



Burnley Road Academy **Policy Statement for Behaviour and Discipline**

At Burnley Road Academy it is our utmost priority to provide an environment in which every member of the school community is valued and respects the rights and feelings of others. Everybody must have an equal opportunity to develop academically, personally, socially, physically and culturally.

In order to achieve this aim, our behaviour policy must apply to **all** areas of school life and be followed by **all** members of staff. It is consistency in our approach that embeds this message for children and this must be adhered to.

We have rules to make the school a fair and safe place for all children. We try not to have too many and to explain those we do have to the children.

All classes begin the year by agreeing a code of conduct for their classroom (displayed in each classroom); the following rules apply to the whole school community:

Our school rules are simple and easy to follow

Be safe; take care of each other and our school.

Always do your best, ask for help if you need it.

Allow others to learn.

Speak up if you see that someone needs help.

Repair relationships when things go wrong.

Follow instructions from adults

Rewards and Sanctions:

At Burnley Road Academy the criteria for expected behaviour is what we consider to be the norm. Within our system, all children who behave well are regularly rewarded. It also displays a clear and transparent message that all children can and will behave; behaving well should be the norm.

Children are taught what unacceptable behaviour is and are made aware of the consequences of breaking the rules. In becoming a member of the School Council, children are involved in monitoring the behaviour of others.

Unacceptable behaviour includes:

- Child-on-child sexual violence and sexual harassment
- Violent and/or abusive behaviour
- Threatening behaviour, including bullying

- Deliberate disobedience
- Discrimination
- Deliberate vandalism of school property
- Deliberate non completion of assigned work
- Disrespectful or unkind conduct
- Persistent disruptive behaviour

Rewards:

At Burnley Road Academy we believe that the most effective way of achieving our aims is to praise and encourage positive behaviour.

We have devised & implemented a system that allows the children to be rewarded consistently & regularly. We praise and reward our children for good behaviour in a variety of ways e.g.

- Verbal Praise
- Team Points
- Stickers
- Being given responsibility
- Recognition in assembly

As a school we acknowledge and celebrate the efforts and achievements of our children, both in and out of school.

The school acknowledges that poor behaviour is a form of communication. If patterns of hanged behaviour are identified, the Headteacher will take further action which could include pastoral support or working with families.

Sanctions:

Stage 1

Behaviours which are deemed to be less than 'expected' are dealt with by the use of agreed sanctions through a restorative practice approach.

- The child is spoken to and the misdemeanor is identified, discussed with the child and the sequential action is agreed.
- If the unacceptable behaviour persists, the adult in charge will warn the child. If the behaviour continues the child will miss free time at playtime as a sanction. They will still be outside, in the fresh air but will stay with the adult on duty to allow for reflection time. If the incident involved someone else, this time would create an opportunity for attempting to repair the relationship that was damaged. This could be pupil to pupil or pupil to adult.

Pupils with SEN

The school recognises that some pupils with SEN may have difficulties around comprehending and following rules, for a range of reasons. In such cases, the school will provide additional support and resources and, where appropriate, seek advice from external agencies. The school may need to make reasonable adjustments to policy to accommodate individual needs although extreme behaviours will not be tolerated.

Overarching principles:

- All pupils need to feel like they belong in school.
- Behaviour should be considered with the child's SEND in mind.
- Provide support using the graduated method.
- Anticipate likely triggers and put things in place to try to prevent behaviour incidents (e.g. adjusting seating plans, staff training)
- Pupils should be helped to understand how to improve their behaviour.

The following behaviours are considered extreme and may require intervention from Senior Leaders and parents being contacted:

- Unprovoked violence
- Bullying (see Anti-bullying Policy)
- Constant disruption in class
- Abusive language, including swearing, racism, homophobia and insolence
- Vandalism

Physical violence or verbal abuse directed at anybody (adults and other children) may result in exclusion, depending on the severity and circumstances of the incident:

- Internal exclusion will be considered for incidents of physical violence against a child where there is a space and time required to support the restorative process.
- External exclusion will be considered for physical violence against an adult.
- External exclusion will also apply if an act of physical violence against a child is severe.

External exclusion will be considered for persistent disruptive behaviour.

- In all instances of internal exclusion or external exclusion, there will be a planned reintegration that promotes a restorative approach.

Class teachers, and/or key workers – with prior agreement - should communicate with the child's parents or carers as soon as they have concerns; working together to promote good behaviour.

Close co-operation between home and school is encouraged when dealing with behavioural issues and staff will aim to involve and inform parents and carers as much as possible to discuss joint support strategies.

Stage 2

If the strategies in Stage 1 do not have the effect of improving behaviour, then it may be necessary for the School to move to Stage 2 as set out below:

- a. A formal written warning is issued and the child's parents or carers informed and invited to meet with the Class Teacher and/or the Head.
- b. Unless the child's behaviour improves, the child is put on report, parents are informed and invited to meet with the Class Teacher and/or Head.
- c. If the behaviour persists or if a single incident is severe, the child can be suspended or excluded in line with DfE Statutory Guidance. [School suspensions and permanent](#)

[exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/exclusions). Normally fixed term suspensions would be imposed but in very exceptional circumstances and as a last resort, a permanent exclusion can be imposed. Parents in these circumstances have certain rights to make representations to the appeals committee of the Governing Body.

Any behaviours and resulting actions at stage 2 will be documented in school.

Further Guidelines

If a child's behaviour is serious enough to warrant it, then some of the steps in the staged procedure may be missed out and it may be appropriate to use the more serious sanctions and/or proceed directly to stage 2.

Children "on report" will discuss their report with the Class Teacher at the end of each day. At the end of 5 school days, a copy will be sent to parents. At this point, the Class Teacher has the option of extending the procedure for a further period of 5 school days but they will inform parents of whatever course of action is decided upon.

It is expected that a child will not normally remain "on report" for longer than 10 consecutive school days, but this period can be extended for longer at the Class Teacher's and/or Headteacher's discretion. If behaviour has not improved after this period, the child's parents or carers will be informed and suspension/exclusion may follow.

Reasonable adjustments may need to be made around children with additional needs; most likely, in agreement with external services.

Teaching staff must ensure that children are informed of and understand this policy.

Additional Government Guidelines

Screening and Confiscation: [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/searching-screening-and-confiscation-in-schools)

Conclusion

This policy forms the basis by which appropriate behaviour can be achieved. The principles are by no means exhaustive. The Policy's successful implementation will depend on the commitment of everyone involved in the school community to a positive, structured approach to discipline based on a partnership with families. At all stages the circumstances of the incident and the child's individual circumstances will be taken into consideration.

Equal Opportunities

The school is committed to providing equal opportunities for all regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Review framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance) and links to other school policies and statutory responsibilities i.e.

Equality Act 2010, Equality Policy, SEN and Inclusion policies and Safeguarding Policies which incorporate KCSIE.

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