



Behaviour Policy

Written By	Senior Leadership Team & Staff	
Frequency of Review	Annually	
Date reviewed and approved by Governing Body	September 2023	
Date of next review	September 2024	
Display on Website	✓	
Purpose	The Governing Body accepts that excellent behaviour is necessary for effective teaching to take place and seeks to create, with staff, an environment in the school which encourages and reinforces excellent behaviour. Please see Appendix 1 for the Governing Body's Statement of Behaviour Principles.	
Consultation	Governors	✓
	Parents	✓
	Pupils	✓
	Staff	✓
Links with other policies	Child Friendly Behaviour Policy Attendance Equality Policy Inclusion SEND Prevent Radicalisation Safeguarding and Child Protection Anti-bullying Online Safety Charging and Remission Mobile Phone / wearable device	

1. Rationale

At Burlington Junior School, we aim to promote positive behaviour in a supportive, caring and tolerant environment. Within our school community, it is important for children and adults to develop positive relationships grounded in mutual respect. Both children and adults are entitled to a calm, orderly working environment where there is good behaviour which leads to high-quality learning.

Throughout their time at Burlington Junior School, pupils will develop moral values, attitudes and beliefs which will be with them for life. In order to achieve this, our behaviour policy is built around three core principles:

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

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (latest version) 'Keeping children safe in education'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

3. Roles and Responsibilities

The **governing board** has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's complaints procedures policy.

The **headteacher** is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **mental health lead** is responsible for:

- Overseeing the whole school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The **SENCO** is responsible for:

- Collaborating with the governing board, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

All members of staff, including teachers and support staff, and volunteers are responsible for:

- Fostering supportive relationships with pupils and treating each individual with respect;
- Promoting positive relationships with parents;
- Knowing and understanding that pupil behaviour has multiple influences;
- Dealing with behaviour calmly, fairly and consistently;
- Establishing clear routines throughout the day;
- Sharing clear expectations with pupils and giving clear, concise instructions;
- Encouraging and motivating pupils through stimulating lessons;
- Modelling and promoting positive behaviour (notice, praise and reward) and sharing these moments with other colleagues in the school;
- Using targeted approaches to support pupils with individual needs and making reasonable adjustments where needed;
- Providing pupils with opportunities to discuss concerns or behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Reporting any unacceptable behaviour to a member of staff.

4. **General Expectations**

Within the principles of '**ready, respectful and safe**', pupils are able to learn and practise key behaviours which are transferable to their next stage of schooling, and beyond. We encourage pupils to have high expectations of themselves and to recognise when they have succeeded in doing so. The following expectations apply throughout the school day and are celebrated when they occur (whether during break, lunch or off site on an educational visit).

Core Principles	General Expectations
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 are safe.	<ul style="list-style-type: none"> - We move around the school safely and in a controlled manner. - We follow our school's e-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)

5. Promoting positive behaviour

How do we teach and promote positive behaviour?

Sharing our core principles	Staff regularly promote, model and reinforce our core principles ready, respectful, safe within lessons, assemblies and in reflections on pupil behaviour.
Class Charter	Each class establishes a class charter which is built on the core principles 'ready, respectful and safe'.
Roles and Responsibilities	Pupils are given roles and responsibilities in class and around school.
Learning behaviours within the curriculum	Through an engaging curriculum, pupils access challenges which allow them to learn and demonstrate a variety of learning behaviours including resilience, perseverance and independence. These learning behaviours are encouraged and applied in all lessons but may be explicitly taught in PSHE lessons. Pupils are praised when they exhibit a learning behaviour which has been an individual, class or whole school focus.
Work in partnership with parents and carers	Praise and positive behaviour is shared with parents and carers .
The role of adults	Staff model respect, tolerance, patience and professionalism with each other and the children.
Staff and pupil behaviour goals	Both staff and pupils have three behaviour goals that they are working towards as a team . Examples for staff might include establishing learning behaviour objectives for the week which are reflected upon, or greeting pupils at the door after break and lunchtimes. Examples for pupils might include saying please and thank you for always holding a door open for those behind them. Achievements are celebrated with both pupils and staff.

How is positive behaviour rewarded?

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.

- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewards to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils:

Reward	Additional Information
Verbal and non-verbal praise	To give feedback and to recognise positive behaviour. This could be through a thumbs up, smile, 'well done' or a round of applause from the class.
Class Dojo points	To recognise positive behaviour in line with our core principles. Dojo points are awarded in class by any member of staff and recognise positive behaviour in line with our core principles (ready, respectful, safe). Staff acknowledge where points have been awarded, and what they were awarded for. At the end of a week, pupils may have the opportunity to change their avatars and parents may be informed of pupils' successes.
Dojo ticket/sticker for being Ready, Respectful and Safe	Any member of staff can award a 'Dojo ticket' at any point in the school day (e.g. break, lunch, classroom, assembly, when moving around the school). These are given to class teachers so that points can be added electronically and pupils' achievements are celebrated.

6. Discouraging unacceptable behaviour

Where a pupil's behaviour falls below the expectations of the school, all members of staff will support pupils in recognising this and reflecting on why this has happened. Reasonable adjustments to the pupil's environment may be made to support them in making good choices, e.g. providing a pupil with a fidget tool or a move-sit cushion, removing a distracting item or sitting in a different position in the classroom. In some cases, this may result in a consequence such as a verbal warning, a movement in the classroom or 'reflection time'. In all circumstances, where these incidents do occur (in class, at lunch, off-site on trips), the five-step sequence below should be followed:

	Steps	Action
1	Reminder	A reminder of the three principles (ready, respectful, safe) delivered privately wherever possible.
2	Warning	A clear verbal warning delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
3	Last chance	Speak to the student privately and give them a final opportunity to engage. A micro-script may be used here to support the

		pupil in recognising and reflecting on their behaviour.
4	Reflection Time	<p>This might consist of a short time with another teacher in a different classroom, time spent outside the classroom with the class teacher or TA, or time spent in a quiet area on the edge of the field at lunchtime. It is a few minutes for the pupil to calm down, breathe and look at the situation from a different perspective.</p> <p>In some situations, the incident may be recorded on CPOMS (Child Protection Online Management System) and pupils may be asked to record an account of the events.</p>
5	Repair	This could be a quick chat or a more formal meeting and allows all of those involved to reflect on their behaviour so that they are ready to return to learning. This conversation may happen some time after the incident and when the pupil is calm.

Parents will be informed if this behaviour is repeated and becomes a concern.

If work is not completed within the classroom, class teachers may have conversations with parents about completing work at home.

There may be rare occasions when the teacher need to keep the whole class in for a few minutes to go over behaviour or work expectations during break or lunch time. This will only be for a short time and the teacher will quickly send out children who they can identify as not being involved. Year leaders are positioned in year group areas to monitor behaviour of all classes and the rewards and sanctions used in their year team.

Although rare, there are some more serious types of behaviour which will result in the incident being recorded immediately and the stepped sanctions sequence will begin at step four. This is because the behaviour has occurred quickly and has involved bullying, intimidation or physical harm of another pupil or member of staff. It is important that these moments are recorded on CPOMS and that the pupils involved are asked to reflect on what has happened with an adult so that their behaviour triggers can be identified. Following a conversation with a member of the senior leadership team, a sanction appropriate to the event will be decided on.

Physically and Verbally Abusive Behaviour Towards Peers or staff

If there is an ongoing pattern of physical or verbal behaviour that isn't improving, these sanctions could be used. These will reset every half term. Children who have SEND may have alternative sanctions put in place depending on their need. All incidents will be recorded on our CPOMS system:

1 st incident	Miss one day of play and lunch and sit with Senior Staff	Teachers to be curious and actively support pupils to have successful playtimes, e.g. finding buddies.
2 nd incident	Miss 3 days of play and lunch and sit with Senior Staff. Parents/carers invited into school for a strategy meeting in order to positively support their child and to stop an escalation in behaviour. This may include joining lunchtime clubs which will be supervised by an adult.	
3 rd incident	Miss 5 days of play and lunch and sit with Senior Staff	
4 th Incident	Child will spend 1 lunchtime with a parent/carer in school	
5 th incident	Child will spend 3 lunchtimes with a parent/carer in school	
6 th incident	Child will spend 5 lunchtimes with a parent/carer in school	

Every half term, these incidents will reset to zero so that pupils can show their behaviour has improved.

Definitions

For the purposes of this policy, the school defines 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation.
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate or demean the individual being bullied.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of illegal drugs, alcohol or tobacco.
- Possession of banned items.
- **Truancy and running away** from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Fighting and aggression.
- Persistent disobedience or destructive behaviour.
- Use of mobile phones without permission.
- Graffiti.
- Any behaviour that requires the immediate attention of a staff member.
- Any behaviour that seriously inhibits the learning of pupils.
- Any behaviour that threatens safety or presents a serious danger.

For the purposes of this policy, the school defines 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the child exhibiting the behaviour and/or other pupils, including, but not limited to, the following:

- Lateness;
- Low-level disruption and talking in class;
- Rudeness;
- Failing to follow an instruction.

What are the expectations of staff when dealing with unacceptable behaviour?

- To support children in recognising and reflecting on their behaviour choices;
- To remain calm, fair and consistent, giving clear instructions;
- When the pupil is calm, to discuss their behaviour with them, including the reasons for it, how it could have been avoided and how and why it is being recorded;
- To make reasonable adjustments in order to support pupils with their behaviour, e.g. providing a pupil with a fidget tool or a move-sit cushion, changing seating positions in the classroom, finding out what is bothering them, removing a distracting item of stationery;
- To review behaviour with pupils privately (not in front of the whole class) wherever possible;

- To recognise that the behaviour may be the result of a particular need or circumstance which extends beyond the classroom and follow appropriate safeguarding measures where necessary;
- To have positive, unconditional regard for a child, understanding that children are not defined by their behaviour.
- To implement new routines which may be needed to support a child who is finding it difficult to regulate their behaviour;
- To support each other when de-escalation is needed;
- To have the opportunity to take time to reflect on behaviour incidents where appropriate and review a pupil's behaviour with the inclusion lead if required;
- To keep clear, consistent and dated records of incidents, consequences, strategies which supported the pupil and any records of meetings with parents (CPOMS);
- To consult with the leadership team where additional support is required and implement recommendations where appropriate;
- To be able to attend training sessions regarding behaviour when required.

Strategies which are not acceptable (please see the 'safeguarding policy' for further detail):

- sanctions that deliberately humiliate children;
- whole class detentions as a result of poor behaviour by an individual or a small group;
- keeping a child after school, unless a personalised behaviour plan is in place;
- breaching professional conduct and contravening safeguarding guidance.

Micro-scripts

We recognise that it is important to support children in recognising when their behaviour is falling below the expectations of the school, and that positive relationships with pupils is key in doing this. A quick, scripted conversation (such as the one below), may support pupils in recognising that they are responsible for making a change to their behaviour. It is predictable, safe and reminds pupils of positive moments; it should take place when pupils are calm and at a crucial point before behaviour may escalate further (at step 3 or 4 on the sequence above).

I noticed you are... (having trouble getting started/struggling to get going) OR

It was the rule about... (lining up/staying on task) ...that you haven't followed.

You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and (this) will happen...I'll leave you to make your decision.

You have chosen to... (move to the back/catch up with work at lunchtime).

Do you remember last week when you... (arrived on time every day)?

That is who I need to see today.

Thank you for listening and speaking with me.

Restorative Justice

Restorative conversations form an approach to teaching about behaviour. During reflection time with a child's teacher (or the adult involved), pupils have the opportunity to reflect on their choices and appreciate the effect of their decisions on others. These six questions will form the basis of a restorative conversation:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?

- How can we do things differently next time?

Working with parents/carers

Where a class teacher has a concern about a child (one-off incident or a general concern), they should contact the child's parent(s) or carers to inform them of the concern and discuss what is happening in school. This should be either via a face to face meeting or a phone call in order to ensure that there is dialogue about the child / incident. This contact should be recorded on the information sharing form.

If parents/carers or a class teacher feels that additional support or action is required to support a child, they should contact the Inclusion Leader to discuss this.

Parents can support their children in the following ways:

- By working in partnership with the school to reinforce expectations regarding good behaviour and the home/school contract;
- By ensuring that their children attend school regularly and on time;
- By ensuring that homework is completed;
- By attending events for parents, such as parents' evening, open mornings and parent forum meetings;
- By helping their children to bring appropriate materials and books to school;
- By supporting the aims of the Behaviour Policy;
- By contacting the school if there are any concerns regarding their child's work or behaviour.

7. Supporting pupils with SEND / SEMH

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties, social interaction difficulties or sensory disorders. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, parents, outside agencies/professionals) in order to best meet their needs.

We also recognise that children with social, emotional and mental health needs (SEMH) may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning, e.g. pitch of task or classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on their behaviour and find ways to repair the situation. We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

Actions taken to support these pupils will be in line with the school's Special Educational Needs and Disabilities policy.

Zones of Regulation

'Zones of regulation' is used across the school to give a common language for discussing and reviewing situations as well as thinking about how to solve a problem which may have arisen. This is also taking place as a small group intervention using role play to consider a pupil's emotions in different scenarios.

8. Bullying / discriminatory language

Behaviour that threatens, upsets or hurts children is not tolerated. If this behaviour is persistent and targeted, this is bullying. Please refer to our **anti-bullying policy** for further information about the ways in which the school addresses bullying.

We are an inclusive school and encourage children to respect people from all backgrounds. If a pupil uses racist, sexist or homophobic language with or without intent, a member of staff

will investigate and educate the pupil on the impact of using this language, allowing them the opportunity to reflect on their use of language. Any racist or discriminatory language should be logged by the adult recording it on CPOMs which will later be shared with AfC.

Children are encouraged to be active bystanders and tell adults in school when they hear any discriminatory language being used. The phrase '**If you see it, say it, so we can learn from it.**' is used to teach children about the importance of sharing these incidents with staff so that those using discriminatory terms can learn about the impact of this on others around them.

9. Child on Child Abuse, Sexual Harassment and Discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, the use of sexualised language, gender-based bullying and sexual violence.

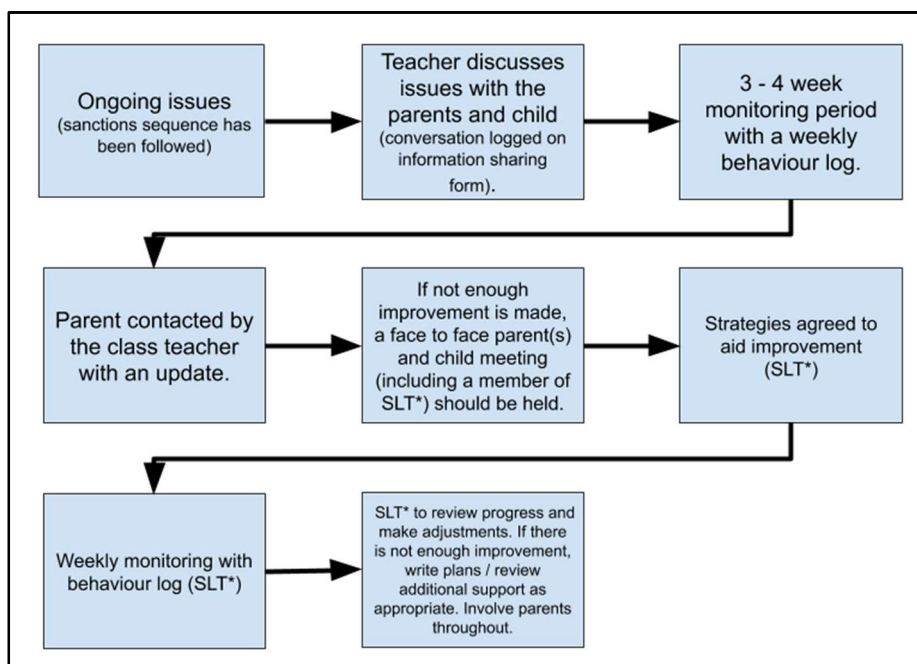
The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy. Appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Staff members will record incidents on CPOMs. Where inappropriate language has been used, the process described above in point 6 should be followed.

10. Safeguarding

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of their educational or other needs not being met. At this point, the school should consider whether a multi-agency assessment is necessary.

11. Ongoing behaviour issues

Where a child demonstrates ongoing issues with behaviour, class teachers should review the pupil's behaviour with a member of SLT*. Where possible, the pupil's behaviour triggers will be identified so that a behaviour log can be put in place. This will support the child by providing them with small steps to work on so that they can develop their behaviour in school. The pathway below should be followed:



**SLT is considered to involve the head teacher, deputy headteacher and assistant head teacher / Inclusion Leader as appropriate.*

12. Suspension and Permanent Exclusion

When a child's behaviour is not showing signs of improvement, the school works with other professionals and agencies to support the child and their family. Persistent negative behaviour

or serious incidents may lead to suspension or permanent exclusion. Burlington Junior School can execute its power of exclusion either as a fixed suspension or on a permanent basis. This decision is taken by the Headteacher. If a child is suspended or excluded, the school follows Kingston's policy and guidelines, [Achieving for Children's exclusion procedures](#) and statutory [guidance](#) from the Department for Education.

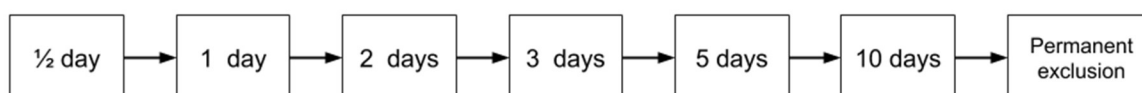
Suspension

Definition: A pupil is temporarily removed from the school. A pupil may be suspended for one more fixed periods (up to a maximum of 45 days in a single academic year). A suspension does not have to be for a continuous period. A suspension can also be for parts of a school day.

Suspensions will be used as a **last resort**. They may be used to provide a clear signal of what is unacceptable behaviour and show a pupil that their current behaviour is putting them at risk of permanent exclusion. The circumstances below provide some examples of this:

- A child runs out of school and has jeopardised our ability to take responsibility for his/her well-being;
- A child has used offensive language, directly against an adult;
- A child dangerously threatens or hurts another person;
- A child has repeatedly been violent or confrontational, refusing to follow an adult's instructions.

Suspensions will follow the sequence below:



Parents / carers have the right of appeal to the Governing Body against any decision to exclude.

Permanent Exclusion

Definition: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and,
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school.

13. Monitoring

Behaviour in the school is monitored by the Head and Deputy Headteacher. During weekly meetings, any serious incidents are discussed so that further school action can be implemented or planned for. At the end of each half term a behaviour and incident log is analysed for patterns and trends. This is monitored by SLT and the Safeguarding Governor.

This policy is revised annually with all staff and Governors.

This policy must be read in conjunction with the school's inclusion policy, safeguarding policy, anti-bullying policy and uniform guidelines. Staff should also consult the Staff Handbook and Code of Conduct for further guidance.

Appendices

1. **Governing body's statement of behaviour principles**
2. **Screening and searching pupils**
3. **Use of reasonable force and physical contact**
4. **The power to discipline beyond the school gate**
5. **Pupil allegations against staff, volunteers or other adults**

6. Pupil Reflection Form

Appendix 1 - Governing Body's Statement of Behaviour Principles

This document is not policy or practice, rather it is a statement to set out Burlington Junior School's broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the head teacher, Mrs Utting, who will view each case in light of these principles and any relevant policies.

The governing body is aware and approves of this statement, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

This is why, at Burlington Junior School, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

Principles

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- At Burlington Junior School, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures – exclusions and expulsions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the

right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

- Guidance on the use of reasonable force will be agreed upon by the headteacher and governing body, and clearly set out within the school's Behaviour Policy.

General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils should help staff by showing good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, the headteacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.
- Everyone in the Burlington Junior School community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Burlington Junior School .

Appendix 2 - Screening and searching pupils

At Burlington Junior School, staff may confiscate items that are of high value, deemed inappropriate, are against school policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion as to whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. Parents/guardians should be made aware if an item has been confiscated and given the reason for the confiscation, (e.g. inappropriate or valuable).

Staff do have the power to search without consent for prohibited items, which include the following:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools -
_A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Appendix 3 - Use of reasonable force and other physical contact (including positive handling)

In line with [DfE guidance](#) (2022), members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at school or among pupils. This is a last resort and will only ever be used in the most extreme circumstances. Parents are informed if this has been used and children are given a chance to explain or write how it made them feel and what could have been done differently.

In very rare circumstances, where the child presents either a danger to him/herself or to others, positive handling will be used. This will be carried out by a member of staff who is trained in positive handling in the presence of at least one other member of staff. It will be used only to move a child to a place of safety where the child can calm down. Parents will always be informed and the incident recorded on CPOMs. A risk assessment will also be put in place for all on site and off site activities if a child is known to exhibit behaviour that may require positive handling. This risk assessment will highlight the need for relevant staff members to have appropriate training, as well as consider the specific needs or vulnerabilities of the pupil concerned.

When and where to use positive handling

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff needs to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others. If a member of staff decides that positive handling is appropriate and an action of last resort then they should always:

- Advise giving a warning to the child that a physical intervention may have to be used.
- Use an appropriate means of positive handling, such as standing between or blocking a child's path, leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform.
- Try to ensure that they do not use positive handling until another responsible adult is present to support, observe or call for assistance.

Examples of situations that particularly call for judgements of this kind include:

- a child physically attacks a member of staff or another child
- children are fighting, causing risk or injury to themselves or others

- a child is causing or on the verge of committing deliberate damage to property.
- a child is causing or is at risk of causing injury or damage by rough play or use of an object.
- a child absconds from a class or leaves school at an unauthorised time.
- a child persistently refuses to follow an instruction to leave a classroom.
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it is clear that the behaviour is dangerous and the situation could not be resolved in any other way. Staff must take account of the individual needs of the child and their understanding of the situation.

As part of a behaviour plan, children will be aware that positive handling may be an option. For example, if a child leaves the classroom and refuses to return to a safe space within an agreed timescale. At this point assistance will be requested, either to help or to simply ensure all procedures are correctly followed by the adult involved.

Recording of incidents

Staff report incidents on CPOMs any time they have used any kind of positive handling. Staff must complete a positive intervention checklist as part of Google form.

Once complete, these incidents and forms are reviewed by a Designated Safeguarding Lead (DSL). They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. A member of SLT will inform the parents of the child.

All accidents, incidents or near miss reports must be recorded.

Following any incidents where force has been appropriate the head teacher will make arrangements to support the staff and children as these can be upsetting times.

Children will also be given the opportunity to discuss how the situation made them feel.

If necessary, first aid will be administered by a trained first aider and emotional support will be provided as required.

Staff will discuss the situation within 2 days with the head teacher to review if all procedures were followed and how we could try to avoid further repercussions, learning from the experience.

Appendix 4 - The power to discipline beyond the school gate

Pupils at Burlington Junior School should represent the school in a positive manner. Staff can issue sanctions for behaviour which takes place outside of the school premises when the following circumstances apply:

- When the pupil is wearing school uniform;
- When the pupil is travelling to or from school;
- When the pupil is taking part in any school-related activity;
- When the pupil is in any way identifiable as being a pupil at the school.

As a school, we will also respond to concerns regarding children's behaviour outside of school which could result in the following circumstances:

- Behaviour which could have repercussions for the orderly running of the school;
or
- Behaviour which poses a threat to another pupil, a member of staff at the school, or a member of the public; or
- Behaviour which could adversely affect the reputation of the school.

Anti-bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's anti-bullying policy.

In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Pupils, parents and staff are advised to inform school if they have any concerns. Each concern will be dealt with based on the nature of the incident.

Appendix 5 - Pupil allegations against staff, volunteers or other adults

Allegations can be made against anyone. All staff should be aware of their professional duty to provide maximum reassurance to all stakeholders. We follow safeguarding and staff discipline policies in dealing with any allegations against staff.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. The Headteacher on all such occasions will discuss the content of the allegation with the LADO (Local Authority Designated Officer for Managing Allegations against Adults Working with Children). If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of Governors who will consult with the LADO.

The school will follow the LSCB procedures for managing allegations against staff and other adults working with children, a copy of which will be readily available in the school.

Where the allegation is determined to be **false** or **malicious**, additional support is offered for the pupil, family member and member of staff. Advice may be sought from the local authority for the best course of action moving forward.

Appendix 6 - Pupil 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, hated
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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, hated
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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?