



Behaviour Policy

Written October 2020 (Previously part of Behaviour, Safety and Well-being Policy)

Rationale

At Burnley Brow we are committed to creating a positive climate where exemplary behaviour enhances teaching and learning. Our behaviour policy advocates a consistent approach to behaviour management. It outlines how pupils are expected to behave and our rewards and sanctions. We develop pupil's understanding of rights and responsibilities to enable them to make informed choices. Appropriate behaviour is encouraged and rewarded and discourage inappropriate behaviour.

Respect Charter

Our Respect Charter is a whole school approach. The five areas of respect are: myself, others, learning, property and the environment. Every September, each phase agrees upon behaviour statements that link to the five respects. These behaviour statements are shared with the children and a display is created. The Respect Charter is displayed on corridors, in the hall and in the playground. All children and staff wear a Respect badge.

Class Rules

In addition to the Respect Charter, each class has five rules that are created in consultation with the children. These are signed and displayed in the classroom.

Houses

All children belong to one of these four houses: **Manor**, **Kent**, **Falcon** and **Hawthorn**. They are awarded house points for exceptional work, attitude or positive behaviour. Each half-term these are collated by the Head Boy, Head Girl and their deputies. The winning house is celebrated in assembly and given a reward. At the end of the year, the winning house receives a special reward.

Behaviour Maps

In September, each phase agrees a behaviour map based on the areas of Respect which includes examples of what a low, medium and high level incident look like. Appropriate sanctions are also agreed.

Sanctions

For low and medium level incidents, the pupil may be given a look, a warning and/or reminded of the Respect they are breaking. If the behaviour continues the class teacher can apply an appropriate sanction.

In the event of a high level incident, the pupil is reminded of the Respect they are breaking and the incident is recorded in the behaviour log. Teachers deal with poor behaviour within their professional duties. If the behaviour is thought to be excludable, or dangerous to themselves or others, it is reported to the Headteacher.

When dealing with behaviour, any sanctions used must be appropriate, fair and consistent. Each lesson is a 'clean slate'. Possible sanctions include:

- Planned ignoring.
- Redirection within the classroom.
- Non-verbal signals (frown, shaking of the head, finger to lips).
- One to one conversation about the behaviour choice
- Loss of 'You and Me Time' and/or playtime.
- Informing parents.
- Target cards agreed with the pupil can be used as a short-term intervention.

Positive behaviour patterns are encouraged by:

- Praising children and giving positive verbal and non-verbal recognition.
- Awarding house points
- Giving stickers and certificates
- Informing parents
- Working towards a class reward
- 'You and Me' time

Behaviour Logs

All class teachers are responsible for managing behaviour in their own classrooms. Medium and high level classroom incidents are recorded in the Behaviour Log. Low level incidents are not always recorded unless a class teacher wishes to, for monitoring purposes. Phase Leaders monitor these logs on a half termly basis. Parents are spoken to as needed by the class teacher/Phase Leader. There is a cross over between the Behaviour Logs and the Incident File. If an incident is recorded in the Incident File, a record is also kept in the behaviour log saying 'see Incident File'. Incidents in the Behaviour Log are removed from the file at the end of the year by the Assistant Headteacher and are kept in a file until that cohort of children leave Year 6.

Incident File

Incidents in this file are more serious and must be brought to the attention of a member of the Strategy Team. Parents are always informed of incidents that are recorded in this file. Behaviour incidents are reported to Governors on a termly basis. This file is split into sections based on the nature of the incident: Bullying; Racism; Fighting; Name Calling; Swearing and Derogatory Language; Comments Referring to Sexual Orientation; Reference to Disability and SEN; Verbal Abuse (Adult), Physical Assault (Adult), Carrying a Weapon and Inappropriate Activity (anything else that does not fit into any other category i.e. drug related incident). The incident is logged on the front sheet of the section and the details are recorded on the set proforma. This is kept in the Deputy Head's room.

Reasonable Force

Handling pupils should only take place if the pupil is at danger of harming themselves or others. This must only be done by Team Teach trained staff, unless there is an imminent danger. There is no legal definition of reasonable force but three criterion are established for guidance:

- If the circumstances of the particular incident warrant it.
- The degree of force should be in proportion to the circumstance.

- The age, understanding and gender of the pupil should be taken into consideration.

Three broad categories are described when reasonable force might be used:

- In self-defence, where risk or injury is imminent.
- Where there is a developing risk of injury or significant damage to property.
- Where good order and discipline are compromised.

Exclusions

There are two types of exclusion, fixed term and permanent. We follow Oldham LA advice which is based on the DFE guidelines.

Fixed Term exclusions may take place in response to serious breaches of the schools Behaviour Policy. On returning to school there will be a return to school meeting with the headteacher.

Permanent exclusions may take place following a more serious breach or persistent breaches of the school's Behaviour Policy.

Bullying

At Burnley Brow we take any form of bullying seriously. All incidents are investigated and recorded in the Incident File.

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. There are four different types of bullying:

- Physical – hitting, kicking, taking or damaging belongings, threats with a weapon
- Verbal – name calling, derogatory remarks, comments referring to sexual orientation, religion, culture, disability, SEN and race.
- Indirect – being made the subject of malicious rumours and excluding people from social groups.
- Online/Cyber Bullying – the misuse of mobile phones, email, social media, the internet, online games, or other information and communications technology to intimidate, harass or cause harm to others.

Behaviour off the school site

Children are expected to follow the RESPECT charter when offsite e.g. when representing the school at sporting fixtures, educational visits and when wearing the school uniform in a public place.