


Burnt Tree Primary School



Behaviour Policy

Signed by Chair of Governors	
Date	12/12/2023
Review Date	December 2025

Introduction

Rationale

To promote good behaviour, in order to ensure that effective learning can take place and that children are safe and happy.

The emphasis is on positive re-enforcement, praise and rewards for children who follow the rules and an understanding of behaviour as a form of communication. Burnt Tree School promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self-esteem, emotion coaching, respect for others and learning to manage their own behaviour.

Our behaviour system is called Going for Gold, Behaviour Recovery. It is based on the theory that every child starts at the same point and through good behaviour and making the right choices reach gold! Clear rules, rewards and consequences are established and shared with staff, pupils and parents/carers. These are displayed and implemented in all classrooms. All staff have a shared responsibility for behaviour.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To ensure that all children clearly understand appropriate behaviour.
- To ensure that staff see behaviour as a form of communication.
- To ensure that positive behaviour is rewarded and consequences for inappropriate behaviour are fair.
- To encourage children to be responsible for their own behaviour.
- To provide clear guidelines and ensure a consistent approach.

Legislation, statutory requirements and statutory guidance

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- In addition, this policy is based on:
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Rights and Expectations

Everyone in school has a right to:

- A safe, secure environment conducive to effective and stimulating learning.
- Freedom from physical and verbal abuse in school.
- To be treated and spoken to fairly and courteously by others.

Children have a right to:

- A clear set of guidelines and high expectations of their behaviour.
- Be able to learn and play without undue disruption.
- A fair, consistent approach to discipline from school.
- Be listened to.

Adults working in school have a right to:

- Be able to work and teach without undue disruption.
- Insist on a high standard of acceptable behaviour from children.
- Help and support from others when dealing with and helping to modify unacceptable behaviour.
- Have all reasonable instructions followed.
- Be told the truth when investigating incidents of unacceptable behaviour.

Parents/carers have a right to:

- Regular information and consultation with the school about their child's progress and behaviour.
- A clear set of guidelines and expectations about their children's behaviour in school.
- Early notification from school of any problem with their child's behaviour.
- Opportunities to help the school address their child's behaviour.
- Be treated and spoken to courteously by others.

Everyone in school is expected to:

Treat others fairly, courteously and with respect.

Children are expected to:

- Follow the school rules.
- Follow all reasonable instructions.
- Allow others to learn and play happily without interference.

Adults working in school are expected to:

- Treat all children equally, irrespective of gender, race or religion.
- Provide a safe, well-ordered and caring environment.
- Be positive role models.
- Be alert to signs of bullying and racial harassment and follow procedures.
- Communicate promptly with parents/carers about any behaviour issues.
- Consistently apply school rules and expectations at all times, not just in their own classrooms.

Parents/carers are expected to:

- Support the behaviour policy of the school and encourage their child to observe school expectations.
- Communicate promptly with the school about any issues that may affect their child's behaviour at school.
- To respect the safety regulations invoked by the school.
- To allow only reasonable items to be taken to school and accept their own and their child's liability for those items.
- To accept responsibility for any wilful damage to school property caused by their child.
- Act in a courteous manner and be respectful towards other parents, staff, visitors and children of the school.

Definitions

Undesirable behaviour e.g.

- Disruption in lessons, corridors and at break and lunchtimes
- Refusal to complete work
- Not following instructions

Serious misbehaviour e.g.

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment including sexual comments
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Alcohol
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. (Please see Anti Bullying Policy)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, sexual gestures, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How we work to prevent bullying:

At Burnt Tree Primary School, we are committed to fostering a safe and inclusive environment for all our pupils and our comprehensive behaviour policy reflects this dedication. To prevent all forms of bullying, we have implemented various proactive measures. Our pupils actively participate in anti-bullying workshops, where they learn about the importance of empathy, kindness, and respectful communication. Additionally, our PSHE (Personal, Social, Health, and Economic) curriculum incorporate discussions on bullying, emphasising the values of tolerance and acceptance. We are actively working towards achieving an anti-bullying award to further solidify our commitment. Every child at Burnt Tree Primary School agrees to, and signs, our anti-bullying oath, which reinforces the shared responsibility for maintaining a positive and inclusive school culture. Incidents of bullying are logged on CPOMS to promptly alert our Designated Safeguarding Leads (DSLs). This allows us to contact parents where necessary and ensures that incidents are promptly addressed by a member of the Senior Leadership Team (SLT). The SLT analyses trends in behaviour, collaborates with external organisations and tailors interventions to meet the specific needs of our pupils. Our DSL offers support to pupils who have experienced bullying through a range of sessions designed to boost self-esteem and encourage open dialogue about any issues they may be facing. We believe in creating an environment where every child feels valued, respected and safe, enabling them to thrive academically and emotionally.

Roles and responsibilities

The governing board:

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher/deputy headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with undesirable behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and Carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn and the consequences they may face
- The support that is available to them to help them when they are having difficulties managing their behaviour.

Procedures

Teaching and support staff are responsible for setting the tone and context for positive behaviour within our school.

They will:

- Create and maintain a stimulating and positive learning environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with all pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, celebrating and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Rules

- Everyone shows respect to each other
- Look after each other
- Follow the instructions given to me
- Keep my hands and feet to myself
- Take good care of school property

Movement around school

- Walk quietly around the school building.
- Walk in single file with your teacher.
- Stop and wait quietly in single file.

We do not tolerate:

- Bullying - verbal physical, physical or emotional
- Fighting
- Bad language
- Racism
- Stealing
- Anti-social behaviour from pupils, staff or parents/carers.

Classes may discuss and personalise these rules, to give pupils ownership and responsibility.

Mobile phones

Children are not permitted to bring mobile phones into school or any other areas of the school grounds. However, we understand that there may be exceptional circumstances where a child needs to bring a mobile phone with them. In such cases, the mobile phone must be handed in to the school offices at the start of the day and collected at the end of the day. Children found in possession of mobile phones without adherence to this policy will have their devices confiscated.

Positive Recognition

The purpose of positive recognition is to:

- Encourage children to continue appropriate behaviour.
- Increase children's self-esteem.
- Reduce problem behaviour.
- Create a positive classroom environment.
- Help teachers to teach appropriate behaviour and establish positive relationships with children.

Rewards

Children at Burnt Tree Primary School receive positive praise in recognition of their good behaviour. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Being moved up the behaviour board
- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility
- Whole-class or year group rewards, such as a popular activity
- Body language
- Visual signals (smile, thumbs up)
- Proximity praise / Peer praise
- Specific verbal praise

Other rewards include:

- Stickers
- Team Points
- Name in the jar
- Achievement certificates
- Positive postcards home
- Small prizes
- Golden Time

House Points

- All children in Key Stage 1 and 2 are in Houses – Ash, Beech, Elm and Oak. They are led by House captains from year 4. Children are invited to apply to be a captain of the house that they represent. They prepare a speech which is presented in KS2 assembly. KS2 children vote for the Captain of the house that they belong to. Votes are collected and the winning candidate for each house announced in assembly and presented with a House Captain Badge to wear every day.
- House Points may be awarded for good work and behaviour, good role models, sensible behaviour around school, good manners. Children are given an appropriate coloured disc for their house to put in the jar in their classroom.
- At the end of each week the totals for each House in each class are collected, the discs are poured into the display tubes and the total weekly and overall scores displayed. These are collected and announced in whole school assembly.
- The winning house will be rewarded at the end of each term with a games afternoon.

Praise Assembly

Star of the week certificates are awarded weekly in the praise assembly, children are chosen by the class teacher.

Hand writing awards are awarded each week in the praise assembly. Children receive a certificate and a prize from the treasure chest.

Children sit at the front of the hall on a special bench. Parents/carers are invited to attend these assemblies which are led by different members of staff each week.

Golden Tickets

Golden tickets are given out in every assembly and in corridors for appropriate sensible behaviour, including – sitting still and listening in assemblies, showing good manners around school, walking around school and corridors calmly (without running or pushing). Golden tickets are exchanged by the head teacher for a reward from a dip box.

Going for Gold!

Going for Gold includes the key components of Behaviour Recovery whilst incorporating positive reinforcement, ensuring that all children have something to strive for; they know they can earn back their wrong doing and continue to move up the *ladder*, working their way towards Gold! All children begin each day on the *dark green* section of the Going for Gold *ladder*. They are in charge of their photo (where age appropriate) and moving it up and down the coloured sections.

Rewards

These are displayed in every classroom. All children are aware of how they can strive for Gold.

All children have the ability to move up through the praise ladder, earning a place in Bronze, Silver and then finally Gold; they will all start their day in the dark Green section of the 'Going for Gold' ladder. All children can move through the ladder by following the school rules, being a good friend and by being a focused learner. At the end of every day, their position on the ladder will be recorded.

If a child is in the gold area of the Going for Gold ladder at the end of the school day, they will receive a gold star sticker to acknowledge their achievement. Their place will be recorded on the class behaviour grid as they work towards achieving their bronze, silver and gold awards.

10 Bronze – means a certificate home, presented in praise assembly and a small prize.

20 Silver – means a certificate home, presented in praise assembly and a medium prize.

50 Gold – means a certificate home, presented in praise assembly and a place on the end of year reward.

The chart is a large grid with a yellow border. At the top, it says 'We're Going for Gold!'. Below this, there are three main sections: BRONZE, SILVER, and GOLD. Each section has a grid of small squares. The BRONZE section is on the left, SILVER in the middle, and GOLD on the right. The grid is divided into three columns by vertical lines. The top of each column has a medal icon and the word 'BRONZE', 'SILVER', or 'GOLD'. The bottom of each column has a small box for a name. The grid is used to track a child's progress towards earning a Bronze, Silver, or Gold award.

Consequences

These are displayed in every classroom. All children are aware of, and have agreed to, the consequences.

If you do not follow our school rules these are the consequences, each stage will be applied until you follow the rules.

Step One Verbal Warning

Emotion Coaching:

"I can see you're feeling..." "I feel.... sometimes too."

"It's OK to feel... but it's not OK to..."

"What can you do to solve the problem?"

Continue within the classroom and move the medium green section of the Going for Gold display.



Step Two, Green Zone (in own classroom)

Continue with own work at the red reflection table – offer time out in a safe space -
5/10 minutes

Rejoin own table to continue class work or move on to step 3.

Move to the light green section of the Going for Gold display.



Step Three, Amber Zone (taken place in the adjacent classroom)

Continue with own work in adjacent classroom

20/30 minutes (or until calm)

Rejoin own table to continue class work or move on to step 4.

Move to the Amber Zone of the Going for Gold display.



Step Four, Red Zone

Must be sent to a member of SLT to agree on appropriate outcome.

Move to the red section of the Going for Gold display.

Step Two

Green Zone is a place in your classroom where you can sit, calm down and reflect on your behaviour whilst you complete your work.

You may be placed into the Green Zone if you are:

- Not following instructions
- Being rude to staff
- Distracting other pupils
- Not completing work
- Being intimidating to others (pushing, saying silly things, distracting other pupils)
- Damaging work or property

You must complete your classwork whilst you are sat in Green Zone of reflection. If you do not, you will need to complete it at playtime or lunchtime

Step Three

Amber Zone is when you are required to move to another classroom so you can sit, calm down and reflect on your behaviour whilst you complete your work.

You may be placed into Amber Zone if:

- You don't recover your behaviour from the Green Zone
- Your behaviour is of a more serious nature

You must complete your classwork whilst you are sat in Amber Zone. If you do not, you will need to complete it at playtime or lunchtime.

If your behaviour continues, you will attend reflection club during lunchtime and complete your work.

Your parents will be told that you have been moved to Amber Zone and the reasons why.

Reflection Club

Reflection Club is a place around school to sit, calm down and reflect on your behaviour whilst you complete your work. It will happen during your lunchtime.

You may be placed into Reflection Club if you are:

- Continuing your behaviour after being parked in your own classroom twice and been to parallel parking in another classroom
- Fighting
- Racist language

Your parents will be told that you have attended or will be attending Reflection Club.

The following behaviour could result in intervention from the senior leadership team immediately, with the child attending reflection club depending on the severity of the incident.

- Vandalism/Fighting
- Swearing at someone
- Racist abuse
- Extreme defiance

Lunchtime

Positive rewards will be given to children by the supervisors in the form of stickers or praise. The rewards and consequences used will be the same as those used by class teachers.

Child receives a verbal warning from the Lunchtime Supervisor. If inappropriate behaviour continues, the child has a set time away from the other children, using the Going for Gold, behaviour recovery system. Severe incidents will be referred to senior leadership, which may result in the child attending reflection club during that week. Parents/carers will be informed if appropriate. If the pupil's behaviour does not improve then lunchtime exclusion may be necessary.

Persistent Challenging Behaviour

An Individual Behaviour plan will be written and a behaviour diary will be set up. It will include specific targets and rewards agreed by the child, class teacher and member of the senior leadership team. The diary may be used for a particular time of the school day e.g. lunchtime. This will be reviewed at the end of an agreed period.

If the individual behaviour plan does not lead to improved behaviour, advice is sought from inclusion support and other agencies e.g. PPE team.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Off-site misbehaviour

The processes in the behaviour policy will be followed where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Online misbehaviour

The school can follow this behaviour policy when dealing with online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism and trauma
- Use of 'safe spaces' where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Exclusion

A child can be excluded for a fixed term for behaviour including disruption, verbal abuse, defiance, racial abuse or bullying. The decision to exclude can only be made by the Head Teacher or acting Head Teacher.

On the child's return to school, parents/carers must attend a meeting with the Head Teacher to discuss a reintegration plan which both supports and monitors the child. The child at this stage may also be supported by the inclusion team.

Behaviours that warrant **permanent exclusion** include continued disruption, physical assault, possession of a weapon, sexual abuse / assault, supplying an illegal drug. Serious one-off incidents, as well as persistent inappropriate behaviour, can lead to permanent exclusion. The exclusion committee of the governing body will be involved in permanent exclusions.

In serious cases, the police may be informed by the Head Teacher or Acting Head Teacher, in order to seek advice and prevent further escalation of the problem.

Links with other policies

This behaviour policy is linked to the following policies [add or delete the following as required]:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-bullying policy

List any other related policies that your school holds here, including the anti-bullying strategy if applicable.