Behaviour Policy

Person(s) Responsible:	Headteacher Leading Learning Team Link Governor
Formally adopted by the Governing Body:	September 2025
Last review:	September 2025
Next review:	September 2026

This policy also applies to the Early Years Foundation Stage (EYFS)

The purpose of this Behaviour Policy is to create a safe, respectful, and positive learning environment where all children can thrive. It sets out clear expectations for behaviour, promotes our school values of PRIDE and supports children in making good choices. By working together—staff, children, and families—we aim to build a school community where everyone feels valued, included, and most importantly ready and able to learn.

This policy will support our school values by:

- promoting a positive ethos in the school
- creating an environment which encourages and reinforces positive behaviours
- promoting self-esteem through success, self-discipline and positive relationships
- ensuring that the school's expectations and strategies are widely known and understood
- ensuring 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.

Positivity	**Respect**	**Inclusivity**	**Discovery**	**Endeavour**
Approaching everything we do with a smile and a "can do" attitude	*Treating others and our environment with care and consideration*	*Involving, sharing with and supporting others*	*Having a thirst for learning and a questioning mind*	*Wanting and trying to be the best in all that you do. Giving everything 100%*

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 School Community

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 school team by ensuring all are effectively trained to implement the policy, by setting the standards for behaviour themselves, and by supporting the school team in the implementation of the policy. Records are kept of all reported serious incidents of misbehaviour including 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.

The SENCo 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.

The adults within the 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

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. It is an expectation that parents and carers model behaviours in line with this behaviour policy. All parents and carers are expected to sign the Parent & Visitor code of conduct at the start of each academic year. The Governing Body is responsible for overseeing this policy and they support the Headteacher in following these guidelines.

Expectations, Rewards and Behaviour Intervention

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 and expectations are clearly displayed in every classroom and in communal areas of the school to continually promote expectations of behaviour.

Phase One

Expectation	Reward	Behaviour Intervention
Calm Corridors: Walking Line order Quiet Smart Uniform: Shirt tucked in PE uniform Forest School uniform Ready for Learning: Whole Body Learning Equipment ready POWER	Specific verbal praise Written praise. Class based rewards House Points Star of the Week awards Headteacher's Award Biggin Hill Way Ambassador status School Prefects House Captains Special Recognition Awards (appendix 1)	**Positive Intervention**: specific praise, public recognition, small reward e.g. sticker. **Non-Verbal:** Using eye contact, proximity, or hand gestures to redirect students. **Verbal Reminders:** Gently reminding students of expectations or redirecting them to appropriate behaviors. **Brief Private Chat :** Having one-on-one conversations with students to address minor issues. **Choice Boards:** Offering students choices in activities or tasks to increase engagement and ownership. **Visual Schedules:** Providing visual schedules to help students understand routines and expectations.

POWER learning

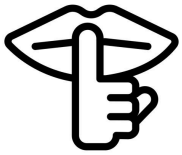
Our school values promote positive behaviours and learning attributes. We strive to promote outstanding learning from all our children. Every classroom has an age appropriate display to remind children of the behaviour for learning expectations. We ensure that children become POWER learners with whole body listening:

P – Participate
Join in and take part in every activity.
O – Own Your Learning
Be responsible and take pride in your work.
W – Work Together
Talk, share, and interact with others.
E – Explore
Enjoy discovering new things and ask questions
R – Reflect and Connect
Think about what you've learned and make connections

Whole Body Learning

Ears Listening

Voices Off



Body Calm

Brain Thinking

If Phase One Behaviour Intervention is not responded to positively, escalation to Phase Two and, if needed, Phase Three Behaviour Intervention will occur.

Phase Two and Phase Three

Phase Two	Phase Three
For children who do not respond to Phase One Intervention: Time out in partner class or lunchtime reflection (10 minutes to reflect and reset behaviours) If second time out is required (within am or pm session) child to have second time out with Phase leader If a third time out is required within a session escalate to Phase Three. All time outs to be recorded on CPOMS and parents informed by class teacher by end of day (6pm) by phone call or face to face on collection. 4 time outs across a 2 week period triggers Behaviour Report under Phase Three - CT to inform SLT.	For children who do not respond to Phase 2 interventions and/or those who choose the following kinds of unacceptable behaviour (which must be logged on CPOMs): Bullying (see anti-bullying policy) • Racism • Homophobia • Sexual violence or harassment • Risk of harm including dangerous items • Damage to property • Stealing • Inappropriate use of social media • Physical violence Discriminatory behaviour in relation to the 9 protected characteristics (as defined by the Equalities Act) For children at Phase Three, the following interventions will be considered: Report card reviewed with parents/carers Internal suspension Suspension Managed move Permanent Exclusion

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. 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 support plans. Individual support plans will be devised by the SENCo in conjunction with the class teacher, parents/carers and the child. Individual plans will be reviewed in line 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)

School Team Training & Expectations

Our school values, lived out in practice, lead to children maintaining positive learning behaviours. Staff are trained and coached in pedagogical tools and routines that offer all children a consistent experience of expectation.

Consistent Class Routines:

- Hands on top that means stop
- Silent stop signal
- Call and response
- Countdown

Links to other policies:

Anti - Bullying

Online Safety

Positive Handling

Playground Supervision

Suspension and Permanent Exclusions

Parent & Visitor Code of Conduct

Appendix 1

Praise and Rewards

Our children are congratulated for doing the right thing and following the Biggin Hill Way.

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 and a visual display in both halls will track the progress of each house. At the end of each half 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 nominated by the adults within the class. These children receive a certificate and wrist band. Star of the week certificates are awarded for learning behaviours.

Headteacher Award: This is awarded in the final assembly of the academic year. Parents/carers of the children receiving the award 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 3 times a year 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: Children who are on track to become Ambassadors of the Biggin Hill Way, chosen by the Senior Leadership Team.

House Captains: Each house has a House Captain and Vice Captain as voted by their peers and class teachers.

Outstanding Learners: Awarded daily to children for being POWER learners. Children will wear outstanding learner lanyards and parents informed of their achievement.