

Burlington Junior School



Behaviour Policy Child-Friendly

Date of next review – Autumn 2026



As a child at Burlington Junior School, I belong respectful school community where everyone aims to achieve their goals. I understand that all children and adults at our school are allowed to learn in a calm, organised school where there is good behaviour, which leads to amazing learning. If I have completed all my work I will try to push myself to do a challenge.

Our behaviour policy is built around three aims:

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

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

	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 our lessons. - We collaborate and work with others. - We listen and follow instructions. - We develop positive learning behaviours. - We follow school rules on uniform. - We keep to our classroom routines e.g. legendary lines and settling into learning and keeping our classes tidy.
We are respectful.	<ul style="list-style-type: none"> - We care for each other. - We show marvellous manners. - We treat each other with respect. - We encourage and support one another - We take care of our school and each other’s property - With support from others, we can admit when we have got something wrong or have made a mistake. - We will learn to repair relationships. - We take care of and share the OPAL equipment.
We are safe.	<ul style="list-style-type: none"> - We move around the school safely and in a controlled manner – sensible on the stairs. - We play safely on playground equipment, in our games and with OPAL play. - We tell one of our 5 trusted adults if something has happened to us that has upset us. - 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)

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 and sit on the steps in assembly, get a card and a pencil.

- My teachers will look out for my positive behaviour and will share this with my parents in emails, postcards and positive verbal messages home.
- I may be given a sticker, if I want one.

What will happen if I do not show positive behaviour?

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

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 write up what happened or complete a reflection sheet and asked to repair the situation with my peers, teacher or other adults in school.

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. I will be shown strategies to help me get back into green to help me build my own toolkit.

The ZONES of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

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 and self-regulate.

Repair

Repairing is an important part of our behaviour policy, and this helps us repair situations and plan of what to do next time. We have some visuals that can help us.

visual	prompts	to	support	repair
What happened?	 restorative justice		Use these to talk with a child	use them with the zones
What were you thinking & feeling?				
Who has been affected?	How do you feel now?	What can you do to repair?	What can you do next time?	

Call it out

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. I will try to do this at the time that I see it.

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?

visual	prompts	to	support	repair
What happened?	restorative justice			Use these to talk with a child
What were you thinking & feeling?				use them with the zones
Who has been affected?	How do you feel now?	What can you do to repair?	What can you do next time?	

1. What happened?
2. What were you thinking?
3. Who was affected?
4. What are you thinking or feeling now?
5. What needs to happen to repair it or put it right?
6. What can I do next time?

1

made a silly noise	shouted	rude to someone	walked out	tore my work up
hid	What happened?			broke something
refused to do work				hurt someone
took something	said something mean	scribbled on my work	threw something	swore at someone

2

worried	confused	energetic	angry	excited
shy	What were you thinking or feeling ?			distracted
embarrassed				scared
not sure	stressed	sick	silly	giggly

3

me	a friend	a teacher	a member of staff	a member of the public
My parents & carers	Who has been affected?			Someone else's family
My siblings				someone else
My family	a group	a child	online people	class mates

4

sad	sorry	guilty	confused	scared
safe	What are you thinking or feeling now ?			embarrassed
which zone are you in?				worried
restless	ok	thoughtful	calm	better

5

write it down	write a letter	talk with someone	say sorry	minutes off play
tidy up	What needs to happen to repair it and put it right?			fix something
say sorry with someone				include that person
make a plan	Use kind actions	use kind words	make a change	think about the zones

6

talk to a teacher	ask for movement break	go to a safe place	fiddle with something	think about me in the zones
go to the calm corner	Next time I could...			count to 10 to calm
Go to a club inside				find something nice to do
walk away	play with someone else	take deep breathes	sit next to someone else	find an adult