

Canon Burrows Behaviour and Relationships Policy



Approved by:
Full Governing Board

Date: November 2024

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'So God created humans in His own image. He created them to be like Himself.' Genesis 1:27

Our Vision at Canon Burrows is based on the premise that each person is made in the image of God and is special, precious and unique. We will provide an inspirational context where each person will develop morally, spiritually, academically and physically to their full potential.

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

1. Aims and expectations

1.1 Canon Burrows is a Christian school that respects and values the beliefs of all. It is a primary aim of our school that every member of the school community feels that they are special, precious and unique, and that each person is treated fairly and well. Our Christian values (Creativity, compassion, perseverance, friendship, hope, responsibility) foster an environment of mutual trust and respect for all. The school behaviour policy is therefore designed to aid the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The primary aim of the behaviour policy is the means of promoting good relationships, self-discipline and respect so that people can work together with the common purpose of helping everyone to learn, play and grow together. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 At Canon Burrows we help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

Use of reasonable force in schools

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. . Rewards for positive behaviour

While we emphasise the positive as much as possible, we also recognise that sometimes steps need to be taken to protect the rights of children and staff that might be affected by negative behaviour. We have a structured approach to both rewards and consequences detailed below.

Positive behaviour shall be recognised and rewarded; negative behaviour shall be managed in line with this policy.

3.1 We praise and reward children for good behaviour in a variety of ways.

Examples include:

- *teachers congratulate children verbally and non-verbally**
- *traffic light system in classrooms**
- *stickers and prize boxes**
- *individualised behaviour charts**
- *positive phone calls home**
- *class traffic light system**
- *certificates or stickers are given to children for consistently good work or behaviour, or to acknowledge outstanding effort.**
- *value vouchers are given to children who demonstrate the school's Christian Values and they are entered in to a weekly prize draw**
- *citizen of the week award and CB Values Award**

3.2 The school acknowledges all the efforts and achievements of children, both in and out of school.

3.3 To maintain high standards of behaviour, 'value vouchers' are gifted to children who demonstrate the school values. Value vouchers are entered into a raffle and four winners are rewarded with an end of term visit to play Ten Pin Bowling.

3.4 The School Code is discussed in Key Stage assemblies at various times throughout the year. In addition to the School Code, each class also has its own Class Charter, which is created and agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

4. Responding to misbehaviour

The school employs a number of strategies to support children to follow the School Codes, and to ensure a safe and positive learning environment. The safety of the children is paramount in all situations. Any consequence takes into account the pupil's age, any special needs or disability they may have, and any religious requirements affecting them.

4.1 When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Sending the pupil out of the class for movement break

A verbal reprimand and reminder of the expectations of behaviour

Expecting work to be completed at break or lunchtime

Referring a child to the school 'consequence ladder'

Loss of privileges – for instance, the loss of playtime or lunchtime

Referring the pupil to a senior member of staff

Letter or phone call home to parents/carers

Agreeing a behaviour contract

Putting a pupil 'on report'

Removal of the pupil from the classroom

Suspension

Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Consequence Ladder:

i. A verbal warning.

- ii. Remove from the distraction
- iii. Loss of privilege
- iv. Counselling with Pastoral Lead (Phone call home depending on severity)
- v. Counselling with phase leader
- vi. Report to Deputy Headteacher or Assistant Headteacher
- vii. Report to Headteacher
- viii. Headteacher to monitor behaviour plan daily

4.2 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti-Bullying Policy)

4.3 A pupil may be disciplined for non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a staff member or reported to the school. This includes:

Misbehaviour when the pupil is:

- i. Taking part in any school-organised or school-related activity.
- ii. Travelling to or from school.
- iii. Wearing school uniform.
- iv. In some way identifiable as being a pupil at the school.

Misbehaviour at any time, whether or not the conditions above apply, that:

- i. Could have repercussions for the orderly running of the school.
- ii. Poses a threat to another pupil or member of the public.
- iii. Could adversely affect the reputation of the school.

4.4 Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

Causing disorder

Hurting themselves or others

Damaging property

Committing an offence

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

4.5 If given reasonable grounds to do so members of staff have the power to search bags and children without consent for items which can include:

- i. knives and weapons
- ii. alcohol
- iii. illegal drugs
- iv. stolen items
- v. cigarettes
- vi. fireworks
- vii. pornographic images
- viii. any article that is deemed likely to be used to commit an offence, cause personal injury or damage to property
- ix. mobile phones which have not been handed over to class teachers on entry to school
- x. any item which school has identified and informed pupils should not be brought to school

4.6. Head teachers and staff may also use force as is reasonable given the circumstances when conducting a search without consent for items i-viii

Staff can confiscate the above and other property which is causing concern. They can also search for and/or delete files on pupils' electronic devices. It is for teachers to decide if and when to return confiscated items.

Weapons and pornography must be handed to the police. Schools (Specification and Disposal of Articles) Regulations 2012

5. Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

6. Zero-tolerance approach to sexual harassment and sexual violence.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care
- o Report to the police

Please refer to our child protection and safeguarding policy for more information.

7. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy

8. The role of the Teacher and Teaching Assistants in the Implementation of a Suitable Teaching and Learning Environment.

8.1 To Lead by example

8.2 To draw up the class Code of Conduct or Class Charter establishing clear boundaries of acceptable behaviour which in turn creates a calm and safe environment for children.

8.3 To implement this policy consistently having high expectations of the children in terms of behaviour, and striving to ensure that all children learn how to behave positively through the teaching of good behaviour and in every interaction with children – modelling expected behaviour and positive relationships.

8.4. To treat each child fairly and enforce the classroom code consistently. To treat all children in their class with respect and understanding.

8.5 All non-teaching staff and parent helpers support the teaching staff in upholding the School Code and class rules.

8.6 Class teachers, Teaching assistants and Midday supervisors log any behavioural incidents on the school's online system – CPOMS in a timely manner. SLT and the pastoral team monitor this regularly.

8.7 If a child misbehaves repeatedly in class the class teacher deals with incidents themselves in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from other teachers, the SENCO and ultimately from the head teacher.

8.8 The class teacher, with support from the SENCO and Head teacher, liaises with external agencies, (Ed. Psychologist, Behaviour and Outreach Team etc) as necessary, to support and guide the progress of specific children.

8.9 To communicate positive and negative behaviours quickly and effectively to parents very regularly in an open, honest manner in the spirit of child and school development that also reflects the school ethos.

9. The role of the head teacher

9.1 It is the responsibility of the head teacher, under Section 175 of the Education Act 2002 and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The head teacher should also review this policy in conjunction with the governing board regularly. It is also the responsibility of the head teacher to safeguard and promote the welfare of all children in the school. In some circumstances Head teachers can also address misbehaviour which occurs out of school.

9.2 The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher supports the staff by providing appropriate training, induction and on-going support so they can fulfil their duties set out in this policy.

9.3 The head teacher should consider whether a child whose behaviour is under review gives cause to suspect that the child is suffering, or is likely to suffer significant harm. Where this may be the case the head teacher should follow the school child protection and safeguarding policy. The head teacher should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and consider whether a multi-agency assessment is necessary. (Equality Act 2010)

9.4 The head teacher keeps records of all reported serious incidents of misbehaviour. The Head teacher ensures that all information is shared at any points of transition.

9.5 Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

9.6 The head teacher has the responsibility for suspension of individual children for serious acts of misbehaviour, and any child found to have made a malicious accusation against school staff. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

9.7 The decision to permanently exclude a child is a serious one. This decision is taken only

- a) In response to a serious breach of this policy
- b) If allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school

9.8 A one-off offence would not normally lead to a permanent exclusion however in exceptional circumstances it may be appropriate to exclude for a first or one-off offence. This might include:

- a) Serious actual or threatened violence against another pupil or a member of staff.
- b) Sexual abuse or assault.
- c) Supplying an illegal drug.
- d) Carrying an offensive weapon.
- e) Use or threatened use of an offensive weapon.
- f) Doing something that would bring the school into disrepute.

10. The Role of All Adults in School

10.1 To lead by example.

10.2 To ensure all children and staff are safe at all times

10.3 To clearly identify through school rules and verbal reinforcement, expected positive behaviours.

10.4 To emphasise the positive and clearly and regularly identify positive behaviours.

- 10.5 To ensure and maintain a well organised, calm and organised environment.
- 10.6 To report positive and negative behaviour to class teachers consistently, effectively and sensitively.
- 10.7 To calmly seek advice from other staff if a child is having difficulty in following the behaviour policy.

11. The role of parents

It is vital that there is good communication and that school and home work together to support positive behaviour both in and outside of school. To this end all parents are made aware of the school's behaviour and relationships policy annually; the policy is updated regularly and available on the school website. Hard copies are available upon request at the school office.

As a school we endeavour to resolve issues that may arise on the day they happen. Teachers will seek to contact parents as quickly as possible when a significant incident has happened to ensure support is in place for children.

The school shall also endeavour to communicate positive behaviour in the same speedy and efficient manner. We try to ensure that not every little quibble or lesser incident is reported to parents; however it is in the interest of all parties to be fully informed and working together in order to provide the best possible environment for all our children.

11.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

11.2 The school behaviour policy is explained and on the website and we expect parents to read it and support it.

11.3 The school has high expectations of children's behaviour we ask that parents support their children in adhering to the policy, inform the school of any changes in circumstances that might affect their child's behaviour and discuss any behavioural concerns with the class teacher promptly.

11.4 We expect parents to support their child's learning, and to co-operate 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.

12. The role of governors

12.1 To lead by example

12.2 To uphold their duty of care to ensure children and staff are safe.

12.3 To oversee the implementation of the policy through regular review.

12.4 To ensure fairness and consistency in the implementation of the policy

12.5 Hold the Headteacher to account of the implementation of the policy.

13. Behaviour monitoring of individual children

13.1 Persistent breaches of the school codes may result in individual children being monitored more closely this may include a behaviour book as a tool for increased communication between home and school and as a record and log of individual behaviour. Parents and teachers shall comment regularly.

13.2 Each new day starts afresh but reasonable adjustments might be required if a child is on an individual behaviour management system such as a Behaviour plan or Script. A behaviour plan can be set up at any time if the teacher is concerned about a child's behaviour pattern. It is intended that a personalised behaviour plan will help to prevent potential exclusions from school.

13.3 The Consequence Ladder should be followed wherever possible. However there are times when a child may go straight to seeing the Headteacher or a member of the Senior Leadership Team. At the discretion of the teacher, the child's parent shall be contacted if this has been necessary.

13.4 Incidents of a significant severity may include: refusing to leave a class when told; refusing to do as directed; physical violence, or threat of physical violence; use of inappropriate language to an adult or child (swearing; euphemisms for swearing; insults; racist or homophobic language, outbursts of anger, etc)

13.5 Incidents deemed of significant severity and incidents which place children or staff in danger will be treated very seriously. These types of incidents are unacceptable at Canon Burrows and the following steps will be followed, unless an action is deemed to be so severe that Permanent Exclusion is necessary:

| | | |
|-----------------|---------|--|
| First incident | Stage 1 | A Letter will be sent home to parents/carers |
| Second incident | Stage 2 | 1 day suspension |
| Third incident | Stage 3 | 3 day suspension |
| Fourth incident | Stage 4 | 5 day suspension |
| Fifth incident | Stage 5 | Permanent Exclusion |

13.6 A behaviour plan or script should have been written by stage 4. At this stage parents are involved through carefully planned and agreed meetings (involving the class teacher and a member of the school senior leadership team) and strategies should be discussed in order to avoid the situation where the child is faced with the prospect of permanent exclusion.

Managing behaviour and helping children return to acceptable standards of behavior.

13.7 Where the child demonstrates that behaviour has improved and has been sustained to a standard acceptable by the Senior Leadership Team for a period of one full term following a written letter or fixed-term suspension any future incidents of negative behaviour will revert back to Stage 1. This approach supports our overarching goal, which is encourage good behaviour, whilst continuing to monitor behavioural issues and taking firm action where unacceptable behaviour persists.

*14. Suspensions and permanent exclusions**

**This policy should be read in conjunction with our suspensions and permanent exclusion policy. A copy of which is available from the school office.*

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

14.1 Only the head teacher (or the deputy head teacher who may be in charge of the school in the head teacher's absence) has the power to exclude a pupil from school. The head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In very rare cases the head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

14.2 If the head teacher suspends a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

14.3 The head teacher informs the LA and the governing body about any permanent exclusion, and about any suspensions.

14.4 The governing body itself cannot either suspend a pupil or extend the suspension period made by the head teacher.

14.5 The governing body has a discipline committee which is made up of four members. This committee considers any suspension or exclusion appeals on behalf of the governors.

14.6 When an appeals panel meets to consider suspension or permanent exclusion, they consider the circumstances in which the pupil was suspended or excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

14.7 If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

15. Differentiation and SEND

15.1 Recognising the impact of SEND on behaviour

The school recognises that childrens' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled child being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Examples may include:

Short, planned movement breaks for a child with SEND who find it difficult to sit still

Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher.

Adjusting uniform requirements for a child with sensory issue or who has severe eczema

Training for staff

Use of pastoral team and resources where pupils can regulate their emotions during a moment of sensory overload.

15.2 Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

Was the child unable to understand the rule or instruction?

Was the child unable to act differently at the time as a result of their SEND?

Is the child likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

15.3 Considering whether a child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

15.4 Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

16. Equal Opportunities

All children shall be treated consistently and fairly as with any issue at Canon Burrows and judgements shall not be based on issues such as ability, race and gender

17. Policy Monitoring

17.1 The head teacher and staff monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

17.2 Class Teachers keeps records of incidents of misbehaviour on CPOMS that is monitored by a member of the Senior Leadership Team daily.

17.3 The head teacher keeps a record of any pupil who is suspended, or who is permanently excluded.

17.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

In conclusion

With application of the Canon Burrows Behaviour Policy a calm, focused and safe environment shall be fostered to ensure our children have the opportunity to develop

free from disruption and violence in order to achieve their potential.

In all circumstances we would expect parents to support the school in any discipline issue. If you feel that actions taken were not appropriate then your first point of contact should be the class teacher, if this is not suitable then the Headteacher should be contacted. If after this you are not satisfied then the Chair of Governors, or Vice Chair of Governors should be contacted and then Tameside LA.

18. Review

The governing body reviews this policy every year and takes into account any new regulations introduced by the government, or if the governing body receives recommendations on how the policy might be improved.

Reviewed: November 2023

Next Review: November 2024