Bury School Behaviour Principles and Policy (Agreed: March 2026)

1. Purpose and Vision

This policy aims to:

- create a **calm, safe and supportive environment** that enables effective learning;
- outline behaviour **expectations, rewards, consequences and support** for pupils;
- ensure **consistent, fair and proportionate application** of standards across the school community;
- foster **mutual respect and dignity** for all pupils and staff.

Our Values

Rooted in Bury School's Christian ethos of **compassion, respect and stewardship**, we expect every pupil to demonstrate behaviour that reflects:

- respect for self and others;
- a commitment to learning;
- self-discipline and personal responsibility.

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2. Statutory Framework

This policy has been developed with regard to:
- *Behaviour in Schools: Advice for Headteachers and School Staff* (DfE, Feb 2024);
- *Keeping Children Safe in Education* (DfE, current version);
- *Equality Act 2010*;
- *SEND Code of Practice*;
- DfE guidance on removal, exclusions and managed moves.

The Headteacher and governing body ensure the policy reflects statutory duties and is published to pupils, parents and staff annually.

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3. Creating and Maintaining High Standards of Behaviour

School Culture

"For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future." — **Jeremiah 29:11**

We believe high standards of behaviour underpin successful learning. Consistent expectations and routines promote a calm, safe and supportive environment. Pupils should be clear about behaviours that are encouraged and those that are not tolerated.

Leadership

The leadership team:

- champions and models the school's behaviour culture;
- engages regularly with pupils, staff and parents regarding behavioural expectations;
- supports staff to apply the behaviour policy consistently.

Staff Roles

All staff:

- implement the policy fairly, proportionately and consistently;
- use positive reinforcement to acknowledge expected behaviours;
- teach and model desired behaviours as part of the school behaviour curriculum.

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4. Behaviour Curriculum

We define and teach expected behaviours in context, including routines for:

- entering/leaving classrooms;
- transitions;
- respectful communication;
- independent learning;
- collaboration.

These routines are taught, reinforced and practised so that pupils understand expectations and the reasons behind them.

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5. Responding to Behaviour

Positive Reinforcement

We celebrate positive behaviour through:

- verbal praise;
- class-specific rewards and privileges;
- recognition shared with senior leaders;
- specific feedback linked to behaviour expectations.

"For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future." — **Jeremiah 29:11**

Rewards promote intrinsic motivation and reinforce habits that support learning and community values.

Responding to Misbehaviour

Responses to misbehaviour are **predictable, proportionate and fair**. Consequences are applied consistently, and pupils are supported to understand and reflect on their choices.

Where misbehaviour persists, additional support is provided to address underlying needs.

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6. Behaviour Support and Sanctions

Whole-School Sanction System (Bury Choice Champions)

Our tiered system supports consistent responses:

1. **Champion Choices –**
   Praise and recognition (public and discreet as appropriate).
2. **Verbal Reminder –**
   Re-establish expectations with clarity.
3. **Reflection –**
   Pupil completes a reflection activity with staff at next break; expectation reset.
4. **Red Card –**
   Pupil works with the Headteacher; parents notified. Behaviour logged for monitoring.

At all times, pupils are reminded that their dignity and worth are valued even when consequences are applied.

For children the Behaviour Pathway looks like this:

Stage	Colour	Description / Action	Pupil-friendly Phrase
Champion Choices	Green	Pupils making positive choices; praised and recognised	"I'm a Champion of my Choices"
Think & Reflect	Yellow	Gentle, clear reminder; pause and reflect on choices	"I will Think & Reflect"
Make It Right	Orange	Reflection sheet / discussion with staff; plan to improve behaviour	"I will Make It Right"
Headteacher Support	Red	Serious or repeated behaviour; parents informed; logged	"I can ask for Help"

"For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future." — **Jeremiah 29:11**

Professional Judgement

Staff use professional judgement about omission of steps where behaviour is extreme, harmful or unsafe.

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7. Supporting Pupils With Additional Needs

SEND and other additional needs are acknowledged in expectations and responses:

- reasonable adjustments are made where needs affect behaviour;
- SENDCo works with staff to plan appropriate support;
- pupils are supported to meet expectations through differentiated approaches.

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8. Removal from Class

In line with DfE guidance:

- removal may be used to restore calm or prevent harm;
- only used as a **last resort**, for the shortest time necessary;
- pupils continue to receive meaningful work and appropriate supervision;
- parents are informed where appropriate;
- removal is **not used as an informal exclusion**.

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9. Exclusion

Suspension or permanent exclusion are used only when necessary and proportionate:

- where pupil presence would seriously harm education or welfare of others;
- following consideration of individual circumstances, SEND and safeguarding duties;
- in accordance with DfE exclusion guidance.

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10. Behaviour Outside School and Online

The school may take action for behaviour outside school (including online) when it:

- negatively impacts the school community;

- puts others at risk;
- undermines the school's values.

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11. Bullying, Discrimination and Child-on-Child Abuse

We take a zero-tolerance approach to all forms of bullying, harassment, discrimination and abuse, including:

- persistent bullying (physical, verbal, online or exclusionary);
- racist, sexist or prejudicial conduct;
- child-on-child sexual violence or harassment.

Incidents are investigated, logged and responded to promptly with appropriate support and consequences.

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12. Monitoring, Evaluation and Reporting

Behaviour data (including sanctions, removal, suspensions and incidents) is:

- monitored to identify patterns or disparities;
- used to inform early intervention and policy review;
- reported termly to governors.

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13. Communication

The behaviour policy and written principles are communicated annually in writing to:

- pupils;
- parents and carers;
- all staff.

They are published on the school website and shared proactively.