



# Behaviour and Rewards Policy

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Burnwood Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## **1. Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

The policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Special Educational Needs & Disability Policy
- Safeguarding & Child protection Policy
- Complaints Procedures Policy
- Positive Behaviour Handbook

Further information can be found at

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

## **2. Roles & Responsibilities**

- The governing board has overall responsibility for the monitoring and implementation of this policy, ensuring it does not discriminate on any grounds and handles any complaints regarding the policy.

- The headteacher is responsible for establishing the standard of behaviour expected by pupils, determining the school rules & disciplinary sanctions for breaking them, implementing this policy and reporting to the Governing Board.
- The SENCO, Mental Health & Well-Being Lead and Pastoral Lead are responsible for collaborating with the SLT and to determine strategic development of behavioural policies, supporting staff to assess pupils needs and the day-to-day operation of the policy.
- All members of staff are responsible for adhering to this policy, ensuring pupils do too, promoting a supportive & high-quality learning environment and modelling high levels of behaviour.
- Pupils are responsible for their own behaviour both inside school and the wider community.
- Parents are responsible for the behaviour of their child inside and outside of school

### **3. Aims**

- To promote and reward positive behaviour
- To provide clear guidance as to what is not acceptable conduct, and to understand the consequences for unacceptable conduct
- To promote partnership with parents and carers through reward systems and ongoing communication
- To enable pupils to understand the concepts of 'rights' and 'responsibilities'
- To foster a positive environment in which mutual respect, co-operation and the celebration of success is the norm

### **4. Expectations**

#### **Pupils may expect:**

- To be treated fairly\* as individuals, or as part of a class
- To have their contributions valued
- To be rewarded in various ways for good work and good behaviour
- To be assisted and encouraged to make positive choices about their own conduct
- To be encouraged to share emotions
- To have a well-structured environment

#### **Parents and carers may expect:**

- To receive regular information regarding the behaviour of the child
- To be welcomed into the school as a key person in the child's life
- To receive regular updates re. any changes to the discipline policy
- To be consulted as a means to improve performance, attitude and behaviour of their children if problems arise

#### **Staff may expect:**

- To be able to teach in a positive environment in line with Positive Behaviour Handbook
- To receive support from colleagues/senior leadership team, to provide the best teaching possible

- To receive support from parents/carers in getting the best out of their children
- \*Please note that as stated in The Equality Act 2010, treating people equally does not necessarily involve treating them the same.

## 5. School Rules

Our school has three simple rules which we expect all children to learn and to adhere to. The rules and their meanings will be taught to our children on their first day with us.

1. **BE READY** – We arrive at school on time. We have correct uniform and PE kit. We have our equipment ready. We show that we are listening and we are ready to try our very best.

2. **BE SAFE** – We move around school in a safe manner. We have kind hands. We follow instructions to keep ourselves safe. We use equipment safely.

3. **BE RESPECTFUL** – We listen when others speak. We respect the property of our friends and the school. We respect that other people have different ideas, beliefs and backgrounds to our own. We respect that people may look different and have different needs. We respect the rules of the school.

## 6. Rewards

We use Class Dojo to reward positive behaviour. When a child receives a Dojo, the parent will be notified through the Class Dojo App. Awarding Dojo's should be consistent, achievable and fair. Dojo's can be awarded for positive behaviour, improved behaviour, politeness, kindness, good attitude to learning, excellent work produced and many other things.

At the end of each half-term, Dojos can be exchanged for currency at the '**Bubble Bazaar**' (based in the Bubble Room) where children can purchase prizes and privileges as a reward for their hard work and positive choices throughout the term. EYFS and KS1 children will have set rewards dependent on how many Dojos they have achieved throughout the half term. KS2 children will attend the 'Bubble Bazaar' and choose their prize.

In addition to Class Dojo, to encourage children to follow the rules they will be recognized for, and rewarded with, personal praise, stickers, certificates, praise notes/postcards and phone calls home. School staff are also encouraged to run both individual and group reward schemes leading to material rewards such as extra play, films or free time.

## 7. Consequences

- When school rules are broken, the following sanctions are used to remind individuals that negative choices do produce consequences. Consequences should always be consistent, proportionate and fair. On all incidences of 'low level' disruptive behaviour, a verbal warning should always be given and pedagogical strategies used prior to implementing the consequences pathway. Where possible, we will endeavour to keep children in the classroom to maximise accessing the curriculum. The decision to sanction a pupil will be reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

- First mistake – (N) Name move
- Second mistake – (NX) Second name move
- Third mistake – (NXX) Third name move. A neutral Dojo (this does not affect the Dojo total) is added. A message is sent to the parent/carer via Class Dojo informing of the child's behaviour. The Pastoral team are called and will support the child within the classroom if possible, and on some occasions, it may be necessary for the Pastoral team to remove the child for further reflection time.
- Fourth mistake – (NXXX) Fourth name move. A neutral Dojo (this does not affect the Dojo total) is added. SLT on duty is informed and the pupil is removed from class. SLT will contact parents/carer via a phone call or Class Dojo and return the child to the classroom once deemed appropriate by SLT.

In addition to individual school rules being broken, and getting single names on the board, there are specific behaviours which are regarded as far too serious to be treated with a single name on the board. These are;

- Physical assault against any member of the school community
- Leaving the room or premises without permission (including refusing to come into school after a break) \*please note that school cannot be responsible for children who choose to absent themselves from class or who choose not to come into school.
- Behaviour which prevents teaching or learning
- Abusive/racist language to any member of the school community

Behaviours such as these are viewed as 'unacceptable'. This may result in either seclusion in the Hub, reflection time spent with SLT or if it is more serious, a suspension, where no provision will be made for up to 6 days and it will go on the pupil's record.

Continued displays of the above behaviours could result in a referral to an alternative provision provider such as OPUS (at Ball Green) or STOP GAP (at VIP Education). For the most serious incidents a possible permanent exclusion may be issued only as a last resort.

In addition to this and **only as a last resort all staff members have a legal right to use physical intervention** to prevent pupils from committing an offence, injuring themselves or others, damaging school property and in order to maintain good order and discipline in the classroom. This is in line with the Physical Intervention Policy.

Alongside Class Dojo, incidents of poor behaviour such as a suspension or lunchtime detention, will be recorded onto Arbor by the pastoral team. In KS1, Name moves will be recorded by the class teacher on a tracking sheet and will be visible to the children on a cloud system. In KS2, the class teacher will record name moves on a tracking sheet but there will be no visible reminder within the classroom.

## 8. Searching

The DfE has published 'Screening, Searching and Confiscation' advice for schools (2023) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes, vapes, knives or any bladed instrument, and other weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

## **9. Exclusion (Suspension or Permanent)**

Suspension or exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to ensure all possible strategies have been utilised before coming to this decision. In all instances, what is best for the child will be at the heart of all decision-making processes.

## **10. Interventions**

At Burnwood, we offer many interventions, both individual and group based to help young people manage their emotions.

- Attachment to the Pastoral team, for individual and group work or classroom support
- Boxall assessment for behaviour, this will enable targets to be set.
- Pupil passports
- Daily report between home and school
- Referral; to school councillor/other outside agency
- Internal seclusion, based in the Hub, this can be preventative as well as a consequence
- Sticker charts, Dojo, other individual rewards
- Part time timetable (only in extreme circumstances)
- Think Good Feel Good
- Friendship Formula
- Outdoor Learning
- Young Carers
- Lego Therapy
- Play therapy
- Drawing and Talking
- Family Time
- Family Links
- Nurture Group (The Snug)

## **11. Behaviour Pedagogy**

**3-2-1 for focus** (a routine for transitioning students from talking or working independently to silence and attention on the teacher)

- ❖ Position (visible to the whole class/group)
- ❖ Modulate (deliver 'three' assertively and at a good volume, gradually making your voice softer as you get to 'one'.
- ❖ Narrate (between each number, narrate what students should be doing so that they are ready)

- ❖ Insist (use non-verbal's and anonymised correction to insist on 100% of student's attention)

### **Issuing a sanction**

- ❖ Private if possible (issue the sanction in private way to avoid highlighting poor behaviour or embarrassing the student)
- ❖ Calm and precise (remain calm and composed, and precisely explain the reason for the sanction)
- ❖ Express regret (make it clear it isn't 'you' issuing the sanction – the student's behaviour has left you no choice)
- ❖ Shape and path (narrate precisely the behaviour you expect to see from now on and what they need to do to be successful)

### **Visible consistencies**

- ❖ Model moving around school in a calm, safe manner
- ❖ Meet and greet at the classroom door in the morning and after break and lunchtimes

### **Ensure children understand instructions**

- ❖ Adult gives the instruction
- ❖ Child repeats and explains the instruction
- ❖ Adult repeats the instruction

### **Attributing positive comments/corrective reminders to names**

- ❖ '\*\*\*\* you've completed everything that I asked of you. Well done'
- ❖ '\*\*\*\* I need you to work in silence'

### **Use of STEM sentences and consistent vocabulary**

### **Use of praising children individually and privately**

### **Specific praise**

### **Power play**

- ❖ Divert
- ❖ Avoid
- ❖ redirect

## **12. Lunchtime Behaviour**

The same school rules apply on the playground as they do within the classroom. The decision to issue a detention will be made by the Pastoral Lead (or a member of SLT in their absence) following a review of behaviour during lunchtime/playtime.

There are three potential consequences for poor lunchtime/playtime behaviour.

- A lunchtime warning – for lower level disruption. A Neutral Dojo will be added- Parent/carer will receive a message on the Class Dojo App
- A lunchtime detention – for higher level disruption or following two previous lunchtime warnings - Parent/carer will receive a message on the Class Dojo App informing the length of the detention and outlining the pupil's behaviour.
- A suspension/permanent exclusion – for the most severe incidents- Parent/carer will be informed via a phone call and in writing.

Lunchtime detention will be held within the Hub where possible and will be supervised by a member of SLT or the Inclusion team. Children who usually have hot dinners will be provided with a packed lunch made by the school canteen (dietary needs will be met on all occasions). During detention, children will be expected to reflect on the behaviours that led to detention, followed by quiet reading time or completing work if appropriate.

### **13. Partnership between home and school**

Support and involvement from home is far more important than any written plan; we very much hope that our mission statement “Working together to achieve our best” will continue to produce happy, successful young people. We will endeavour to inform parents and carers of the good things that happen during the school day as well as the not so good. This can be done through face to face meetings, phone calls, Class Dojo and praise notes.

At Burnwood, we have used Class Dojo as a tool to reward and monitor positive behaviour for some time. All parents/carers can download the **free** Class Dojo App to further encourage communication between home and school. Parents will be able to keep up to date with all of the fun activities going on within school, see work that is being produced and pictures of their children. Parents/carers will also receive notifications when the child receives a Dojo for positive behaviour or receives a neutral Dojo for negative behaviour. Reminders about trips and in school activities such as P.E and Forest schools will be posted on the class page and parents/carers will be able to contact the teacher/staff member directly (please note that school staff will be under no obligation to respond to messages. Any abusive messages will be passed directly to the headteacher)

### **14. Mental Health and Wellbeing**

Burnwood Community School received the Well-Being in Schools award in March 2023. As such, at our school, we aim to promote positive mental health for every member of our school community (children, staff and parents). We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable people. Positive Mental Health has an impact on the attainment and wellbeing of our pupils.

(Please see our Mental Health and Well-Being Policy for more information).

### **15. Bullying**

We take all allegations of bullying seriously. If a parent/carer feels that their child, or knows of another child they suspect may be being bullied then we encourage them to contact the school as soon as possible. All allegations will be thoroughly investigated by members of the school team through interviews with all the concerned parties, and parents/carers will be kept informed throughout the process. We would like to remind all concerned that bullying is

not a one-off incident, it is a continued or ongoing set of behaviours that cause harm to an individual or group.

Bullying can include:

- Physical
- Verbal
- Cyber
- Racist
- Sexual
- Or any type of prejudice

The consequences for bullying will depend on the severity of the incident and may include, names on the board, neutral Dojo, time in the Hub, lunchtime detention, phone call home, meeting with parents or suspension/permanent exclusion.

(Please refer to our anti bullying policy for further information).

## **16. Nurture Group (The Snug) behaviour Policy**

Our nurture group follow the wider school behaviour policy, however due to the nature of the group, there are several strategies in place to support the policy.

- Before name moves are given, children can lose 'choosing time', which is free play activities at the end of each session, for poor behaviour. Children can earn back their time with improved behaviour and attitude to learning.
- Name moves are used for more serious incidents, such as swearing, hurting other children or continued disruption to other children's learning.
- Name moves will remain for the rest of the day and class teachers will be informed via nurture diaries.
- Assaults on staff members will not be tolerated. Should this happen, a NXXX will be given or for more serious assaults, a suspension. The child will be removed from the Nurture setting and a member of SLT will contact the parent/carer via phone call. The child will not return to nurture for the remainder of the session.
- For the purpose of trips and visits outside of the school premises, risk assessments will be completed by the pastoral team. If a child is deemed 'high risk' they may remain in school with their usual class.

Prior to a child becoming a part of the nurture group, a Boxall assessment will be completed. Boxall targets are displayed in the Nurture classroom and lesson plans are based around these targets.

### **Rewards**

The nurture group award Class Dojos for following our 3 main school rules '**Be Safe Be Ready Be Respectful**'. At the end of the week a 'Burnwood Superstar' is given an extra Dojo.

Marbles in the jar – each child has a jar and marbles are added to the child's jar when they produce an excellent piece of work or behave particularly well. The child with the most marbles at the end of the week is given a prize.

## 17. Early Years Behaviour/Self-Regulation

### Emotion Coaching and Self -Regulation

We use the model of emotional coaching to support children to understand, regulate and reflect on their behaviour. We advocate that parents use this approach too. To help children to learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.

Emotion Coaching in Early Years– remember to follow the steps

1. Being aware of child's emotions. Show empathy.
2. Label the emotion and validate it.
3. Set boundaries, remind child of limits on behaviour.
4. Support the child to problem solve

These steps are printed on the back of each staff members ID badge, including the colours for Zones of Regulation. This acts as an aide memoire for conversations. The Zones of Regulation are displayed in each of our regulation stations and support the pupils understanding of self-regulation.

### Emotion Coaching Regulation station Restorative chat

1. Noticing, being aware of

pupil feelings and

empathising with them

2. Labelling and validating

pupil feelings

3. Set limits on behaviour

4. Help pupil to problem

solve 1. Physical, grounding and calming 2. Developing emotional awareness 3. Developing reflection skills 1. What happened? 2. Who was affected? 3. What were you feeling? (You may need to Emotion Coach.) What were others involved feeling? 4. How can we make things right?

Rewards are available for children throughout the day. These aim to promote confidence, competency, motivation, help children to develop growth mind-sets and promote prosocial behaviour. These include:

- Focused verbal praise and personal feedback on behaviour and engagement
- In class awards as agreed by the class. This could be Class Dojo points, stickers etc

- Nomination in the values celebration assembly on Friday afternoon
- Calls or messages home

Where an individual needs persistent adult support to regulate behaviour, alternatives will be put in place, e.g. personalised sticker chart. These alternatives will be personalised to have the best impact for the individual pupil.

When a learner is unable to self-regulate to the extent that they put themselves and others in danger, a risk assessment plan will be created with the input of staff, pupil and families. As part of our risk management we will attempt to reduce risk by managing:

- The environment
- Our body language
- The way we talk to the children
- The way we act
- And by personalising curriculum and other learning programmes

#### Children Under Three Years

When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.

We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.

Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.

If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'

#### Rough and Tumble Play and Fantasy Aggression

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.

## Hurtful Behaviour

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying.' For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that some-times overwhelm them.
- We will help them manage these feelings as they have neither the biological means nor cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- Our way of responding to angry children is by sitting with/by to calm them down. When appropriate we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings.
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy.
- We support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we encourage children to say sorry to the person they have hurt.

When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:

- They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;

- Their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
- The child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
- The child has a developmental condition that affects how they behave.

### Monitoring and Reporting Behaviour Patterns

If a child displays exceptionally challenging behaviour over a period of time we will monitor their behaviour using an ABC (Antecedent/Behaviour/Consequence) chart and, where necessary, complete an Early Years Behaviour check. In all cases we will discuss and agree this with parents. The plan may involve "thinking time" for specific unacceptable behaviours; but, most importantly, it will also include our response when a child's behaviour is positive. As well as positive praise, we may give physical rewards for good behaviour e.g. a turn on a favourite bike.

At all times each child must know that their behaviour does not affect our relationship with them. In Early Years, we aim to create a non-judgemental atmosphere where it is fine to make mistakes and learn from them.

### **18. Behaviour principles written statement**

This document is not policy or practice, rather it is a statement to set out Burnwood Primary Academies broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

The governing body is aware and approves of this statement, believing it accurately reflects the schools ethos and that effective learning and development relies on good standards of behaviour.

This is why, at Burnwood Primary Academy, we seek to uphold high standards of behaviour that are guided by the principles within this statement.

### **Principles**

- The schools primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.

- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with school's behaviour policy.
- Good behaviour around school is to be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- At Burnwood, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork, coordination and respect.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupils out of school circumstances and possible educational needs and disabilities must be considered. Comprehensive support is given before or alongside disciplinary measures – suspensions/exclusions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, they may be liable to prosecution.
- Guidance on the use of reasonable force will be agreed upon by the headteacher and governing body, and clearly set out within the schools positive handling policy.

### **General expectations**

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber bullying) is not tolerated and pupils should report any such case of bullying they experience or observe to school staff.
- Pupils should help staff by showing good behaviour in the classroom, not distracting themselves or others from learning.
- Staff will lead by example and model their conduct in line with the school's standards.

- To keep the pupils and staff safe, the headteacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming themselves or others.
- Everyone in the Burnwood community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.
- This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extra-curricular activities, such as educational trips and visits and when being educated as a member of Burnwood Primary Academy

### Classroom behaviour consequences pathway KS1

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name Moved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Name Moved                         | <ul style="list-style-type: none"> <li>• Name Moved</li> <li>• Neutral Dojo</li> <li>• Message on Class Dojo by teacher</li> <li>• Pastoral team informed and asses support needed</li> </ul> | <ul style="list-style-type: none"> <li>• Name moved</li> <li>• Neutral Dojo</li> <li>• Message on Class Dojo by SLT</li> <li>• SLT on duty to remove from class and discuss conduct</li> </ul>                                                                                                                                                                                                                    |
| <p>Low level disruption</p> <ul style="list-style-type: none"> <li>• Talking whilst a member of staff is talking</li> <li>• Not on task</li> <li>• Out of seat in the classroom</li> <li>• Shouting out</li> <li>• Swinging on a chair</li> <li>• Tapping</li> <li>• Running inside the building</li> <li>• Uncooperative behaviour</li> <li>• Distracting others</li> <li>• Silly noises/whistling</li> <li>• Poor attitude to learning including quality/quantity of work</li> <li>• Late from break/lunch without a relevant reason.</li> <li>• Lying to avoid a consequence</li> <li>• Throwing objects</li> <li>• Swearing</li> <li>• Leaving the classroom without permission</li> <li>• Deliberate damage to school property</li> <li>• Deliberate damage to the property of a peer</li> <li>• Spitting</li> </ul> | Repetition of low-level disruption | Repetition of low-level disruption                                                                                                                                                            | <p>Repetition of low-level disruption</p> <ul style="list-style-type: none"> <li>• Racial abuse/language</li> <li>• Bullying</li> <li>• Homophobia</li> <li>• Assault on a member of staff</li> <li>• Assault on a peer</li> <li>• Theft</li> <li>• Deliberately throwing objects to cause harm</li> <li>• Fighting or encouraging a fight</li> <li>• Refusal to return to class following break/lunch</li> </ul> |

### Classroom behaviour consequences pathway KS2

| N                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | NX                                 | NXX                                                                                                                | NXXX                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name Moved                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Name Moved                         | Name Moved<br>Neutral Dojo<br>Message on Class Dojo by teacher<br>Pastoral team informed and assess support needed | Name moved<br>Neutral Dojo<br>Message on Class Dojo by SLT<br>SLT on duty to remove from class and discuss conduct.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Low level disruption</p> <ul style="list-style-type: none"> <li>• Talking whilst a member of staff is talking</li> <li>• Not on task</li> <li>• Out of seat in the classroom</li> <li>• Shouting out</li> <li>• Swinging on a chair</li> <li>• Tapping</li> <li>• Running inside the building</li> <li>• Uncooperative behaviour</li> <li>• Distracting others</li> <li>• Silly noises/whistling</li> <li>• Poor attitude to learning including quality/quantity of work</li> <li>• Late from break/lunch without a relevant reason.</li> <li>• Lying to avoid a consequence</li> <li>• Throwing objects</li> </ul> | Repetition of low-level disruption | Repetition of low-level disruption                                                                                 | <p>Repetition of low-level disruption</p> <ul style="list-style-type: none"> <li>• Racial abuse/language</li> <li>• Bullying</li> <li>• Homophobia</li> <li>• Assault on a member of staff</li> <li>• Assault on a peer</li> <li>• Theft</li> <li>• Leaving the school premises before home time</li> <li>• Deliberate damage to school property</li> <li>• Deliberately throwing objects to cause harm</li> <li>• Leaving the classroom without permission</li> <li>• Spitting at someone</li> <li>• Deliberate damage to the property of a peer</li> <li>• Fighting or encouraging a fight</li> <li>• Having a mobile phone in the classroom</li> <li>• Swearing at a member of the school community</li> <li>• Refusal to return to class following break/lunch</li> </ul> |

