



Bury Behaviour Systems

Our Vision and Values:

At Bury C of E Primary School,
*We love one another and are forgiving of each other,
just as in Christ God forgave us.
We speak the truth in love and show respect to everyone.*

This is an invitation to 'Do everything in love' - 1 Corinthians 16:14.

Love: Dear friends, let us love one another for love comes from God. Everyone who loves has been born of God and knows God. Whoever does not love does not know God, because God is love. 1 John 4:7-8

Forgiveness: Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. Ephesians 4:31-32

Honesty: Speak the truth in love Ephesians 4:15

Respect: Show proper respect to everyone, love the family of believers (...) 1 Peter 2:17

This document outlines the behaviour systems and expectations at Bury C of E Primary. This document should be read and implemented alongside the DEMAT Behaviour Policy.

ROUTINES	
What we do	Why we do it
Attendance and punctuality: We come to school every day and on time.	Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Walking through school: - When walking through school as a class, we walk in a straight line in silence. - When walking through school independently, we walk in silence calmly and sensibly. - We remember to say 'excuse me', 'please' and 'thank you'. - We greet visitors and adults politely by looking and saying 'Good morning / Good afternoon'. - We wait and allow adults to pass by us.	- Our school is a calm environment. - We do not disrupt learning in classrooms. - Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Collective Worship: - We walk into Collective Worship in silence. - We sit down in our lines silently and show active listening. - We SHINE at all times. - We keep our hands and feet to ourselves. - We raise our hands to contribute where appropriate. - We join in with all parts of Collective Worship. - We are always respectful. - Standing up silently at the end of assembly when instructed to do so - Walking silently back to class using Fantastic Walking	- We are contributing to the vision and values of our school. - It shows us, our peers and our teachers that we are focused and learning. - To encourage Christian behaviours and attitudes.
Communal areas: - Keeping all areas neat and tidy and ensuring the floor is always clear. - Returning books to their correct place when choosing a book. - Returning their library book before borrowing another. - Being kind and taking turns (sharing comfy seating and exciting books etc).	- Our school is a calm environment. - We do not disrupt learning in classrooms. - To ensure we are all safe.
Sitting in class: - We SHINE at all times. - We sit with our chairs tucked under the table. - All chair legs remain on the floor. - When we are working, we sit up straight and use our allocated work space. - When we are on the carpet, we cross our legs and face the front.	- It shows us, our peers and our teachers that we are focused and learning. - We look successful. - Good posture leads to good handwriting. - Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Handing out resources: Allocated child/children hand out the resources.	Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back.
Presentation in books: See presentation of work policy.	- We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time. - Our books tell a story about how successful we are. - An untidy book sends a message that we do not care about learning.

Respect for resources: • We tidy up after ourselves. • We take care not to lose resources. KS2 children take care of their own pencil cases. • We hand in mobile phones/devices at the beginning of the day. These should be left at home where possible. • We never vandalise school property or anyone else's property. • We keep our pencils sharp, whiteboard pen lids on and our glue lids on when not in use. • Treating all books with respect and care. • Reporting books/resources which are damaged to an adult. • We use computers and devices with care and we follow e-safety guidelines.	• We are considerate to other children and our cleaners. • We need to be able to start learning as soon as we enter the classroom.
At the end of a lesson: • We leave the classroom tidy by putting away our resources. • We ensure that sides in classrooms and tables are tidy. • We ensure the floor is clear. • We tuck our chairs under our desks.	• When we return, we need to be ready to learn immediately. • To ensure we are all safe.
Lunch hall: • KS1 - Walk into the hall and sit at the table the teacher has told you to sit. • KS2 –When the sign is taken down, walk into the hall and check if it's busy. If it's not busy, collect your cutlery, choose an empty seat, get your pudding, line up and get your food. If it's busy, leave it for a few minutes and try again. • KS2 - Ensure you eat your lunch within the permitted time. If you have not eaten by final call, go to the hall immediately. • Talk quietly to people near you who are on the same table. • When lining up for hot dinners, line up quietly. • Remember to use your manners. • Eat your own food and do not share. • Don't fiddle with items on the table. • Pick up any dropped food and put all rubbish back into lunchboxes. • Eat with knife and fork, unless it is finger food. • Scrape leftovers into the bin provided. • Ask permission to leave the table. • Do not go in the classroom without permission. • If you need the attention of an adult, put your hand up.	• To ensure the lunch hall is a calm and safe environment for all. • We are considerate to staff, other children and our cleaners.
Eating outside (packed lunches): • Ensure you eat your lunch within the permitted time. If you have not eaten by final call, go and get your packed lunch. • Don't walk/run around whilst eating. • Ensure litter is put in the bin. •	• We are considerate to staff, other children and our cleaners. • Our school will be tidy and clean.
Manners: • Know that we use 'STEPS to politeness' to ensure that we are always polite to each other. Know that this stands for: • Speak in a calm voice	• We are demonstrating our school values by being positive members of the school community and good role models. • It shows us, our peers and staff respect.

• Thank You – pupils know that they should say ‘thank you’ when they receive something or someone does something nice for them • Excuse Me – pupils know that they should say ‘excuse me’ if someone is in their way • Please – pupils know that they should always say ‘please’ when they are asking for something • Smile – pupils know that they should be positive and upbeat when talking to adults and each other	
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Outside school: • We behave responsibly outside of school.	• We are creating an image of ourselves that we want to be positive. • We are representing the school.
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LEARNING BEHAVIOURS	
What we do	Why we do it
Learning at our school: • We work hard. • We use assessment for learning to identify gaps in learning. • We listen to the person who is talking ensuring that we are demonstrating active listening. • We put up our hand to ask / answer questions. • We SHINE at all times.	• We can see what we don’t know and focus on what we need to learn. • Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners.
Reading: • At home • At school	• With practice we will improve our decoding and fluency. • Reading a variety of books improves our writing, vocabulary and general knowledge.
Homework: • We complete homework to a high standard. • We present our homework neatly. • If we struggled on a piece of homework, we speak to our teacher. • We ensure our Reading Records are completed daily.	• Homework allows us to consolidate what we have learnt and commit it to long-term memory. • We work hard and complete the task fully to make it purposeful.
UNIFORM	
What we do	Why we do it
Uniform: • Black/Grey- skirt, trousers or shorts • Polo shirt with or without logo • School Sweatshirt or cardigan with or without logo • Footwear - black school shoes • Coat/waterproof jacket • Smartness and high standards of appearance are expected at all times • No jewellery except small stud earrings • Long hair tied back • No nail varnish • No make up • No temporary tattoos • No head scarves unless for religious reasons • All uniform should be named	• We look smart. • We have the correct mindset to learn.
PE uniform (to be worn on PE days): • Plimsolls /trainers • Plain coloured shorts (as close to the knee as possible)	• We look smart. • We have the correct mind-set to learn.

ensuring that they are not too short) / tracksuit bottoms • T-shirt – White or House colour. No branding. • Black/navy tracksuit top • Earrings should not be worn on P.E days	
PE	
What we do	Why we do it
PE: • When we get to the playground/hall, we are silent and await instructions.	• We are able to track the speaker. • Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Learning in PE: • We work hard. • We use assessment for learning to identify gaps in learning. • We listen to the person who is talking ensuring that we are demonstrating active listening. • We put up our hand to ask / answer questions. • We SHINE at all times.	• We can see what we don't know and focus on what we need to learn. • Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners.
Responding to the whistle: • When the whistle is blown once, we stop what we are doing, put our equipment on the floor and wait for the adult to give us our next instruction.	• Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Resources: • We take care of equipment. • Only adults go in the P.E. cupboard/shed.	• The equipment belongs to the school and is expensive to replace. • We need to look after things so that future year groups get the pleasure of using them.
PLAYGROUND	
What we do	Why we do it
Playing: • We do not kick, push, or grab other people when we are playing. • We walk away or alert an adult if an argument arises • Adults on playground duty will teach us games • We only use kind words when we are playing. • If you are asked to stop by another child, you must stop. • Ask the adult on duty if you need to leave the playground. You will be given a band to wear and you must return this to the adult. • Do not lift or piggy back anyone. • Skipping ropes are for skipping games only. • Do not stand or sit on the tables. • We should be respectful to our natural environment. Trees and bushes are not to be climbed or used for swinging on. • Only fruit and vegetables to be eaten at playtime. • No gymnastics	• We do not want to hurt anyone else. • To ensure we are all safe. • To keep our playground tidy.
Lining up/Coming into school: • When the whistle is blown, we stand still. We finish our games immediately and come off any equipment. • When the next whistle is blown, we walk to line up, ready to go in. • We walk to our lines quietly.	• We go back to our classrooms sensibly so we do not miss any learning time. • To ensure we are all safe. • Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.

• Once in line, we are silent. • The member of staff will direct which line will go in first. • We walk into school silently. • We hang coats/bags on pegs ensuring the cloakroom is tidy. • When we arrive in the classroom, we follow our classroom routines and we are ready to start.	
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Rewarding *Desirable Behaviour* and Achievements

Rewarding positive behaviour is the first step that must be taken to modify behaviour both in class and in and around the school. We will seek to encourage and reward positive behaviour, good work or demonstration of positive values by:

- Positive feedback to individuals or groups
- Visual prompts to highlight individual's good behaviour, e.g. stickers
- Phone calls/post cards home to parents
- House Points will be consistently awarded to pupils who go the extra mile—whether through positive behaviour, exceptional learning, or by demonstrating our school values. Children will have the opportunity to 'spend' their House Points in exchange for a prize from 'The House Vault' (reward cabinet).
- House Points will be collected and celebrated weekly by the House Captains and Vice Captains during Celebration Worship.
- In-class reward systems e.g. marbles
- Star of the Week is awarded weekly at the discretion of the class teacher to children who go above and beyond in demonstrating our school values and vision. It is a special recognition that is not automatically given, but reflects the children's effort and commitment. Certificates will be sent home on the Friday they receive the award and the photo of the child (which is displayed on the Star of the Week board) will be sent home the following week.
- A Celebration Worship is held weekly in celebration of pupils' success in and beyond the school day.

Sanctions

Every consequence will be based on the level of risk to the child and/or others. Consequences will seek to restore and repair relationships and support the child in demonstrating consistently good behaviour.

When dealing with behaviour incidents staff adhere to the following principles:

- Feedback to be given immediately after the poor behaviour, causing the least possible disruption to the learning of other pupils
- Feedback to criticise the behaviour and not the child
- Feedback should be delivered in a calm and professional manner
- Feedback should include why the behaviour was unacceptable, the rule that was broken and what improvements need to be made
- Sanctions should be proportionate to the behaviour

Tiered sanctions allow staff to remind children of the high expectations we have of behaviour and give children the opportunity to take responsibility for the choices they make and move forward. For many children the *warning* (verbal) is enough to encourage them to do this. However, at times, when children may be exhibiting a range of disruptive or dangerous behaviours it may be necessary to give additional warnings and sanctions.

Adults in school are proactive and will always aim to limit situations where children lose focus or engage in disruptive behaviour.

Before a verbal warning is given, staff will use non-verbal cues such as eye contact, body language, hand signals or general reminders about expectations to the whole class. If a child continues to exhibit disruptive or dangerous behaviours, adults will respond calmly following the staged responses.

Guidelines for Implementing the Staged Response

- be calm and matter of fact;

Behaviour Staged response	Action to be taken by staff	Consequence
1	Verbal warning	Verbal Warning Confiscate any items if necessary
2	Verbal warning and consequence	2 mins immediate 'time out'
3	Call or take the child to a member of SLT Parents informed by class teacher Adult who has dealt with the behaviour will log their involvement on CPOMS SLT to record reflection as an action on the original CPOMS post	5 mins immediate 'time out' to be completed with SLT (reflection task)
4	Call or take the child to a member of SLT Adult who has dealt with the behaviour will log their involvement on CPOMS Parents informed by SLT SLT to record reflection as an action on the original CPOMS post	15 mins immediate 'time out' to be completed with SLT (reflection task)
5	Call or take the child to a member of SLT Adult who has dealt with the behaviour will log their involvement on CPOMS Parents contacted by SLT Parents contacted immediately to remove child from school if appropriate. SLT to record reflection as an action on the original CPOMS post if appropriate Meeting with parents and SLT (SENDCo if necessary) to plan for safe re-integration.	Internal seclusion - (reflection task and work) with SLT Fixed term suspension

- be consistent; provide a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule;
- re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule;
- defer action until the session ends if necessary to maintain a positive learning environment;
- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied.
- provide an opportunity for a child to discuss/explain their action,
- record the more serious incidents of inappropriate and disruptive behaviour

Reception Staged Responses

The following **Staged Responses** are in place for Reception Class:

Inappropriate behaviours	Staged response
First time a rule or expectation is broken	1
Breaking school dress code inc. jewellery	1
Invading personal space e.g. fiddling with hair	1
Shouting indoors	1
Misusing equipment	1
Not sitting properly on chair	1
Talking when others are talking	1
Refusal to complete tasks/instructions	1
Pushing (in line)	1
Running indoors or 'WALK' areas	1
Refusing to tidy	1
Unkind behaviours such as name calling/teasing/laughing at someone inappropriately	1
Deliberately excluding others	1
Being rude	1
Rough/ inappropriate play	1
Disrupting games/activities	1
Huffing/shrugging/rolling eyes inappropriate voice (disrespectful)	1
Answering back	1
Blaspheming	1
Second time a rule or expectation is broken	2
Lying	2
Third time a rule or expectation is broken	3
Vandalism/damaging equipment with intent	3
Swearing/Offensive gestures after initial discussion	3
Use of prejudice related comments / language (inc. racial, homophobic) after initial discussion	3
Inappropriate touching/exposure of self to others after initial discussion	3
Stealing after initial discussion	3
Deliberately hurting another child (e.g. biting, kicking, hitting)	3
Deliberately spitting	3
Inappropriate use of technology after initial discussion	3
Persistent Stage 3 behaviour	4
Persistently hurting others	4
Throwing items after initial discussion	4
Persistent Stage 4 behaviour	5
Possessing a weapon in school (e.g. knife)	5
Physical harming of an adult	5

KS1 and KS2 Staged Responses

The following **Staged Responses** are in place for KS1 and KS2.

Behaviour Staged response	Action to be taken by staff	Consequence
1	Verbal warning	Verbal Warning Confiscate any items if necessary
2	Verbal warning and name on board Member of staff on duty to be informed	KS1 - 3 mins 'time out' standing with an adult on duty KS2 - 5 mins 'time out' standing with an adult on duty
3	Call or take the child to a member of SLT Parents informed by class teacher Adult who has dealt with the behaviour will log their involvement on CPOMS SLT to record reflection as an action on the original CPOMS post	15 mins 'time out' to be completed with SLT (reflection task)
4	Call or take the child to a member of SLT Adult who has dealt with the behaviour will log their involvement on CPOMS Parents informed by SLT SLT to record reflection as an action on the original CPOMS post	Internal seclusion - lose lunchtime/break time (reflection task and work) with SLT
5	Call or take the child to a member of SLT Adult who has dealt with the behaviour will log their involvement on CPOMS Parents contacted by SLT Parents contacted immediately to remove child from school if appropriate. SLT to record reflection as an action on the original CPOMS post if appropriate Meeting with parents and SLT (SENDCo if necessary) to plan for safe re-integration.	Internal seclusion - lose lunchtime/break time (reflection task and work) with SLT Fixed term exclusion Not allowed to attend school events (including school trips)

Inappropriate behaviours	Staged response
First time a rule or expectation is broken	1
Breaking school dress code inc. jewellery	1
Invading personal space e.g. fiddling with hair	1
Shouting indoors	1
Misusing equipment	1
Not sitting properly on chair	1
Talking when others are talking	1
Refusal to complete tasks/instructions	1
Pushing (in line)	1
Running indoors or 'WALK' areas	1
Refusing to tidy	1
Unkind behaviours such as name calling/teasing/laughing at someone inappropriately	1
Deliberately excluding others	1
Being rude	1
Rough/ inappropriate play	1
Disrupting games/activities	1
Huffing/shrugging/rolling eyes inappropriate voice (disrespectful)	1
Answering back	1
Blaspheming	1
Second time a rule or expectation is broken	2
Lying	2
Third time a rule or expectation is broken	3
Vandalism/damaging equipment with intent	3
Deliberately spitting	3
Swearing/Offensive gestures	3
First use of prejudice related comments / language (inc. racial, homophobic)	3
Inappropriate touching/exposure of self to others	3
Stealing	3
Deliberately hurting another child	3
Inappropriate use of technology including in possession of a mobile phone/device	3
Persistent Stage 3 behaviour	4
Persistently hurting others	4
Throwing items	4
Persistent Stage 4 behaviour	5
Possessing a weapon in school (e.g. knife)	5
Physical harming of an adult	5
Possessing/using cigarettes and/or vapes on the school premises	5