



BHPS Behaviour Policy

January 2017

Persons Responsible: LLT

Governors: Miss W Wolfcarius

Formally adopted by FGB:

Review date: January 2018

Purpose

Our behaviour policy is designed to support children in developing an understanding of the importance of good behaviour, the effect it has on their learning and an understanding of the consequences of inappropriate behaviour. We want our children to achieve the highest possible outcomes. 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 and climate in the school
- defining acceptable standards and the principles of good behaviour
- creating an environment which encourages and reinforces good behaviour
- encouraging consistency of response to both positive and negative behaviour
- 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 behaviour are praised through the Biggin Hill Way. Negative behaviour is 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%

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 development. Children bring into school a broad spectrum of behaviour based on varying home values, attitudes and parenting styles. Therefore, we must work towards standards of behaviour based on the basic principles in our values and upholding the core British Values.

Role of the HT

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 fixed-term exclusions 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 LBP

The Lead Behaviour Professional [LBP] oversees the school's behaviour and combating bullying policies. He/she supports 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. At Biggin Hill Primary the LBP is the Deputy Headteacher.

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 dealings 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 climate with high, but realistic, 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

Biggin Hill Primary school works collaboratively with parents, so that children receive consistent messages about how to behave at school. Parents are expected to support their children's learning, and to co-operate with the school. We aim 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. If the school has to use reasonable sanctions to punish a child, it is essential that parents support the actions of the school. It is also helpful if parents inform the school of behaviour difficulties they may be experiencing at home, and of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, or a significant change in family circumstances. In addition, if parents are accessing, or seeking to access, any external support agencies to support their child e.g. CAMHS, it is important that the school is informed in the event that these concerns may impact upon their child's behaviour and conduct.

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, and this policy, work to ensure that children display positive behaviour for learning attributes in all their lessons. We strive to promote outstanding learning from all our children. Every classroom has an age appropriate display to remind children of these attributes and children are rewarded for demonstrating them through our outstanding learner lanyards. When good behaviour for learning is evident in the classroom children can be challenged to attempt new tasks, can be pushed out of their comfort zone and as a result can achieve high outcomes.

Traffic light system

In every classroom there is a visual display of traffic lights, including an extra gold section. All children start the day on green, each child has his or her name on a laminated card stuck to the display. Not following the Biggin Hill Way results in moving through the colours on the system as shown in the sanctions flow chart. If children change their behaviour and start to follow the Biggin Hill Way they move back to green. Children move their name themselves. Consistent positive behaviour leads to moving to gold.

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 pupils are congratulated for doing the right thing. We use a consistent system to rewarding children across the whole school.

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.
- Getting to Gold
- Team points – given by any adult in the school
- Star of the week awards – weekly teacher nominated awards
- Head teacher's Certificate – termly awards for outstanding achievement
- Team points cup – Issued each half term to winning house with a collective reward
- Biggin Hill Way ambassador status
- School Prefects

Getting to Gold: Children receive a gold sticker each time they reach gold. A child who achieves gold everyday through the week will be invited to attend a Golden Time activity at 2:30 on a Friday afternoon. These activities will be run by support staff. Activities will be designed to give the children an opportunity to experience something not always experienced through the main curriculum.

Team points: All children are in 1 of 4 houses: Wilberforce, Darwin, Wolfe or Churchill. 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 announced in celebration assembly. The winning team at the end of the half term receives the cup.

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.

Headteacher certificates: Each term 1 child is selected for a Headteacher certificate. These are awarded in the final celebration assembly of the term. Parents of the children receiving the certificate are invited to attend the assembly.

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. These children receive a coloured badge to identify their status to other children. Badges are awarded at assemblies that take place 12 times a year (2 in each half term) where parents are invited to join.

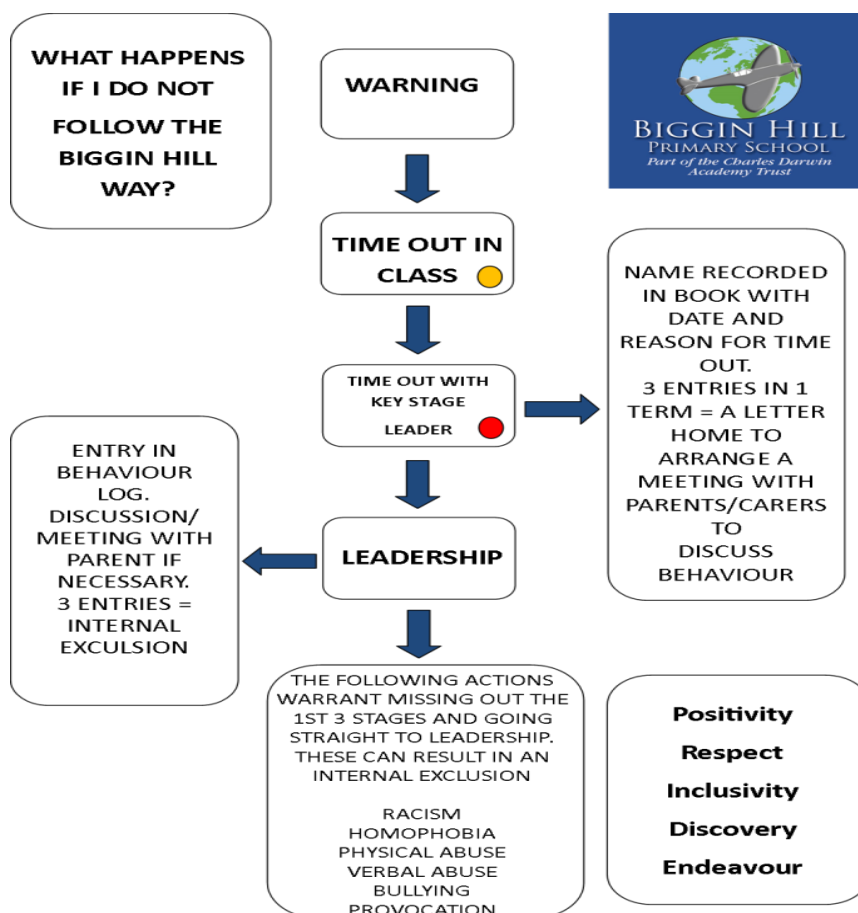
School Prefects: Children who have earned ambassador status for all the school values become school prefects. School prefects are allocated a specific role in school in recognition of their status.

Sanctions

We recognise that everyone can make mistakes. This is how we learn the difference between right and wrong. Our school systems are designed to help children rectify any mistakes quickly and efficiently.

Sanctions are initiated if a child does not follow the Biggin Hill Way. If a child does make the wrong choice we work with the child to help them to understand why they made that choice and what choice would be desirable in the future.

If a child makes a wrong choice we always give the child a warning, letting them know what the wrong choice was and what we would expect them to do, referring to The Biggin Hill Way. If a child continues to make wrong choices the flow chart below is used.



Supporting pupils with additional behavioural needs: Positive Behaviour Support

This school strives to be inclusive in policy and practice for **all** pupils and recognises that all children have emotional and social needs that need to be met; in general these needs are met through the implementation of this policy and in teachers' and learning support assistants' practices. However, a number of pupils have higher levels of social and emotional needs, often because of increased vulnerability (see separate document: Wellbeing: a statement of intent). The school addresses these needs, not only through action for Wellbeing, but also by adapting this policy and implementing it in a flexible way.

Strategies used are:

- Rewards
- Behaviour charts with targets for development
- Peer or teacher mentoring
- Social stories
- Visual prompts or charts to reinforce desired behaviour
- Adapted timetables

The Head teacher/Deputy Head will consult with the SENCO in reviewing strategies and action.

In addition a very small number of pupils have extremely high needs in pastoral and behavioural support usually because of needs in social communication and autism. These pupils have individual provision, detailed through pastoral support plans (included as part of risk assessment) and provision maps, which are regularly reviewed and adapted to changing needs. All staff should be cognisant of and employ strategies for proactive and reactive responses as detailed in their provision. This provision is separate and distinctly different to the sanctions and traffic lights systems outlined earlier. However, the school recognises the importance of ensuring all children feel part of their school community and therefore staff endeavour to relate all responses (both proactive and reactive) to the underlying school system of sanctions and responses, in particular, systems of reward (if appropriate to the needs of individual pupils). All SLTs are involved in reviewing actions for these children, which is managed by the SENCO.

