



Head teacher: Mrs Rachel Stroulger NPQH

Tel: 01328 738354

Email: office@burnhammarket.norfolk.sch.uk

Friars Lane  
Burnham Market  
Norfolk  
PE31 8JA

## **Behaviour Policy**

At Burnham Market Primary School, we believe that every member of the school community should feel valued and respected and that each person should be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We recognise that behaviour is a vital factor in our children's efforts to achieve their full potential in all areas of development.

We believe that acceptable good behaviour must be taught and continually reinforced, monitored and evaluated.

This behaviour policy is designed to support the way in which all members of the school community can work together to secure an effective learning environment where everyone feels happy, safe and secure.

This policy has been written taking into consideration the school's Safeguarding Policy and this policy should be referred to in conjunction with the Safeguarding Policy at all times.

### **Objectives:**

Above all, we believe that a whole school consistent approach is vital including parents, staff, pupils and governors when implementing this behaviour policy.

1. To create a calm and caring atmosphere in which pupils can learn, feel safe and secure; To use our Values curriculum, PSHEC, circle time and SMSC to develop a sense of worth, self-confidence and self-esteem.
2. All rules, rewards and sanctions will acknowledge fairness, consistency and progression as appropriate.
3. To encourage everyone to take responsibility for their own behaviour.
4. To promote a strong link between home and school.
5. To work closely with outside agencies as appropriate.
6. As a Staff we recognise the role of Governors in promoting our Behaviour Policy.

### **School Rules:**

School rules are kept to a minimum. They are displayed around the school. The need for rules and their meanings are made clear to the children through reminders in assembly and by all staff as and when necessary in and around school.

These 'Golden Rules' have been devised through consultation with pupils, staff, parents and governors:

1. We are kind and helpful.
2. We always try our best.
3. We listen to adults and each other.
4. We respect other people's property.
5. We walk when in school.
6. We take pride in our school and our work.

### **Rewards and sanctions:**

Good behaviour will be rewarded. We recognise that praising behaviour and pupil's efforts has a strong motivational effect ie 'thank you for holding the door open'.

We will reward through praise – verbal and non-verbal, stickers, house points, certificates, newsletters and at our celebration assemblies weekly.

We will encourage positive behaviour through the use of positive language and the reinforcement of the 6 Golden Rules.

#### Sanctions:

Inappropriate and unacceptable behaviour will be addressed. We will do this through following these steps:

1. Verbal warning
2. Thinking Time
3. 5 minutes from play/lunch
4. Move to another class to work (KS2-KS1, Turtles - Seals, Seals - Headteacher)
5. Sent to Headteacher or Senior Leadership Team

If children display specific physical aggression, swearing or damage property then child/children are sent straight to Head teacher or Senior Leadership Team.

The school will exclude children as and if appropriate. Outside agencies will be involved when appropriate. Individual behaviour plans will be written if deemed appropriate. Parents will be informed if sent to Head teacher/Senior Leadership Team.

In exceptional circumstances, children with specific needs, such as ADHD and ASD, may require a different approach. It is the school's responsibility to meet an individual child's needs. Therefore, reasonable adjustments will be made to the rules and sanctions set out in this policy, this will include a 'calming down' period before a restorative conference. This year, we are also using a Pastoral Teaching Assistant to work with children on specific behaviour plans, to lead nurture where appropriate and restorative conversations and to support/implement sanctions.

#### Playtime / Lunchtime behaviour:

1. No unsupervised ball games.
2. Misbehaviour outside the classroom or in the playground is dealt with by the staff on duty. The procedures for dealing with inappropriate behaviour are as follows:
  - Verbal Warning about behaviour.
  - Second warning = stand with adult.
  - Final consequence - send into HT or member of SLT.
  - Inform parents.

In case of physical violence, child is sent straight to Head teacher or SLT, and parents informed.

#### Procedures for dealing with Serious Incidents:

A child who is likely to precipitate a crisis situation is probably already known to the class teacher. Behaviour Support Plans must be written where appropriate and Positive Handling followed. This must be implemented by trained staff in Norfolk Steps training.

#### Parental Involvement and Intervention:

Encouraging good behaviour is, as stated in the aims and objectives, a whole school community responsibility with the school-parent partnership playing a vital link.

We ask parents to take their role of encouraging good behaviour seriously by signing the home/school contract when they enter school in September.

Parents will always be informed if their child's behaviour repeatedly gives a cause for concern, i.e., it is frequently inappropriate and s/he does not respond to sanctions given, or if there is specific aggression, swearing or damaging of property.

If the school has to use reasonable sanctions to chastise a child, parents should support the actions of the school. If parents 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 speak to the Headteacher. If after all this, they still have a complaint then they should contact the Chairman of Governors. Discussions will always be held to try and resolve conflict before formal grievance or appeal process can be implemented.

#### The Role of Governors:

The governors support the Head teacher in carrying out these guidelines. The Headteacher has the day to day authority to implement the school behaviour and discipline policy.

#### Fixed Term and Permanent Exclusions:

Only the Head teacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Head teacher must comply with this ruling.

#### Guidance for staff coping with confrontation:

It may be necessary for staff to exercise reasonable restraint if a child is causing damage to themselves or others in the school community. All staff have been trained in Norfolk Steps training and will follow Positive Handling.

Wherever possible staff will encourage children to calm down or ask them to go to an area to calm down. All staff are asked to ensure another adult is close by and aware of the confrontation. Exclusion may be a consequence for any unprovoked attack on another child or adult.

This policy is to be reviewed annually by staff and governors.

#### Addendum due to Covid-19 19<sup>th</sup> May 2020

All SEND and children with specific additional needs, have had pupil specific risk assessments carried out and sent to parents. Due to the nature of the virus, stringent social distancing is being followed in school and if staff are concerned about a pupil's safety and well-being, parents will be called to collect the child – as it is deemed unsafe for them to remain in school.