



Burbage Primary School

Behaviour Policy

Date of approval: 23rd September 2026
Approved by: Academy Committee
Review date: September 2028



Key Personnel	
Role	Name
Head teacher	Mrs Z Garbutt
SENCo	Mrs L Marsh
Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead	Mrs Z Garbutt/ Mrs K Wilkins

Rationale

Our Code of Conduct is that all learners must at all times be:

Ready
Respectful
Safe

Aims:

At Burbage Primary School, we live by our ethos of, “inspiring and nurturing together”. We are committed to providing an inclusive education for all and empowering our children to be successful learners so they can access education feeling safe and happy. We continually promote an ethos where everyone feels safe and happy, which builds confidence and offers security.

Our children are taught to be Ready, Respectful and Safe. This underpins everything we do at Burbage Primary School and is our code for high expectations for behaviour, you can feel, see and hear it.

At Burbage we have a whole school agreed approach to universal provision. An agreed whole school approach is agreed when everyone, staff, children and parents have a shared understanding of what is an acceptable and unacceptable code of conduct for behaviour.

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and Permanent Exclusion from schools



- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Restrictive interventions, including use of reasonable force, in schools
- Supporting learners with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice
- The Equality Act
- Working Together to Safeguard Learners
- Keeping Children Safe in Education

Unacceptable Behaviours:

At Burbage we agree that the following behaviours are unacceptable:

- Being rude and defiant towards adults and children
- Disruptive behaviour which stops other children from learning
- Disrespecting equipment and other's work
- Shouting and verbal and or physical aggression / fighting
- Spitting
- Swearing
- Racism, sexism and any form of discrimination
- Deliberately damaging displays or other children's work

Burbage's agreement:

We agree that all our learners have a right to feel safe and protected from harm

We agree that through well-structured teaching where lessons are creative, engaging and the learning is scaffolded, we can support our pupils to learn to self-regulate, manage their own behaviour and take responsibility for it.

We agree that children are encouraged to build positive relationships with adults and other children and to develop strategies to help them cope with their emotions.

We agree that it is essential that teachers and staff work hard to build their class community.

We agree that 100% consistency from all staff will ensure that this policy is effective.

We agree that adults must continually reflect their perspective, behaviours and attitudes to enforce this code of conduct.

We agree to make reasonable adjustments to expectations and to consequences for anti-social behaviour for learners with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency.



Consistent, calm adult behaviour	First attention for best conduct	Relentless routines	Scripting difficult interventions	Restorative follow-up

Consistent, calm adult behaviour(non-negotiable and expected from every adult in school)

- Smile and greet the children.
- Find out what makes our children feel important, valued like they belong. Reward children for going 'over and above' expectations, not just simply meeting them.
- Let children lead learning, share responsibility, delegate jobs. Mark moments with sincere private verbal praise.
- Send positive notes/cards/postcards at least twice a week.
- Show children their ideas and experiences have real value. **'Catch the good'**. Differentiate ways to celebrate achievement – not everyone wants to feel famous, but everyone wants to feel important.
- You can never, ever give enough positive praise. Yes, it's hard work, but it makes us all feel very happy.
- Have fun with your children – make them feel loved and cared for by you.
- Ready, respectful, safe – should be a mantra, it should cascade through every sentence you speak.
- Always refer back to your class charter tree.

Be relentless, be positive, if you forget, that's ok – try again tomorrow.

The 6 golden rules for adults to adhere to:

- Link the conduct behaviours to being ready, respectful, and safe and learning behaviours to our values and learning tools. The difference is essential. **ALWAYS CATCH THE GOOD** and link to your class charter.
- Be clear and consistent through a class charter, rules linked to being ready, respectful and safe. (Make it big, bold and use it!)
- Have high expectations for all, social and learning behaviours, everyone hears the same message; do not over celebrate those children who need additional support to regulate, do not over reward and be consistent.
- Every child aims to get their name on the board for demonstrating a desired behaviour. Make it fun, achievable and celebrate this! Encourage children to support each other.



- Create an environment where doing well is possible for anyone; even the smallest of achievements.
- Use our non-verbals; they are quiet, easy and adults work less; they are our universal language.

Relentless routines:

For our code to work and be successful, every adult must remember:

Language: simple, clear expectations reflected in all conversations about behaviour – Ready, Respectful and Safe.

Non-verbal cues: hands up for attention (signal, pause, insist), thumbs up, listening ears

Follow up: Adults taking responsibility for behaviour interventions, seeking support but never delegating.

Positive reinforcement: Routine procedures for encouraging and celebrating and rewarding always follow through. Use the recognition board – it can never be overused.

Consequences: Defined, agreed and applied – see *30 second intervention script*. Established structures for more serious behaviours.

Simple rules: Reference visual cues, interesting and creative signage. Refer to class rules and expectations.

Respect from adults: Even in the face of disrespectful learners.

Reinforced rituals and routines: For behaviour around school.

Environment: Consistent visual messages that echo our values. Have visuals showing your children behaving positively, written examples of what you expect. Keep your environment safe.

Celebrate: Be explicit with your expectations.

Rewards:

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour.

Children will be encouraged and positive decision making will be recognised:

Verbal praise

Team points

Credit note to take home

Phone call home

Special award (postcard) home given in our weekly celebration assembly (these may be linked to our value of the term or they may be bespoke to individual effort or achievement).

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.



Consequences:

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disengaged behaviour may constitute a safeguarding concern for either the instigator or learner subjected to that behaviour and record and report accordingly.

Learners have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate negative consequence is one that functions as a deterrent, encourages prosocial behaviour in the future and rectifies any harm done where possible.

Providing the class teacher has followed scripted conversations, interventions, gentle reminders and has been relentless in routines, we know there are times when children make the wrong choices. If teachers are confident that they have provided children with the chance to restore and learn from their choices, take responsibility and have clear, consistent instructions which they fully understand, staff can decide on an appropriate consequence. In determining whether a consequence is logical and reasonable, consideration will be made regarding any special circumstances which are known to the person setting the consequence, including:

- the learners age
- any special educational needs or disability they may have.

Parents **must** be informed about any inappropriate behaviours and notified about any decision made and any consequences.

	Consequence	Teachers to do	Children to know
Low level	Short reflection time within the classroom	Supervise	Thinking time is powerful
Medium level	Class teacher to ring parents explaining what has happened	Teacher to call parents	Parent engagement and working as a team – we want the best for you
High level	Structured conversation with parents (this may involve a member of the Senior Leadership team)	Arrange a meeting with parents, plan conversation	It is now escalating and there are future consequences. Agree consequences at home



Resources and guidance to support our Code of Conduct

Scripting conversation – a sharp intervention

- Removes 'magic' systems and bribes.
- Relationship management allows adults to become more skilled at defusing behaviour.
- 30 second conversations for one-to-one interventions for poor behaviour (see script).

1. Gentle approach, personal, non-threatening, side on, eye level or lower

2. State the behaviour that was observed and which rule was broken

You need to understand that every choice has a consequence and your behaviour is dangerous/disruptive.

Ask the child: *What rule have you broken? (Ready, Respectful or Safe)*

3. Tell the learner what the sanction is

If you choose to (insert desired behaviour), that would be fantastic.

If you choose not to, then this will happen... (consequence)

Immediately refer to previous good behaviour as a model for the desired behaviour.

Do you remember earlier today when you...? that's who I want to see now. I'll leave you to make your decision.

Follow with: *You are going to be brilliant. I believe you can be a success. I care about what happens.*

4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away, write them down and follow up later.

5. Look around the room with a view to catch somebody following the rules.

A copy of this script can be kept in your classroom, readily available for all adults to use.



Restorative follow up

The roots of restorative practice are clearly embedded in restorative justice – as a way of repairing harm done to a community and the relationships within it. Restorative Practice has a much bolder system, it sets out to develop a sense of community and creates relationships between staff and children so that these can be translated within the wider community.

Restorative practice is not

1. What happened? Find this out quickly, gather the facts as quickly as possible.
2. Next we find out who is to blame.
3. We then work out the school rules that have been broken.
4. The we pick the punishment to the crime.
5. We then move on, thinking something has changed.
6. We repeat, over and over again

A restorative view, seeks to create a behaviour system which sets things out differently:

1. What happened element is designed to give everyone a voice, to share their perspective.
2. Next, we ask who has been affected and how?
3. We then look at the relationships that have been damaged by who and the impact on feelings.
4. We then draw together looking at the needs to happen and repair, look at how we move forward.

Restorative practice is a mindset; it is an interpersonal process. The focus is not the consequence, it is focusing on what needs to be fixed and restoring trust.

Restorative Practice is a non-negotiable at Burbage, it is used after a conflict between peers, it is our children's right and they expect this to happen. For RP to be successful:

- Preparation meeting – 5 minutes, see below.
- Should not be delegated to a colleague.
- Genuine conversation that re-chalks the line of acceptable behaviour and repairs damage.
- Discuss the poor behaviour or incident, not the child's character.
- Addresses what happened, reinforces expectations and resets behaviours.
- Platform to build relationships that change and improve behaviour for the long term.
- Opportunity for all adults to reinforce that there is no other place you would prefer the children to be.
- Avoid asking 'why?' as this implies that you have already made a judgment on the behaviour and is often a question that the children can't answer.



<u>Responding to those who have been harmed...</u> 1. What happened? 2. What were your thoughts? 3. How has this affected you? 4. What has been the hardest thing? 5. What do you think needs to happen now?	<u>Responding to those with challenging behaviour (KS2)</u> 1. Can you tell me what happened? <i>(Neutral third person)</i> 2. What were you thinking about? <i>(Not here to judge or lay blame)</i> 3. Who has been affected? <i>(Avoid asking why)</i> 4. How do you think they feel now? <i>(Chance to consider empathy)</i> 5. What do you think needs to happen now? <i>(Chance to feel listened to)</i>
<u>Responding to those who have been harmed...</u> 6. What happened? 7. What were your thoughts? 8. How has this affected you? 9. What has been the hardest thing? 10. What do you think needs to happen now?	<u>Responding to those with challenging behaviour (KS1)</u> 1. Can you tell me what happened? <i>(Neutral third person)</i> 2. What were you thinking about at the time? <i>(Not here to judge or lay blame)</i> 3. Who has been hurt? <i>(Avoid asking why)</i> 4. How do you think they felt at the time? <i>(Chance to consider empathy)</i> 5. What can you do to make things better? <i>(Chance to feel listened to)</i>

What happened?

This is an opportunity to model the empathy and respect we want our children to develop, the objective is for the pupil to feel understood and heard.

Listen (use facial gestures and body language, and small words e.g., 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)

Ask questions if necessary.

Check if you understand properly (do you mean...?)

If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.

If what the pupil is saying isn't an accurate reflection of the truth, ask inquisitive questions and check understanding: 'are you saying that this happened?'

What were your thoughts?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. Feelings cards are useful for this card can be really helpful for this.

Suggest feelings and needs if necessary

Respond with empathetic body language and facial expressions.

What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity to for the listener to model empathy which de-escalates any



existing conflict and lays the groundwork for encouraging the pupil to empathise with others in the next question.

Listen

Ask questions

Check understanding

Refer to respect as a value and this is how we show this.

Who else has been affected? What do you think might be feeling? Has this affected you?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

Listen

Provide sentence stems 'I think that xxx may be feeling xx because'

Ask questions

Make suggestions if necessary – perseverance

What have you learnt and what will you do differently next time? What needs to happen now?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example, they don't want to be friends, or they are bored in lessons and they have rejected all ideas, revert to empathy, and sympathise with the challenge.

Remember the aim of Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

Listen

Ask questions

Check understanding

Summarise

How can the damage be repaired? How can we fix it? How can we make it better?

THIS IS THE MOST IMPORTANT STEP IN RP! NOT TO BE MISSED!

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.



You may need to give a selection of consequences or agree them together:

You need to refer to the behaviour Code of Conduct and be aware of the graduated consequences.

1. Repair the relationships, fix anything broken.
2. Letter or apology card.
3. Phone call home explaining to parents.
4. Missed supervised playtime.

The consequence should be agreed and fair.

It is important that this policy is read in conjunction with our “Trauma Informed Relationships, Behaviour and Well-being Policy”.

Suspension

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the learner is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the learner’s age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

Physical intervention

Restrictive physical intervention and/or seclusion should only be used when all other options for de-escalating a conflict situation have failed. To prevent or stop a learner from:

- causing injury to themselves or other
- committing a criminal offence
- damaging property
- causing disorder among learners at the school

Staff will try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the learner) will only be used as part of a support plan set up incorporating the views of the parents and the learner where possible. Learners are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the nominated governor



for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible, and in writing on the same day.

The staff have a duty to protect the safety of all learners. All physical intervention is to be carried out in such a way as to safeguard the learner and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

Staff training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with learners are provided with continuous professional development in this area.

This includes training in:

- Positive behaviour management and restorative strategies
- SEN and disabilities associated with challenging or withdrawn behaviour eg autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child on child abuse.
- Positive handling and de-escalation techniques. This training takes place when required as part of a response to risk assessment and needs analysis of learners.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and learners.

Monitoring and Review

The Academy Committee ensure that learner wellbeing is an agenda item on the for every full Academy Committee meeting.

The head teacher ensures that learner welfare is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor for safeguarding meets the head teacher every term (six times a year) to monitor the effectiveness of this policy.