has been applied then a record will be made and the parents/carers will be informed.

Confiscation

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- **Power to search without consent** for "prohibited items".

Anti-Bullying Policy

Bullying is actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct (physical or verbal) or indirect (e.g. being ignored or not spoken to). There can be specific types of bullying, including homophobic bullying. All are treated extremely seriously at Burford Primary and Nursery School.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Cyberbullying

Cyberbullying is the use of Information Communication Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone.

Bullying is bullying wherever and however it takes place. Cyberbullying is a method of bullying that uses ICT to upset, threaten or humiliate someone.

At Burford Primary and Nursery School, we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually.

Anti-Racism

Like bullying, racism can exist in any school, even those where its pupils are all made up of one ethnicity. A **racist incident** is defined as 'any incident which is perceived as racist by the victim or any other person'. In our school, racist incidents are treated as **seriously unacceptable behaviour**.

Parents/Carers

The school works collaboratively with parents/carers so pupils receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents/carers **immediately** (ideally no later than 5.00pm the same day) if we have concerns about their pupil's welfare or behaviour.

We expect parents/carers to:

- be aware that we have school rules (which are communicated to parents) and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident /issue

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the deputy headteacher or headteacher, and if still unresolved, the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues. The headteacher must consider this when making decisions about matters of behaviour.

Monitoring

The heateacher will monitor the effectiveness of this policy on a regular basis through half termly behaviour meetings and behaviour learning walks around the school. The headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps an electronic record of incidents of misbehaviour on ScholarPack. The class teacher records incidents with reference to the warnings system; we also keep a record of serious incidents that occur at break or lunchtimes.

The school keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

Racist and homophobic incidents are also recorded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The policy to Promote Positive Behaviour and Relationships will be reviewed in the summer term 2025.

Signed: _____ Chair of Governors

Date:___/___/___

APPENDIX 1 – Suspensions & Exclusions

The headteacher may issue a suspension where a pupil has:

- Committed a disciplinary offence; and
- Allowing the pupil to remain would seriously harm education or welfare of that pupil or others.

A fixed term suspension from the school can only be authorised by the headteacher. If not available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently.

In the case of a Permanent Exclusion this can only be authorised by the headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the headteacher of the school.

The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school.

The school regularly monitors the number of suspensions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of a Suspension

Parents/carers will be notified as soon as possible of the decision to suspend a pupil and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents/carers the same day. In the case of a permanent exclusion parents/cares will be notified by the headteacher.

A pupil who has been suspended will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.

The Chair of Governors, Transform Trust and relevant school staff will be notified of all fixed term suspensions the same day of the production of the exclusion letter and it will clearly outline the reasons for the suspension.

Pupils Returning from a Fixed Term Suspension

Pupils returning from a fixed term suspension will be invited to a reintegration meeting with their parents before returning to their class. This will provide opportunity to discuss what lead to the suspension, reinforce the expectations of the school and explore any adaptations that may support the child.