



# Behaviour Policy

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Person(s) Responsible:	Headteacher Leading Learning Team Miss W Wolfcarius (Governor)
Formally adopted by the Governing Body:	June 2023
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***This policy also applies to the Early Years Foundation Stage (EYFS)***

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## Purpose

Our behaviour policy is designed to support children in developing an understanding of the importance of positive behaviours, the effect these have on their learning and an understanding of the consequences of negative behaviours. We want our children to achieve the highest possible outcomes at school - to do this they need to develop positive behaviour attributes that allow them to excel at school and in their future lives.

## Aims

To support our school values by:

- promoting a positive ethos in the school
- defining acceptable standards and the principles of positive behaviours
- creating an environment which encourages and reinforces positive behaviours
- encouraging consistency of response to both positive and negative behaviours
- promoting self-esteem through success, self-discipline and positive relationships
- ensuring that the school's expectations and strategies are widely known and understood
- encouraging the involvement of both home and school in the implementation of this policy

We use five core values at Biggin Hill Primary School. These lead to the key message that we take PRIDE in everything we do. All aspects of positive behaviours are praised through the Biggin Hill Way. Negative behaviours are discussed with children in relation to our values.

### **Positivity**

*Approaching everything we do with a smile and a "can do" attitude*

### **Respect**

*Treating others and our environment with care and consideration*

### **Inclusivity**

*Involving, sharing with and supporting others*

### **Discovery**

*Having a thirst for learning and a questioning mind*

### **Endeavour**

*Wanting and trying to be the best in all that you do. Giving everything 100%*

Each value is represented by a “Crusader of the Biggin Hill Way” These are displayed around the school and in classrooms and are a visual representation of our school values.



## Standards of Behaviour

Biggin Hill Primary School has a central role in the children’s development of wellbeing and good mental health as well as their academic progress. Both positive and negative behaviours can be influenced by home values, attitudes and parenting styles. Our behaviour expectations are based on the basic principles of the Biggin Hill Way and the core British values.

## Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy. The Headteacher supports the staff by ensuring all are effectively trained to implement the policy, by setting the standards for behaviour themselves, and by supporting staff in the implementation of the policy. Records are kept of all reported serious incidents of misbehaviour, these include homophobia, racism and bullying incidents. The Headteacher is also responsible for giving suspensions and may permanently exclude a child for repeated or very serious acts of misbehaviour, and advises the governors and the LA accordingly.

## Role of the Inclusion Lead

The Inclusion Lead oversees the school's behaviour and anti bullying policies. They support all staff to ensure there are high standards of behaviour around the school at all times, so that the best possible standards of teaching and learning are achieved.

## Role of all Staff

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their interaction with the children and with each other, as their example has an important influence on the children.

As adults we aim to:

- create a positive environment with high expectations that are explained to children
- emphasise the importance of being valued as an individual within the class and school
- promote, through example, our school values
- provide a caring and effective learning environment
- ensure fair treatment for all regardless of age, gender, race, religion, ability or disability
- celebrate the efforts and contributions of all

## Parents/Carers

Biggin Hill Primary school works collaboratively with parents/carers, so that children receive consistent messages about how to behave at school. Parents/carers are expected to support their children's learning, and to cooperate with us. Effective communication is key to encouraging positive behaviours from our children. Parents/carers should inform class teachers or members of the Inclusion Team if there are circumstances which may impact a child's behaviours.

## Governors

The Governing Body is responsible for overseeing this policy and they support the Headteacher in following these guidelines.

## Environment

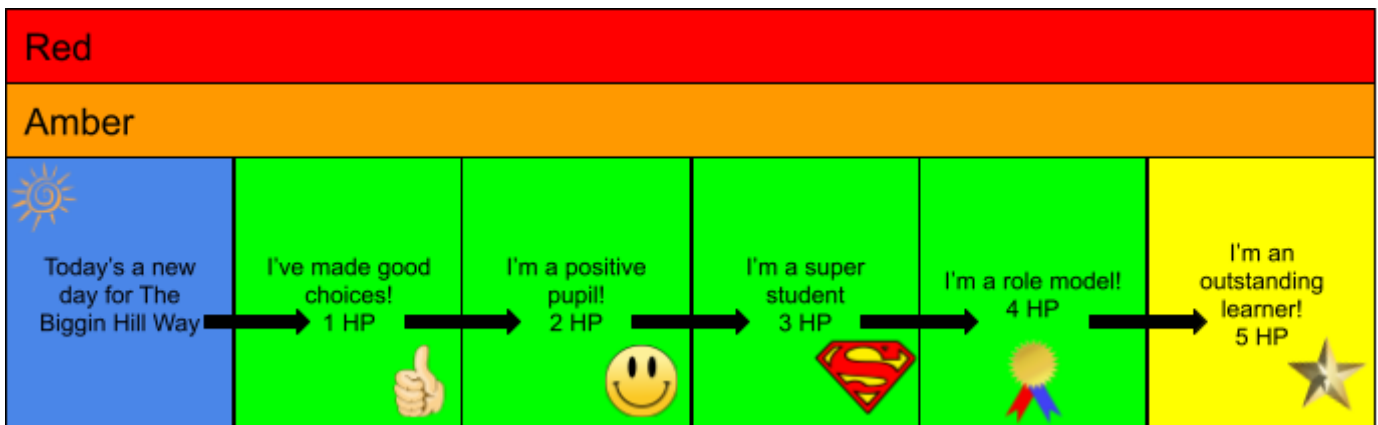
The school environment is created to celebrate all children's achievements, promote independent learning and remind children of the expected standards of behaviour. The Biggin Hill Way is clearly displayed in every classroom and in communal areas of the school to continually promote expectations of behaviour.

## Behaviour for learning

Our school values promote positive behaviours and learning attributes. We strive to promote outstanding learning from all our children. Every classroom has an age appropriate display to remind children of our values.

## The Biggin Hill Way to Success

In every classroom there is a visual display of The BHW to Success track. The track begins on 'Today is a new day for the Biggin Hill Way' emphasising that each day begins positively for the children. Positive behaviours are rewarded by moving along the track, taking 4 steps towards becoming an Outstanding Learner. These are: 'I've made Good Choices', 'I'm a Positive Pupil', 'I'm a Super Student', 'I'm a Role Model' and finally 'I'm an Outstanding Learner'. Each step along the track is rewarded with a set number of team points. Children may move along the track a step at a time or they make larger jumps along the track for exceptional behaviour. If a child is not showing positive behaviours, their name will move onto the amber section of the track. This is to remind the children to change the negative behaviours back to positive behaviours in line with the Biggin Hill Way. If the negative behaviours return to being positive, the child can move their name back to the original step i.e. 'I'm a Role Model'. If the negative behaviours continue, this will result in moving their name onto the red section as explained under 'Sanctions'. Information about how many times a child's name has been on gold and/or red will be shared with parents and carers at parent consultations.



## Playground behaviours

Positive behaviours are modelled on the playground through play and interaction with the members of staff on duty. Use of the Biggin Hill Way to Success will not be used on the playground to correct negative behaviours. The BHW to Success will be used to promote and encourage positive behaviours in the classroom and throughout structured points of the school day i.e. assembly.

Responses to negative behaviours displayed on the playground are explained under 'Sanctions'.

## Praise and Rewards

Everything we do in school is based on praise and rewards. From independently handing in their reading book or completing a fantastic piece of work, to making the right choice when faced with a problem or decision, our children are congratulated for doing the right thing and following the Biggin Hill Way.

*Systems for praise and rewards are as follows:*

- Specific verbal praise – somebody saying, “Well done, you did that really well!”
- Written praise – Marking in books, stamps, etc.
- Class based rewards – stamps, stickers etc.
- Moving along the Biggin Hill Way to Success
- House Points – given by any adult in the school
- Star of the Week awards – weekly teacher nominated awards
- Headteacher’s Certificate – termly awards for outstanding achievement
- Biggin Hill Way ambassador status
- School Prefects
- Special Recognition Awards

**Becoming an Outstanding Learner:** Children will be rewarded with 5 house points and be given an ‘Outstanding Learner’ lanyard to wear in school and a gold “Outstanding Learner” sticker to wear home to show their parents and carers. Children who become outstanding learners will be acknowledged in the Celebration Assembly.

**House Points:** All children are in 1 of 4 houses: Hawking, Attenborough, Holmes or Rowling. House points are awarded by any member of staff to children following the Biggin Hill Way. Every class has transparent tubes for the collection of the points. These points are collected weekly by house captains and the winning house is announced in the Celebration Assembly. House points will be entered onto a central Google Sheet at the end of each week. Winners will be announced in celebration assembly each week and a visual display in both halls will track the progress of each house. At the end of each term, the house with the highest number of weekly wins is rewarded by being able to wear their house colour on a nominated day.

**Star of the week:** Each class has a star of the week. Members of staff in the class nominate the named child and explain, in Celebration Assembly, why they have been chosen. These children receive a certificate and wrist band. Star of the week certificates are given out for many reasons and are not solely linked to in class behaviour. Every child will receive a star of the week certificate throughout the year.

**Headteacher certificates:** Each term 1 child is selected for a Headteacher’s certificate. These are awarded in the final Celebration Assembly of each term. Parents/carers of the children receiving the certificate are invited to attend the assembly. Not every child will receive this award during their time at school. Headteacher awards are reserved for those children whose behaviour is consistently excellent. Some children may receive this more than once during their time at school.

**Special Recognition Awards:** These are awarded once a term to children in recognition of a personal achievement. These awards are not linked to consistently good behaviour, they may be awarded for any personal achievement.

**BHW ambassadors:** Children who represent one of the school values to a high standard consistently over time can be nominated to become an ambassador of that value. Badges are only awarded in Years 2-6. These children receive a coloured badge to identify their status to other children. Badges are awarded at assemblies that take place 5 times a year (once in each half term)

apart from the first half term) where parents/carers are invited to join. Once all 5 badges have been awarded, the children are 'Ambassadors of the Biggin Hill Way'

**School Prefects:** Two children from each year 6 class who are already 'Ambassadors of the Biggin Hill Way' will be awarded Prefect status. This will be decided by class teachers and the Senior Leadership Team.

## Sanctions

Sanctions are put in place if a child does not follow the Biggin Hill Way. If a child displays negative behaviours, we work with the child to help them to understand how to show positive behaviours instead. This begins with a verbal warning (depending on the behaviour and/or child there may be more than one warning). If the behaviour does not change, the child's name will be moved to amber on the BHW track; identifying the negative behaviours and offering a chance to make better choices. If the negative behaviours continue once on amber, this means a move to the red zone of the track.

Once a child is on the red zone of the track, they will be asked to leave their classroom for a period of time (typically 10 and not more than 15 minutes) and continue their learning with a member of the Leading Learning Team, or Senior Leadership Team.

If a child's name is moved to red, the class teacher is responsible for informing parents/carers via email or at the classroom door at the end of the day if a child is being collected by a parent or carer. The behaviour will be logged by the class teacher through Google Forms which will be monitored weekly by the Inclusion Team and Headteacher. Continuous and persistent behaviour will result in further action being taken, starting with a parent meeting where strategies to support the child will be discussed. Further sanctions may include loss of playtime/lunchtime, report card, internal exclusion or suspension or exclusion.

Occasionally an adult may deem it necessary to keep a child or group of children in at playtime or lunchtime - this will usually be because there has been negative behaviour at the end of a session meaning that time out in another class is not possible. This may also be the case if children are not ready to be dismissed at the end of a session and is at the adult's discretion but should not exceed 10 minutes. Negative behaviours in the Early Years may be handled slightly differently. Younger children will need more warnings and sanctions may not be deemed appropriate. EYFS staff will apply warnings and sanctions as they feel appropriate.

Negative behaviours displayed on the playground will first be first addressed by the member of staff on duty. The member of staff will support the children in making positive choices to change their negative behaviour. If this is not successful, the child will spend 5 minutes sitting away from their peers. If the negative behaviours continue after this point, in KS1 the child will be sent in to spend some calm time in the Family Room. In KS2 the child will be asked to visit the Reflection Room to discuss their behaviours with a member of the Leading Learning Team. Class teachers will be informed if a member of their class has had time out at lunchtime - teachers will keep a record and any child who is sent in on 3 or more occasions will have an email sent to their parents/carers by the class teacher.



There are behaviours, both on the playground and in the classroom which require immediate Senior Leadership involvement. Physical violence, refusal to follow an adult's instructions, sexual violence or harassment or discriminatory behaviour in relation to the 9 protected characteristics (as defined by the Equalities Act) will result in immediate involvement of the Senior Leadership Team. The 9 protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Sex
- Sexual Orientation
- Race
- Religion

Again sanctions relating to the above may be different for very young children or those with additional needs, depending on their level of understanding.

### **Supporting children with Additional or Special Educational Needs: Positive Behaviour Support**

In order to treat all children fairly, they do not need to be treated in the same way. Positive behaviour strategies described throughout this policy will meet the needs of the majority of children, however some children have additional or special educational needs, which may result in a different presentation of positive behaviours. Positive behaviour support is implemented in a fluid and flexible way depending on the needs of the children and may need to be adapted accordingly. It may be necessary to introduce alternative methods to promote positive behaviours in addition to, or in place of, the strategies outlined within this policy. These include but are not limited to:

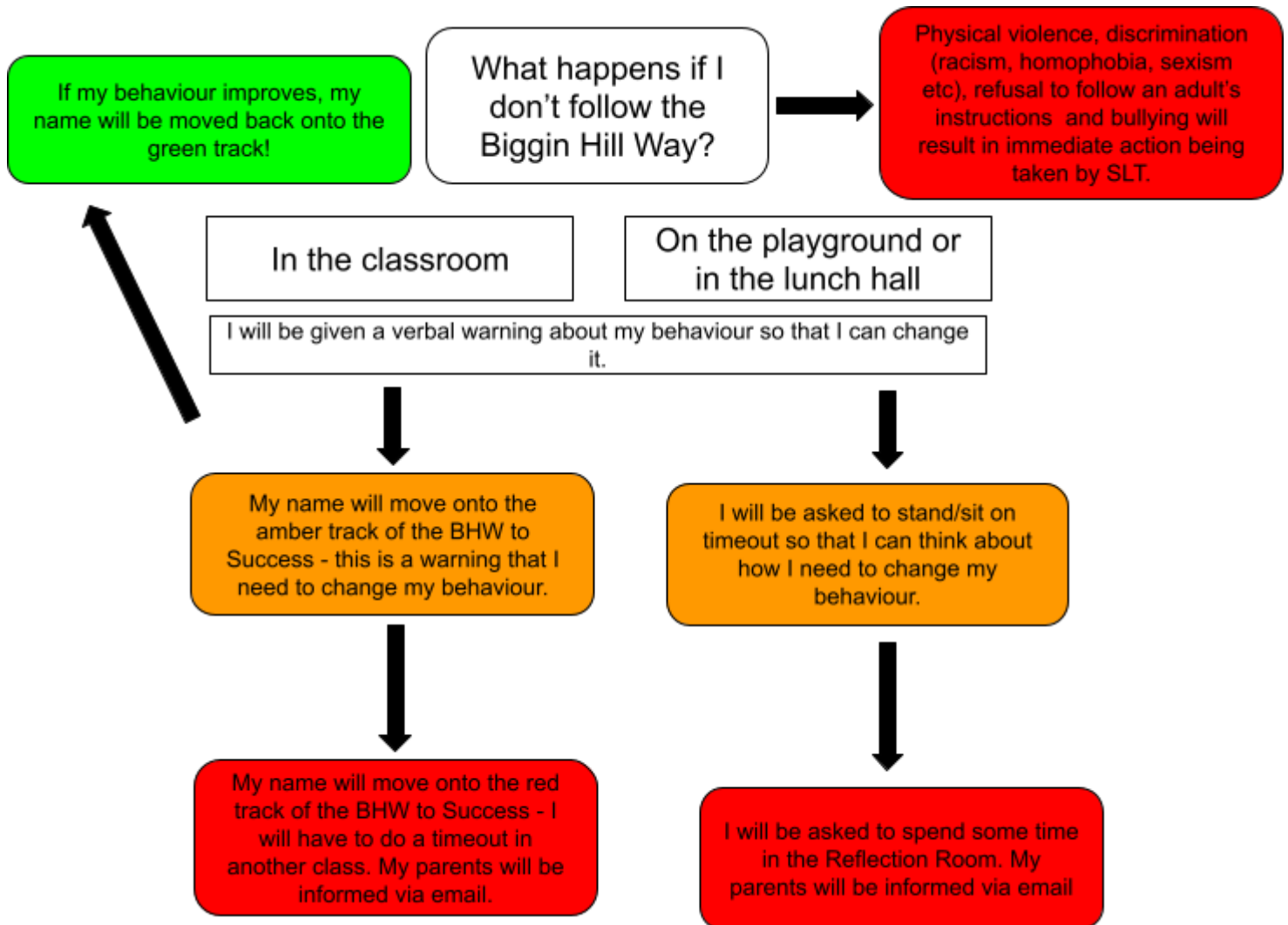
- Reward systems
- Positive behaviour plans with targets for development
- Peer or teacher mentoring
- Social stories
- Visual prompts or charts to reinforce positive behaviour
- Adapted timetables

Children with a high level of additional or special educational need will need individualised behaviour support plans. Individual behaviour support plans will be devised by the Inclusion Lead in conjunction with the class teacher, parents/carers and the child. Individual plans will be reviewed inline with the Assess, Plan, Do, Review cycle and adaptations made accordingly where appropriate.

Individual support plans will include:

- Known behaviours
- Known triggers for negative behaviours
- Consequences for negative behaviours which are appropriate and contextual with the child's additional or special educational need
- Risk assessment
- Known techniques and strategies used to de escalate negative behaviours
- Adaptations and strategies used through Quality First Teaching to promote positive behaviours
- Clear reward systems (if appropriate)

## Appendix 1 - Behaviour Flow Chart



## Appendix 2 - The Biggin Hill Way to Success track

