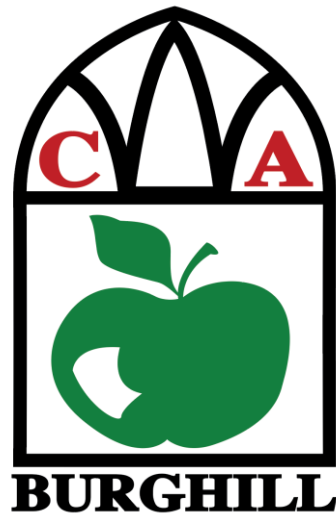


Respect 🍏 Resourcefulness 🍏 Relationships 🍏 Risk Taking 🍏 Resilience 🍏 Reflectiveness



Burghill Community Academy Behaviour Policy



Reviewed: Autumn 2022
Mr A Davies

Behaviour Policy

Aims

At Burghill Community Academy we believe every child has the right to learn and achieve to the best of their ability in a safe, secure and happy environment. We also believe that the best way to foster an ethos of respect and tolerance within our school community is to celebrate the positive choices which our children make every day, in every aspect of their education. To ensure this happens, all staff and children have been involved in developing this policy. There are five Burghill Standards which our children are expected to keep and a clear list of rewards and sanctions in place to support the implementation of these standards. Guidance on these rewards and sanctions is available for all members of our school community and should be used to strengthen links between school and home. This policy is shared with parents, children, volunteers and all staff working within the school. It must be followed consistently across the school and will work best when reinforced by parents and carers at home.

The Burghill Standards

Show respect to everyone and everything

Do as you are asked by all adults straight away

Always try your best to learn and achieve

Be kind, thoughtful and helpful to everyone

Move around the school and classrooms safely and calmly

The five standards stand alone but can also be broken down to illustrate more specifically what they mean in everyday school life. These standards, along with the rewards and sanctions, will be shared with all children at the start of each half term to reinforce our school wide expectations.

The Burghill Standards – Expanded

Show respect to everyone and everything

- Have good manners – say please and thank you, hold doors for children and adults
- Respect people's personal space – keep your hands and feet to yourself when lining up and on the playground
- Look after the school and its grounds
- Look after school, your own and other people's equipment

Do as you are asked by all adults straight away

- Follow instructions the first time they are given
- Remember not to answer back; if you have a problem - talk about it calmly

Always try your best to learn and achieve

- Enjoy learning
- Try your best
- Try new things
- Learn from your mistakes
- Build your learning skills
- Give everything a go

Be kind, thoughtful and helpful to everyone

- Be calm
- Be kind to others
- Include others in your games and activities
- Be considerate – think about how other people feel
- Remind others to follow the Burghill Standards

Move around the school and classrooms safely and calmly

- Walk in corridors
- Walk around classrooms
- Be aware of others as you move around
- Remember – someone somewhere is learning

Good Class management supports good behaviour

Children who behave poorly often exhibit chaotic and unorganised behaviours. They find changes in routine and uncertainty difficult to cope with. They often display other learning or social difficulties. Knowing what they have to do, and what they need to do next, help children to take control of their behaviour.

A well organised class with good routines supports good behaviour. Timetables and targets help children understand what they need to do next and reduce uncertainty. Orderly and tidy environments with things in familiar places promote a feeling of security. Routine, clear instructions and learning objectives support good behaviour. A class seating plan for older children ensures a secure personal space. Clear expectations and clear rewards and sanctions consistently applied are essential. Setting time-constrained activities and mini targets during lessons help children to focus and reduce distractions. Ensuring that the level of the work set meets the needs and ability of the child ensures good motivation and concentration.

All teaching staff maintain a positive atmosphere in lessons through praise and encouragement. Most low level behaviour in the class will be dealt with by the Teacher or Teaching Assistant by a look or comment. Rewards and praise should be frequent and varied to suit the activity. Children should be made aware of the nature of the reward and how they win rewards.

More serious incidents need to be dealt with seriously with clear sanctions. In some cases for the safety of a child or other children in the class reasonable force will need to be used to prevent a child from hurting him/herself or others. All of the teaching staff and teaching assistants have been trained using 'Team Teach' methods, to ensure all children are protected and no one is harmed. Staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury or damage to property.

We understand that physical intervention of a nature that causes injury or distress to a child may be considered under management of allegations or disciplinary procedures. All incidences of physical intervention will be recorded in accordance with the Team Teach recommended procedures. We recognise that touch is appropriate in the context of working

with children and all staff have been given 'safe working practice' guidance to ensure they are clear about their professional boundaries.

Go for Gold Rewards and Sanctions System

It is important that there is consistency across the school in the way we sanction poor behaviour and reward good conduct. We use the “Go for Gold” system across the school.

We have developed a system that will allow parents, children and staff to clearly understand what behaviour is acceptable and what behaviour is unacceptable. Our Go for Gold system is based on Class Rules (devised by each class) and our Burghill Standards as set out earlier in the policy

Our aim is to encourage children to behave “sensibly”. Every child will be aware of our School Rules and will have a Conduct Card. At the end of the day, after discussion with their class teacher, each child will colour in the box for that day according to conduct- gold (yellow), green, orange or red. In the first terms for YR the class teacher may fill in their conduct card for them. A conduct card has been included at the back of this policy.

Gold (Yellow)	Sensible and considerate behaviour, going above and beyond to behave really well on a daily basis – children will be rewarded with a raffle ticket to place into their class jar for the Friday draw.
Green	Children are behaving well most of the time.
Orange	Broken our School Rules after being given a verbal warning. Children will lose some of their privilege time (depending on which class they are in).
Red	Continued to break our School Rules persistently through the day or an act that is deemed serious enough to be sent to the head teacher.

Children will have the opportunity to go “up a level” during the day if they make positive and conscious steps in improving their behavior. At the end of every half term the children will bring home their Conduct Card where parents will be asked to comment on the back before returning it to school. This allows the school to keep a record of children’s behavior, and possibly notice a pattern or think about any reasons for changes.

If there are consistently more oranges or reds than greens or golds in a week the class teacher will speak to the child’s parents so that they are always kept well informed. There are times and incidences that a child may be put on orange or red instantly due to the severity of the behavior. This is clearly outlined on the ‘Going for Gold’ poster.

We feel the “Go for Gold” policy highly encourages good behavior as it rewards positive behavior by moving children up onto the Gold apple, meaning a raffle ticket at the end of the day alongside verbal praise. Once on the Gold apple if the children continue to work hard and impress with their behavior they can earn extra raffle tickets to go into their class jar. Children can also earn raffle tickets from any member of staff in the school, including lunchtime supervisors, this can be for a variety of things, for example, being polite and helpful. Once a

week the school holds a celebration assembly, where a raffle ticket from each class is drawn out of the class jar for a child to win a small prize (headteacher award pencil). All the raffle tickets will go into one big pot where one child from the school will be chosen to win a slightly larger prize. During these assemblies positive behavior and working hard will also be encouraged by displaying examples of work done in class that week and giving out certificates either for great work or behavior. For this a child from each class will be chosen for an outstanding contribution they have made that week, for example, for being consistently kind to other children.

House Points

Along with being able to collect Raffle Tickets, children can also work towards receiving house points. It is vital that our children see making positive behaviour choices as a fundamental part of life at Burghill Academy. Rewards are collected on an individual and team basis and celebrated at a class and whole school level every week.

The school has four houses – Elgar, Szabo, Masefield and Wordsworth - each child is allocated a house when they join the school. (siblings will be allocated into the same house) Children work individually and collaboratively to earn house points which are given out for work, effort and behaviour choices which meet the five Burghill Standards. The house points are recorded both individually for each child and collectively for their house. Each classroom has a container where house point “tokens” are collected while each child has their own house point area in the classroom where they are responsible for recording the house points that they have earned. At the end of each week the house points from each classroom will be collected and counted by the house captains and the week’s totals announced during the celebration assembly on Friday. The house cup will be awarded termly, to the house with the most house points by the end of each term, and displayed in the entranceway with the house ribbons attached. In addition to this, the winning house will also be given a special prize at the end of each term such as an extended or special break time, DVD time or art and craft session.

Although encouraging positive behavior lies at the heart of our behavior policy it is extremely important to also have clear sanctions in place for children who do not follow the school rules. A child’s caterpillar can firstly be moved to the orange apple for breaking a school rule. Once their caterpillar is on the orange apple the child will have a period of ‘time out’. This will vary according to the age of the child, however, will be consistent within each classroom. If a child on the orange apple continues to misbehave their caterpillar may be moved to the red apple. A child who performs an act of serious misconduct may have their caterpillar moved straight to the red apple. Once on the red apple the child will lose their privilege time for that session and may be sent to see the headmaster.

Our Burghill Standards are the basis of school discipline but it cannot cover every incident. Any such incident will be dealt with by the Headteacher or Deputy Head. A serious incident will also result in the child’s parents being informed.

Recording

All classes keep an “issues” book in which notable or persistently poor behaviour choices are

recorded. (This book also contains information about issues unrelated to behaviour choices such as minor welfare concerns or friendship problems) Any member of staff, including lunchtime supervisors and admin assistants, can and should record in this book but the class teacher is responsible for ensuring that the SMT and parents are made aware of ongoing issues. These books are monitored by the SMT on a fortnightly basis to identify patterns across peer groups or families which may indicate other, more complex issues in the background. If a child's behaviour choices are troubling the class teacher, these MUST be shared with the parents or carers.

If a child is consistently misbehaving the class teacher may decide to start a home-school book. This allows the class teacher to write about the child's day in school keeping the parents updated. As school and home behavior may be linked the parents can also write about their evening/morning allowing the class teacher to have background information so as to have the best opportunity to understand the behavior of the child. If children's behavior continues to be poor despite the best efforts of parents and school staff to put strategies in place to improve behavior, outside agencies may need to be called in. We currently use the behaviour team and educational psychologists who are able to come in and assess the child's needs, possibly making further suggestions as to how we can work with the child to improve their behavior.

In addition, under the Equality Act 2010 we understand that certain children may have additional learning needs. As part of our school's inclusive policy we will still have high expectations, expecting them to follow the same school rules of the other children, however, it is understandable that they may need some additional support with this. For example, they may need a personalized visual timetable so they can be prepared for any changes in routine and they may have behavior targets as part of their individual provision map.

At the bottom of this policy the conduct card has been included.

Term:

Name:

Go for Gold!

Conduct Card

	Monday	Tuesday	Wednesday	Thursday	Friday
Conduct Week 1					
Teacher Comment					
Conduct Week 2					
Teacher Comment					
Conduct Week 3					
Teacher Comment					
Conduct Week 4					
Teacher Comment					
Conduct Week 5					
Teacher Comment					
Conduct Week 6					
Teacher Comment					

- Gold/Yellow I have gone above and beyond when following our rules
- Green I have made a great effort to follow our School Rules
- Orange I have not made a lot of effort to follow our School Rules
- Red I have made little effort to follow our School Rules
- Blue Absent



Burghill Community Academy
Go for Gold



At Burghill Community Academy we always try our best to follow our school rules.

The Burghill Standards

Show respect to everyone and everything

Do as you are asked by all adults straight away

Always try your best to learn and achieve

Be kind, thoughtful and helpful to everyone

Move around the school and classrooms safely and calmly

If we work hard and follow our Class and School Rules we will receive house points for making the right choice.

**Burghill
Community Academy**

"Learning for Life"

Parents Comment:

Please add your comments and return to school as soon as possible.