Behaviour Policy

Written October 2020 (Previously part of Behaviour, Safety and Well-being Policy)
Updated December 2022, Updated December 2023, Updated October 2024, Updated October 2025
Review date: October 2026

Rationale
At Burnley Brow we are committed to creating a positive climate where exemplary behaviour enhances teaching and learning. Our behaviour policy provides 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 respect, rights and responsibilities and enable them to make informed choices. Appropriate behaviour is encouraged and rewarded, and inappropriate behaviour discouraged.

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 and behaviour. Each half-term these are collated by the Student Leaders. 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 is given a look, followed by a warning and 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 use their professional judgement in deciding whether to refer to their Phase Leader.

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.

When dealing with any incident, the staff will take into consideration any SEND.

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.

Incident File
Incidents recorded in this file must be brought to the attention of a member of the Strategy Team. Behaviour incidents are reported to Governors termly. 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.

Banned Items
Items which pose a danger to the school community will be confiscated:
- Vapes or cigarettes
- Lighters
- Drugs
- Weapons e.g. a knife
- Mobile phones and electronic devices

If a child is suspected of carrying any of the items above, the school reserve the right to search the child. Initially, this would involve the children emptying their pockets and removing their shoes. In cases where the child is unwilling to cooperate the Headteacher will search them.

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. If the headteacher suspends or permanently excludes a pupil, the LA will be notified regardless of the length of the suspension. Parents, Carers, social workers and virtual school head will be notified immediately as applicable.

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. This can be cancelled by the headteacher before the governing body meet to discuss whether a pupil should be reinstated.

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, 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 half to other.

Behaviour off the school site

Children are expected 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.

Staff Training and Induction

The behaviour policy is explicitly shared annually with all members of staff. The behaviour policy is shared with all new members of staff and trainee teachers, as part of the induction process. CPD around behaviour management is delivered as required.

Behaviour Principles

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the headteacher. The governors at Burnley Brow Community School, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. The purpose of this statement is to give guidance to the headteacher in drawing up the behaviour policy by stating the principles the governors expect to be followed. The headteacher has a duty to publish the statement on the school website. The headteacher will develop the behaviour policy with reference to the DFE guidance documents.

Principles

- All children, staff and visitors have the right to feel safe, valued, and respected and learn free from the disruption of others.
- Burnley Brow Community School is an inclusive school an all pupils, staff and visitors are free from any form of discrimination.
- The governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive.
- Strategies will be recorded where there is a high level of concern on behaviour logs and we will seek advice and support from appropriate outside agencies.
- Staff and volunteers always set an excellent example to pupils.
- Rewards, sanctions, and reasonable force are known, understood and used consistently by staff, in line with the behaviour policy.
- The behaviour policy and RESPECT charter are understood by pupils and staff.
- Bullying or harassment of any description are unacceptable.
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are taught to take responsibility for their actions.
- Governors expect pupils and parents to cooperate to maintain a climate for learning.
- Families are involved when dealing with behaviour incidents to foster good relationships with school and home.

The governing body emphasises that violence or threatening behaviour or abuse by pupils or parents towards the school staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises, if they continue to cause disturbance, they may be liable to prosecution.

The governors expect the headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying police) witnessed by a member of staff or reported to school when:

- Taking part in school organised or related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil