

Burlington Junior School



Behaviour Policy

Child-Friendly

Date of next review – Sept 2024



As a pupil at Burlington Junior School, I am part of a respectful school community where everyone aims to achieve their goals. I understand that all children and adults at our school are entitled to a calm, orderly working environment where there is good behaviour which leads to high-quality learning.

Our behaviour policy is built around three principles:

- We are ready;
- We are respectful;
- We are safe.

What does it mean to be ‘ready’, ‘respectful’ and ‘safe’?

	General Expectations of Positive Behaviour
We are ready.	<ul style="list-style-type: none"> - We try our best in all that we do. - We are ready to learn in all of our lessons. - We collaborate with others. - We listen and follow instructions. - We develop positive learning behaviours. - We observe school / classroom routines (e.g. uniform, equipment, money, jewellery etc.).
We are respectful.	<ul style="list-style-type: none"> - We care for each other. - We show good manners. - We treat each other with respect and are tolerant. - We encourage and support one another - We take care of our school and each other’s property - With support from others, we are able to admit when we have got something wrong, or have made a mistake. - We will learn to repair relationships
We are safe.	<ul style="list-style-type: none"> - We move around the school safely and in a controlled manner. - We follow our school’s online safety and anti-bullying guidelines. - We do not intentionally physically harm one another. - We stay on the school premises for the duration of the school day. - We wear appropriate clothing for P.E. (e.g. trainers, long hair tied back, earrings removed or covered)

How will positive behaviour be rewarded?

All adults at school will encourage positive behaviour. If I am showing positive behaviour, I will be rewarded in the following ways:

- Adults will tell me that I have done the right thing;
- Adults will show me that I have done the right thing by smiling or giving me a thumbs up.
- I will be awarded Dojo points. If I earn the most Dojo points in my class in a week, I may receive a certificate and sit on a chair in assembly.
- Adults will share information about my good behaviour with my grown ups at home.
- I may be given a sticker.

What will happen if I do not show positive behaviour?

I understand that if I do not show positive behaviour, there are consequences at school. All adults in school will help me to adjust my behaviour to avoid a sanction.

1. **Reminder** – adults will remind me to be ready, respectful and safe.
2. **Warning** – adults will give me a warning to make me aware of my choices and next steps.
3. **Last chance** – adults will give me a last chance to reflect on my behaviour before a consequence.
4. **Reflection time** – I might have to miss my break, lunch, or spend time in another classroom to reflect on my behaviour. My grown ups at home will be told if this happens.
5. **Repair** – I will be encouraged to complete a reflection sheet and asked to repair the situation with my peers, teacher or other adults in school.

Violent Behaviour and Swearing:

Violent behaviour and swearing towards adults and children in school is not acceptable. If I use my body to hurt anyone, or swear at anyone, I know that there are the following consequences:

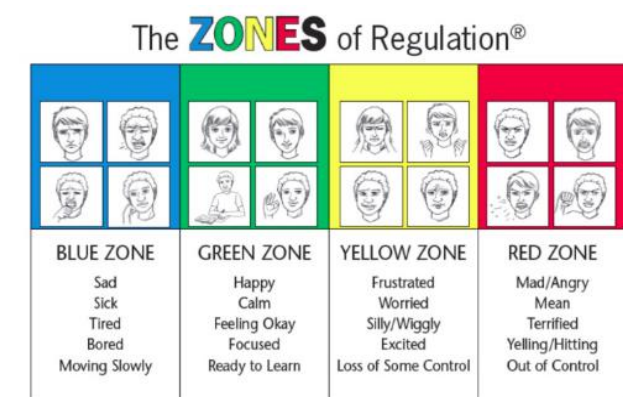
1 st incident	Miss one day of play and lunch and sit with Senior Staff
2 nd incident	Miss one day of play and lunch and sit with Senior Staff. My grown ups will meet with adults at school.
3 rd incident	Miss one day of play and lunch and sit with Senior Staff. My parents will be informed
4 th Incident	I will spend 1 lunchtime with my grown ups in school.
5 th incident	I will spend 3 lunchtimes with my grown ups in school.
6 th incident	I will spend 5 lunchtimes with my grown ups in school.

I know that every half term this will reset to 0 number of incidents so that I have a chance to show my behaviour has changed. My teacher will talk with me about these incidents and help me to have positive playtimes.

Zones of Regulation

I can use the zones of regulation to share how I am feeling in different situations and reflect on how others might be feeling.

Adults will not ask me to reflect on my behaviour when I am in the red zone and will give me time to calm first.



“If you see it, say it, so we can learn from it.”

I know that if I see or hear others being unkind to each other, and making comments about their identity (such as their race, gender, heritage, disability, families), I will share this with an adult in school as it is not acceptable. It is important that we all learn from our mistakes and the adults in school will help us to do this.

Child Restorative Reflection Form



Child Restorative Reflection

Name	Date
Class	

1. What happened? Be factual

2. What were you thinking at the time? What zone were you in put a tick.


Sad sick tired bored hungry	Happy calm ready to learn	Frustrated, worried, excited	Angry, terrified, elated
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3. How did this make people feel? What zone might they be in?

Sad sick tired bored hungry	Happy calm ready to learn	Frustrated, worried, excited	Angry, terrified, elated
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4. Who has been affected by this?

5. What should we do to repair this and put things right?

6.  How can we do things differently in the future?