

Burton Agnes C of E Primary School



Behaviour Policy

September 2025

'better to build your house on a rock than on the sand' (Matthew 7.24-27).

Behaviour Policy

Introduction

Our core values place 'care', 'trust' and 'friendship' at the heart of our school. Using these values as a starting point, and by encouraging good behaviour through a positive approach, we seek to support our children as they learn to care for and respect themselves, other people and the world around them. By encouraging high standards of behaviour that builds self-esteem and self-discipline, we seek to support our children and give them the firm foundations they need to be able to care for and respect both themselves and other. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The aims of our behaviour policy are:

- To achieve the vision, values and aims of the school through the good behaviour and conduct of the whole school community.
- To create a positive and caring environment that develops self esteem, self-discipline and respect.
- To show understanding and tolerance towards others – we are all different and we value all God's children.
- To provide a caring culture where children feel safe and confident.
- To show the Christian value of forgiveness.
- To enable the school to function effectively as a place for learning and teaching .

Our Approach

- All members of the school community will set high standards and expectations for the children's behaviour and work. The use of positive language, praise, warmth and celebration of good behaviour underpin our philosophy.
- All members of the school community are unique and special. They will be encouraged to celebrate each other's successes and to support each other in failure. This philosophy is designed to continually build positive self-image and high self-esteem.
- Learning to care and respect begins in the Foundation Stage and continues through Key Stages 1 and 2, with children developing an increasingly sophisticated understanding.
- Work in Personal, Social and Health Education, Religious Education and classroom activities all make a particular contribution to this area of the school's work.
- The children will be given opportunities to reflect on behavioural issues in order to help them to improve their behaviour and conduct.
- Positive and constructive behaviour will be supported by an appropriate system of rewards and sanctions. These will be used to support a pastoral care system which makes the school's expectations about behaviour clear to all children.
- All children will be encouraged to tell their teacher, headteacher, teaching assistants, support staff, parents or friends if they are experiencing any difficulties

with other members of the school community in order that swift action can be taken to address the issues.

- Staff will be provided with training to enable them to carry out all aspects of care and control to support the school's behaviour policy.
- We seek to work in partnership with parents and carers. We want the very best outcomes for our pupils and expect that their parents/carers will support us by upholding the aims and objectives of this Behaviour Policy.
- We are a wholly inclusive school and will not tolerate any behaviour that is deemed to be bullying, including any racist, homophobic, biphobic or transphobic language.

Golden Rules

At Burton Agnes CE Primary School, we have 5 simple 'golden rules', which are universal, based upon Christian values, easy to remember and are appropriate for children of all ages. These Golden Rules were generated by the children.

Always show respect and listen to others.

Always do your best and be proud of what you do.

Always tell the truth

Care for everyone and everything.

Always show our best manners.

These will be displayed in every classroom and around school. They will be regularly referred to by all staff during lessons, collective worship and in discussions with children. These golden rules help to create firm foundations and support our biblical underpinning. Opportunities will be sought to compare the golden rules to the teachings and life of Jesus and the content of the Bible.

Positive Rewards

The school operates systems for rewarding and recognising excellent behaviour. Good behaviour is expected and children do not receive rewards for this. They are rewarded for going above and beyond.

Pupil of the Week - This is awarded to one child who has shown outstanding efforts in following the 'golden rules' and living out our school and Christian values.

Special Mentions.- Each week we nominate several children from each class to win a 'Special Mention' in our 'Special Mentions Assembly' These children receive various certificates; parents, grandparents and the wider community are invited to this assembly. Each child receives a certificate.

Out of School Awards -The school acknowledges the efforts and achievements of children, both in and out of school ie out of school sports clubs, swimming, music etc

VIP's (Values in practise)- Children demonstrating our school values of care, trust and friendship get to put their name on a VIP slip. Slips are pulled from the box on a Friday and prizes are won.

Golden Book- Any child that is put on gold by going the extra mile, gets written in the golden book each week. These names are shared in special mentions and receive a gold sticker

Teachers can also devise age appropriate individual/group/class reward systems to further promote our behaviour expectations – this might involve stamps, stickers, taking work to show other members of staff etc. **Most importantly, all staff have a collective responsibility to contribute to our positive approach to developing self-esteem and self-respect by verbally praising examples of good behaviour in a range of situations.**

Managing inappropriate behaviour

Inappropriate behaviour is when a child is not following our golden rules or living out our school values. In response to this the nature of the inappropriate behaviour will be made clear to the child. We do not tolerate any form of violence towards a pupil or members of staff and we will take appropriate measures should any such incident occur. Where possible we manage this behaviour as privately as possible and with a non confrontational tone.

Specific behavioural needs

Some children may be identified as having more serious behavioural needs and as a result may need a different approach. In this instance, the following steps should be followed:

1. Class teacher identifies that the child has additional behavioural needs which are not being met by the behaviour flowchart (shown above).
2. Class teacher liaises with a member of the SENCo or Headteacher to share their concerns.
3. If deemed appropriate, an individual Passport and/or Pupil Management Plan will be made by the class teacher, a member of the SLT and relevant support staff.
4. Share the passport/support plan with parents and edit following parental input.
5. Share the passport/support plan with all relevant staff.
5. If the plan does not meet the needs of the child and his/her behaviour does not improve then seek further guidance from behaviour support team.

General Behaviour

Many minor issues can be dealt with immediately by a member of staff, via simple verbal correction and discussion of rules/expected behaviour, for example running or shouting in school, or a minor disagreement between pupils.

In Class/Lessons (see appendix 1 for more detail)

The Traffic Light Plan is intended for use in all classrooms as a tool to deal with behaviour problems; each step serves as an opportunity to **reflect** and to **calm-down** and as a **disincentive**.

Please note that for children with Statements of SEN, behaviour strategies may differ and will be identified in the IEP.

- **Green**
All children begin each day on green. Each day is a fresh and positive start.
- **Prior to Amber**
Praising others close by who are behaving positively can be an effective way to indirectly manage negative behaviour.

The teacher / teaching assistant may give the child informal reminders or warnings about their behaviour. They should also aim (either at the time or at a later, more convenient moment) to explain why the behaviour is now acceptable / helpful.

- **Amber**

If a child continues to display the behaviour they have been spoken to about, they will be moved to amber. This will result in the child missing up to 5 minutes of playtime and a loss of 1 minute of golden time. The child has the opportunity to be moved back to Green should their behaviour improve.

- **Red**

If behaviour is considered to be serious or extreme then the child will be moved to red. This will trigger the following.

Pupil is sent to headteacher for time out.

Pupil completes a self-reflection form.

Pupil misses out on playtime.

Golden time is not awarded for that day

Pupils may automatically be moved to red depending on the nature of the incident.

The headteacher will decide if parents need to be contacted regarding a pupil's behaviour.

- **GOLD**

Any child whose behaviour is outstanding has the opportunity to be placed on gold and used as a role model for others. Their names will be placed in the golden book.

The safety and safeguarding of children's welfare is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

Any child displaying violent/threatening behaviour during class/lesson time will be asked to leave the classroom in order to allow reflection time – this may also involve referring the incident to the Headteacher and missing playtimes if appropriate. Persistent misbehaviour will be referred to the Headteacher: Issues which require further action could lead to sanctions such as withdrawal of privileges, lost playtimes or tasks, such as a letter of apology, designed to draw the attention of the child misbehaving to the nature and negative impact of their chosen behaviour.

Any behaviour that warrants Headteacher intervention is recorded in the behaviour log. The children are required to complete a behaviour form which allows them to reflect on their behaviour so that it doesn't happen again.

Playtimes/Lunchtimes

The school has the same expectations of pupil behaviour and conduct at lunchtime and playtimes as during lesson time. Pupils are expected to behave well at lunchtime and follow all instructions given by our teaching assistants who supervise lunchtimes.

We apply the following sanctions

Step 1

For the following types of behaviour – Deliberate pushing, kicking/throwing stones/sticks, play fighting, name calling, rude gestures/words, refusing to play by the rules of the game, back chat to a member of staff

- Verbal reminder of the Golden Rules
- Discuss expected behaviour and current choices being made with the child

- The child will receive 'time out' for five minutes. This behaviour will be reported to the class teacher and the headteacher if it was felt necessary.

Step 2

For the following types of behaviour – fighting or hurting someone, swearing, using racist/homophobic remarks, refusing to comply, two incidents of step 1 in the same playtime

- The child will be sent to the headteachers office. The child will fill out a behaviour form and be required to reflect on their behaviour. Parents may be notified.
- Should a child continue to demonstrate such behaviours repeatedly over a period of time, they may be excluded from break times or excluded from staying at school for lunch. The latter would be dealt with as a suspension.

Further Action

If a child repeatedly acts in a way that disrupts learning, damages property or upsets others, school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The Headteacher will be involved in all serious incidents involving repeatedly disruptive, deliberately malicious or violent behaviour.

Representatives of outside agencies, such as ERYC Behaviour Support and education psychology will be contacted and used as necessary, and guidance/recommended strategies followed, such as behaviour monitoring, daily reporting etc.

Following any incident of unacceptable behaviour, it is important to allow the child the opportunity to carry on with their day as normally as possible, within the realms of possibility and in the spirit of 'making a fresh start' and 'forgiveness'. Our approach will be one of 'sorting the problem and moving on', not holding grudges, allowing opportunities for an apology to be made if appropriate.

The Headteacher has powers of suspension and ultimately permanent exclusion, which may be used for serious or repeated instances of unacceptable behaviour – East Riding of Yorkshire Council and DfE guidance will be followed in these circumstances. All exclusions will be notified to the Chair of Governors, to whom parents may make representations if desired. LA guidelines will be followed as required and are available on request.

Exclusion:

In very extreme circumstances, where behaviour is dangerous or involves a threat to another child or member of staff, the Headteacher may suspend a child from school either for a fixed period or permanently exclude. We do not wish to exclude any child from school, but sometimes this may be necessary. School complies with the current DfE exclusion guidance.

- If an incident is deemed serious enough to involve a suspension, the Headteacher will endeavour to contact the parents on the day of the incident.
- In extreme cases parents may be asked to remove the child from school at lunchtime for a period: this will be dealt with as a suspension.
- A letter will be sent home within 24 hours outlining the reasons for the suspension and the measures parents can take in relation to them.

- Work will always be provided for the length of the suspension. It is expected that this is returned to be marked. It is understood that parents may not want work as this can cause more problems at home.
- Parents must meet with the Headteacher on the day that the child returns to school to ensure such events don't reoccur.
- Suspension involves the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Headteacher informs the Governing Body about any suspensions beyond five days in any one term.
- Permanent exclusions: The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of suspensions first but in extreme cases a permanent exclusion may be appropriate. The Headteacher informs the Governing Body about any permanent exclusion. The Governing Body cannot either exclude a child or extend the exclusion period made by the Headteacher.

Application of the behaviour policy in EYFS (Reception and Nursery)

Whilst the principles of this positive behaviour policy are applied throughout school, realistically there needs to be a consideration of appropriate strategies for children in EYFS. The vast majority of minor incidents in EYFS can be dealt with verbally. However, there is still a need to show disapproval of unacceptable behaviour, particularly regarding physical contact and general unkindness. The most useful strategy in these situations is the use of a short 'time out' (3/4 minutes max.) This might involve moving to a quiet area/chair. The 'time out' concludes with a short conversation about the behaviour before the child continues with class activities. This helps us to teach young children that making the wrong behaviour choice has a consequence. Communication with parents will be sought if deemed necessary, and other formal strategies from this policy will be adapted and used if necessary, such as support from other agencies. At all times in EYFS, it is important to be very careful with tone/volume of voices used.

Forgiveness

It is important that we ensure this policy is adhered to, but also that each lesson or session the child must understand is a fresh start. It is imperative that an apology be accepted and a clear 'wiping of the slate' is made, with children reminded that it was the behaviour that was unacceptable, and the child is forgiven. At all times, our Christian values will be used as a teaching tool, and as such our simple behaviour rules embody our core values of friendship, care and trust.

Working together to improve behaviour

We will always try to work with parents to ensure that pupils behave well both at school and at home. If any pupil lets his or her standards of behaviour fall, we will inform parents and invite them into school to discuss any problems. It may be that sanctions outside school may help to reinforce strategies being used at school. Similarly, if a child's behaviour is particularly good, or improves significantly, contact will be made with parents to inform them of this.

Equality Statement

Burton Agnes School has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school is committed to gender equality and does not differentiate between the sexes in any aspect of the education, care or welfare of its pupils or staff. We fully support the Valuing All God's Children guidance from the Church of England and are committed to educating our children about loving and respecting ourselves and each other. Life in modern Britain is to live well together with people of different race, sexual orientation or belief and we are committed to eliminating any discrimination on these grounds.

Child Protection Statement

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and they are encouraged to seek help from, or confide in, members of staff. All staff understand their Child Protection responsibilities and will take appropriate action as laid out in our Child Protection Policy when necessary. This policy should be read in conjunction with our:

- Anti-bullying policy
- Safeguarding policy
- Mental Health and well being policy
- Positive handling policy
- E-Safety policy

Staff Intervention and Support

Members of staff will be involved as appropriate to support or reinforce the actions of colleagues. In the first instance, advice & support will be sought from the appropriate class teacher. Further support and guidance could be supplied by Mrs Loggie or Miss Clubley, as trained Emotional Literacy Support Assistant (ELSA)

Some children will use positive behaviour management systems advised by outside agencies, such as Educational Psychology & Behaviour Support. Advice and support may be sought from the school's assigned behaviour support advisory teacher or educational psychologist as appropriate in line with SEN Policy.

Roles and responsibilities

All adults in school act as role models for our pupils. Acting out the school core values and following the golden rules will prove a fundamental force in the development of children's social and emotional skills.

The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats every child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support services.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, to implement the school Behaviour Policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the Chair of Governors has been notified.

The whole Governing Body will subsequently be informed in Part B at the Governors meeting.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the standards of behaviour via the policy on the website and via the home school agreement and we expect parents to read them and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher, if the concern remains then the Headteacher, following that the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

DfE Guidance

The following extracts from the Department for Education's 'Behaviour and discipline in schools – advice for headteachers and school staff' (Last update: February 2024) apply to this policy and our approach to behaviour at Burton Agnes School (more details below):

- 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 in the classroom. Staff are trained in restraint.
- Schools 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 unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.
- Teachers have the power to confiscate inappropriate items (see below)

Confiscation of inappropriate items

There are two sets of legal provision which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
- Power to search without consent for "prohibited items" including - Knives and weapons - Alcohol - Stolen items - Fireworks - Pornographic images - Illegal drugs - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property. - Any item banned by the school rules which has been identified in the rules as an item which may be searched for. Weapons and knives and extreme or child pornography must always be handed over to the police.

Malicious Allegations

Allegations of abuse will be taken seriously, and Burton Agnes CE Primary will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

Training

Training will be provided for members of school staff in relevant aspects of care and control designed to support the behaviour policy and the maintenance of a positive learning environment. This might include the use of basic physical intervention or restraint techniques when necessary, by staff that have completed appropriate training.

Complaints

All complaints about misbehaviour by any member of the school community will be thoroughly investigated at the appropriate level. The guidelines in the school's Complaints Procedure will be followed if necessary.

Conclusion

The consistent application of this policy by all members of the school community will make a positive contribution to the achievement of the school's Christian vision and values and contribute to the fulfilment of the school's curricular aims and intended outcomes, by helping to maintain a safe and happy learning environment.

Appendix 1

Consequences and sanctions

There is a graduated series of consequences if a child is not keeping to the 'Golden Rules':

Green	All children start the day on green
Non Verbal	<i>At this point a child might be off-task but not disrupting the learning of others - daydreaming, fiddling, looking out the window, doodling, etc. A look, standing near the child, reminding whole class of class rules, rewarding those following rules, praise children next to them etc.</i>
Verbal Reminder	<i>At this point a child might be talking, distracting others, being slow to complete work, swinging on chair, making non-verbal signals across room, arguing with others over equipment etc.</i> The child is verbally reminded of appropriate 'on-task' behaviour for the current activity, including reference to the golden rules and any class system where appropriate.
Warning	If there is a continuation of this offence during the lesson, or attitude towards the current task does not improve as a result of a 'verbal reminder', a warning is given: <i>"(Name) that's a warning for your actions, you need to follow the golden rules and show the desired behaviour. "If you choose not to (desired behaviour), You are choosing to be put on amber, you are choosing to lose 5 minutes of playtime, if you choose to (desired behaviour), you are choosing to keep your playtime. Make the right choice. Thank you."</i> Reward another child. The child displaying inappropriate behaviour may also be asked to move to work in isolation, within the classroom.
Move to Amber Lose 5 minutes of playtime	If there is no improvement in attitude or task-performance after the reminder and warning – i.e. current behaviour continues, or displays behaviour which leads to a major disruption of teaching and learning (such as being rude to staff, refusing to follow instructions or throwing equipment) the following sanction is applied: <i>"(Name) you are moving to amber and you've lost 5 minutes of your playtime for (action); you need to show (the desired behaviour). If you choose not to (desired behaviour) you're choosing to move to red and choosing to lose all of your playtime, if you choose to (desired behaviour), you're choosing to keep most of your playtime. Make the right choice. Thank you."</i> Child spends 5 minutes of playtime as 'reflection time' before going out to play, either in classroom (including a conversation with class teacher) or in main corridor. 1 minute of golden time not awarded There is always an opportunity to move back to green if behaviour improves.
Move to red Lose all of playtime – incident recorded in behaviour log	If behaviour is extreme or if there is no improvement in attitude, task-performance or displayed behaviour following all preceding warnings and sanctions, the following sanction is applied: <i>"(Name) you've lost your playtime for (action); you need to (desired behaviour).</i> Child spends all playtime as 'reflection time' either in classroom (including a conversation with class teacher) or conversation with the headteacher. During the playtime, a description of the incident will be entered into the school behaviour log.(The behaviour log is a historical

	record of events deemed serious enough for recording and will be shared with parents as appropriate.). No golden time will be awarded for that day.
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Phone Call/ letter Home	If a child's behaviour, attitude or task-performance leads to losing all of a playtime twice in a half term, or lesser sanctions have been needed on a frequent basis, then the teacher/headteacher will contact the child's parents asking them to come into school immediately to discuss their behaviour.
	Contact with parents by school will also immediately happen if a child is heard racist or homophobic name calling another child, showing deliberate physical violence towards another child in the classroom, upturning furniture or leaving the school grounds.
Isolation	A child may spend time in isolation at the discretion of the class teacher or Headteacher.
Behaviour Record	If a child's behaviour has not improved as a result of the above consequences or it becomes clear that more frequent monitoring is needed, a 'Behaviour Record ' will be used, which is signed by the class teacher after every session and break time to keep an ongoing record of behaviour. This will be monitored by the headteacher. Alternatively, it may be more appropriate (especially with younger children) to use a home/school book for daily communication with parents.
Persistent misbehaviour	Persistent misbehaviour (repeatedly acting in a way that disrupts learning, damages property or upsets others) will always be referred to the Headteacher: Issues which require further action beyond the above consequences could lead to sanctions such as withdrawal of privileges, the loss of a prized responsibility, lost playtimes or tasks, such as a letter of apology, designed to draw the attention of the child misbehaving to the nature and negative impact of their chosen behaviour. Parents would be informed at this stage.
Stopping an activity	The safety and safeguarding of children's welfare is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
Unacceptable standard of work	If, in completing a task, a child produces an unacceptable standard of work, we may ask them to redo a task. This might be during a playtime, lunchtime or sent to complete at home. A child will also be expected to complete any tasks or activities missed as a result of unacceptable behaviour.
Outside agencies	Some children will use positive behaviour management systems advised by outside agencies, such as Educational Psychology & Behaviour Support. Advice and support may be sought from the school's assigned behaviour support advisory teacher or educational psychologist as appropriate, in line with SEND Policy.