Burlington Junior School

Behaviour Policy

Child-Friendly

Date of next review – Autumn 2027



As a child at **Burlington Junior School**, I **belong** to a **respectfu**l 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, safe and 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 **respectfu**l;
- We are **safe**.

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

	Expectations of Positive Behaviour
We are ready.	- 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 come into class on time after break and lunch.
We are respectful.	- We treat other people as we would like to be treated and we show respect to everyone. - We care for each other. - We show marvellous manners. - We listen to other people's opinions. - 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 learn to repair relationships. - We take care of, share and tidy up the OPAL equipment so everyone can have fun.
We are safe.	- 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 play safely with each other and are not rough. - 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 guidelines. - We follow our school 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?

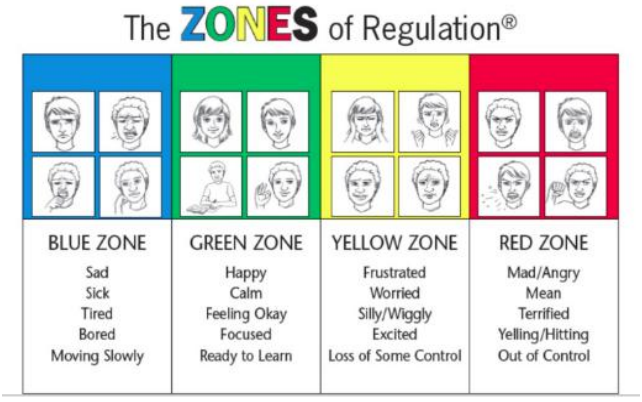
All adults at school will encourage positive behaviour. If I am showing positive behaviour, I will be rewarded in the following ways:

- 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 I can get to sit on the steps in assembly, get a card and a pencil as recognition.
- 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.



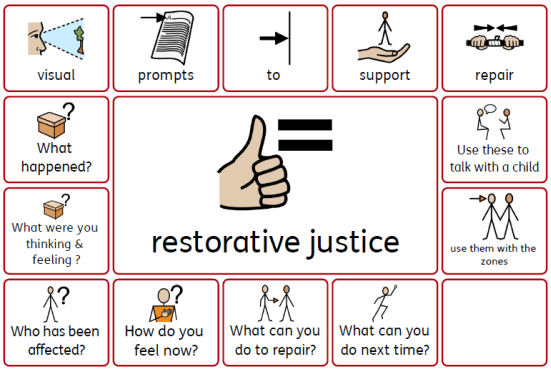
Zones of Regulation

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.

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. These can also be found in the atrium and outside.



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,

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,

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?

Use these to talk with a child

restorative justice

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

broke something

What happened?

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...

1 2 3 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