



---

Be the best you can be!

---

# Behaviour For Learning Policy

'this policy should be read in conjunction with other  
related policies such as Inclusion and Anti-bullying'

Ratified by Governors: Spring 2019

Review Date: Spring 2020

Member of Staff responsible: Kirsty Munns

At Bush Hill Park Primary School we believe that a broad and balanced curriculum and effective learning all contribute to good behaviour. Children and adults collaborate to develop and maintain the school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing.

We believe that the best way to support the wellbeing of our children is through a clear system of rewards and sanctions within a calm, positive and nurturing environment. As part of this we operate around three clear rules which are underpinned by our school values of respect, responsibility and resilience and set out a clear expectation for behaviour across the school:

- Above and Beyond
- In the Zone
- Choose Kindness

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Exclusion from maintained schools](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) and incorporates:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Appendices:

- Appendix 1 – Behaviour Blueprint
- Appendix 2 – Time out poster
- Appendix 3 – reflection sheet KS1/2

### **All staff and Governors have a responsibility to:**

- Model and support the pupils' SMSC (spiritual, moral, social, cultural) development in line with the principles of Growth Mindset
- Promote the fundamental British values and ensure that we are preparing pupils for life in Modern Britain
- Ensure a personalised approach to meet the needs of particular individuals including those with Special Educational Needs and disabilities (SEND)
- Support and help to maintain an environment that supports and encourages learning
- Ensure that fast feedback and record keeping is used as a supportive activity
- Ensure materials and resources are arranged to aid accessibility and reduce disruption
- Ensure displays help to develop self-esteem and are linked to the school's values
- Ensure the classroom provides a welcoming environment
- Ensure teaching methods encourage enthusiasm, motivation and excitement
- Enable children to work and co-operate with others
- Be consistent in their application of strategies when dealing with children of varying needs
- Praise and reward good behaviour, effort and work
- Be consistent and fair
- Actively promote the Bush Hill Park School's values at all times
- Take an interest in the welfare of the pupil
- Support colleagues across the school in the management of behaviour
- Actively deal with behavioural issues whenever and wherever they occur
- Involve and communicate with parents
- Implement rewards and sanctions consistently and following the whole school approaches explained below

### **All children have a responsibility to:**

- Keep themselves and each other safe
- Work to the best of their ability without distracting others or preventing them from learning
- Actively follow and promote the Bush Hill Park School's values at all times
- Actively follow and promote the school rules at all times
- Treat all members of the school community with courtesy and respect
- Take responsibility for their own behaviour and an active role in resolving issues
- Tell adults if they (or others) are upset or have a problem
- Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school
- Treat living things with care
- Take responsibility for personal possessions
- Be a good role model
- Use the internet and social media responsibly

## **All parents have a responsibility to:**

- Support the school's Behaviour Policy
- Ensure their child's regular attendance and punctuality
- Work together with the school regarding discipline and management of behaviour
- Communicate to the school anything which may affect their child's behaviour
- Show courtesy and respect to all members of the school community
- Be a good role model
- Praise good behaviour

## **The school will work with parents to promote positive behaviour:**

- Admission meetings – expectations made clear to parents through home-school agreement, parents' views sought and valued, given opportunity to express concerns before child begins school.
- At the first sign of any concerns, parents invited in for informal meeting and support is offered to both child and parent
- Support may take the form of referral to outside agencies, such as community support groups or encouragement to attend parenting classes
- Guidance and advice would be given to enable the parent to deal with behaviour at home – a home school book may be set up to ensure good communication between the parent and teacher
- A referral to relevant external agencies to provide the necessary support
- Parents encouraged to liaise with the appropriate person within school, such as Parent Support Adviser, Learning Mentor or Inclusion Manager and to speak with the Class teacher on a regular basis

## **Positive Behaviour Strategies**

At Bush Hill Park Primary School we encourage our pupils to behave appropriately both inside school and within our local community. In line with Government guidance, we actively support the SMSC (spiritual, moral, social, cultural) and emotional development of our pupils using the principles of Growth Mindset and the PSHE Curriculum.

This is an explicit, structured, whole school framework for developing the social, emotional and behavioural skills of all pupils, not just those whose behaviour or poor social skills cause a problem. This is achieved throughout the day, across the whole curriculum, as well as in assemblies and Talk Time discussions.

We encourage and celebrate good behaviour through:

- Promotion of Bush Hill Park School's values of Respect, Resilience and Responsibility
- Adherence to the whole school rules
- Systems of rewards
- Modelling good behaviour
- Weekly values assemblies
- Weekly celebration assemblies linked to the values and school rules
- Use of various levels of rewards and consequences
- Positive feedback to classes through the School Council
- Communication with home
- 'Talk Time' activities where appropriate behaviour is explored and discussed
- Individual target setting (e.g. Learning Support Plan, Pastoral Support Plan, class targets)
- Projects with external agencies, e.g. within a class, group or individually
- Dealing with incidents individually and providing children with opportunities to have a fresh start wherever possible
- Help promote friendship and respect in our school
- Bush Hill Park Rangers – Year 6 children who support younger children to play appropriately at lunch times

As a general rule, we give praise rather than condemnation. Praise is given informally and formally, in public and in private and for the maintenance of standards as well as for particular achievements. Although appropriate behaviour is not always automatic, through praise we try to show the children what is considered acceptable. 'We catch them getting it right'. This is reflected through our consistent rewards systems, we ensure that there are many incentives and therefore many opportunities for all children to receive the recognition they deserve.

## **Classroom management**

All staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules, school values and Reflection Posters
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **Rewarding Expected and Good Behaviour**

### **Effort Chart Stickers**

We use a reward system that recognises both achievement and good behaviour. Initially children can work towards Effort Chart Stickers (ECS) for either academic effort or good behaviour and these will be recorded on a chart which is issued to each class teacher at the beginning of the academic year. Adults across the school will recognise and reward children with these stickers which can be added to their chart throughout the day. Children receive badges according to the number of ECS stickers they have been awarded and their badges are worn on their school uniforms for others to see.

20 stickers = Ruby Badge  
40 stickers = Amber Badge  
60 stickers = Emerald Badge  
80 stickers = Diamond Badge  
100 stickers = BHP Values Badge

### **House Celebrations**

When joining Bush Hill Park School all children and staff are assigned to a house, either Mars, Jupiter, Neptune or Saturn. This further promotes a sense of community and identity within the school for children and these houses are represented by the colours red, blue, green and yellow. In and around the school, children are awarded tokens linked to their house, these tokens are earned for demonstrating the school values of respect, responsibility and resilience. These are collected in individual classes throughout the week. Weekly house winners will be announced in assembly with the overall winning house for each half term rewarded with special 'house days' in which they can wear their house colours and earn termly reward experiences.

### **Values Assemblies**

Each Monday, children begin the week with a values assembly, these assemblies take real world examples, current local and world news and commemorative occasions and view them through the lens of one or some of our values. Children will be given opportunities to reflect on these and how they can incorporate the school values into a positive week.

## **Celebration Assemblies**

Each week a celebration assembly takes place that promotes and celebrates children's attitudes to learning. One child from each class is presented with a 'weekly wonder' certificate for their positive contributions to either work or behaviour. In addition to this, one child from each class is also recognised and presented with a certificate for their positive contribution to the school values.

In addition to the weekly certificates, children will also receive badges for the accumulation of ECS stickers as mentioned above. These will be celebrated during assembly and children will be called up to receive these from a member of the Headship Team.

Celebration assemblies are also an opportunity to celebrate the house tokens that have been collected over the week. On Fridays, House Captains will be invited to add the tokens from their class to the whole school display, ahead of the celebration assembly.

## **Postcards**

Children who show outstanding effort towards the school rules can earn a postcard that is sent home with them at the end of the day. These are sent at the discretion of the class teachers and are for children who uphold and demonstrate the three school rules.

## **Headteacher's award**

Children who complete an exceptional piece of work, behaviour or community service will be put forward for a Headteacher's Award. These are given out in special invitation only assemblies each half term with the children and their parents present. Names are then placed in the newsletter.

## **Exceptional circumstances**

Some children may have additional reward charts or certificates at the discretion of their teacher or Headship Team. Where necessary the school will support open communication with parents/carers by providing a regular home/school communication book that monitors pupils' work and behaviour.

Where behaviour is unacceptable the response from all staff is consistent and encourages a sense of fairness across the school. However, we acknowledge that there are certain circumstances which require alternative actions to be taken, based on professional discussion in relation to the specific situation.

## **Pupil Transitions**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Dealing with unacceptable behaviour**

At Bush Hill Park primary school we expect all pupils to follow the school rules and to demonstrate the school values. Where pupils fail to do this we follow a staggered warnings and consequences approach.

- Discrete non-verbal warning
- Verbal warning
- Time out in class reflecting on school rules and values (no more than 10 minutes)
- Time out in the class of an Achievement Leader in an alternate year group. During this time children will complete their reflection sheet.
- Reflection sheets are then taken to a member of SLT during lunch time where children will reflect on their behaviour.

We believe strongly in preserving the strong relationships that all adults work to build with children and therefore all adults follow a reflection and reparation script when discussing misbehaviours with children. Teachers may also use break times at their discretion if a child needs to catch up on learning time or if they have not had adequate reflection time.

The following are considered to be some of the examples of unacceptable behaviour. The Headteacher reserves the right to use consequences as she sees fit, without following the order as stated below, depending on the severity of the behaviour. These have been categorised into different areas depending on severity and repetitive behaviours.



Consequence	Behaviours
<ul style="list-style-type: none"> <li>• Verbal warning/ reminder of the Bush Hill Park behaviour expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting inappropriately</li> <li>• Calling out</li> <li>• Not following instructions</li> <li>• Wasting time</li> <li>• Not lining up appropriately</li> <li>• Not ready to learn</li> <li>• Not following the schools no talking hand signal</li> <li>• Avoiding work/ wasting time</li> <li>• Distracting others</li> <li>• Lack of co-operation</li> </ul>
<ul style="list-style-type: none"> <li>• 10 minutes time out within classroom</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Repetition of the above behaviours</b></li> <li>• Arriving late to class</li> <li>• Leaving the classroom without permission</li> <li>• Lying</li> <li>• Refusal to follow instructions</li> <li>• Rudeness to adults/ other children</li> <li>• Swearing</li> <li>• Spitting on the ground</li> <li>• Minor physical violence e.g. play fighting, being generally rough with others</li> </ul>
<ul style="list-style-type: none"> <li>• Sent to AL class for 20 minutes</li> <li>• Complete a reflection</li> <li>• Sent to 'Reflection Room' to discuss with SLT</li> <li>• Parents spoken to after school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consistent misbehaviour as stated above</b></li> </ul>
<ul style="list-style-type: none"> <li>• Sent to a member of the Senior Leadership Team</li> <li>• Sent to 'Reflection Room'</li> <li>• Parents brought in</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consistent misbehaviour as stated above</b></li> <li>• Physical violence</li> <li>• Bullying</li> <li>• Racial, social, cultural or religious abuse</li> <li>• Sexual harassment</li> <li>• Dangerous refusal to follow instructions</li> <li>• Stealing</li> <li>• Vandalism</li> </ul>

It is not always easy to categorise behaviours within the specific context of the different levels, therefore this table is intended as a guide.

We recognise that every child is different and therefore our policy is implemented in order to meet individual needs; this may include choosing to ignore some low-level inappropriate behaviour and the application of different strategies, as outlined in an Individual Behaviour/Learning Support/Pastoral Support Plan.

The policy will be applied with due consideration for the child's age and stage of development.

### **Lunch Time Reflection Room**

The music room will be used as a reflection room during lunch times. This will be a place for children who have had a time out (see dealing with unacceptable behaviour). A member of SLT will be present and will discuss a child's behaviour. If your child attends reflection you will be notified via text, we strongly encourage you to discuss this with your child. If a child is regularly attending reflection then we may invite you in to discuss the reasons behind this and how we can work together to move forward with positive behaviour.

Any incidents that occur during lunchtimes will also be dealt with following the staggered warnings and consequences approach by lunchtime supervisors. In the event that children require a reflection at lunchtime they will be brought to the reflection room and will complete their reflection there.

### **Emergency Red Card**

In the event of any emergency, each class teacher has an 'Emergency Red Card' that is brought to the nearest headship office or main office for an emergency response needed. This applies also to medical and other emergency situations. With regards to behaviour, this is used with reference to extreme behaviours that have or may potentially harm a child or adult or for extreme vandalism. A member of the Headship team will respond and where necessary a learning mentor may then intervene if deemed appropriate by the member of Headship responding. The emergency red card will not be used in conjunction with the staggered warnings and consequences approach as it is not an additional level to be used to regulate behaviour or for non-compliance of the behaviour approach. It must be reserved for serious behaviours which require an emergency response.

### **Off-site behaviour**

Sanctions may also be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

## **Physical restraint** (see [Use of reasonable force in schools](#))

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint will:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

- **Exceptional Circumstances** ( See [Exclusion from maintained schools](#) )

In the event of extreme behaviour where:

- The child puts others' safety at risk
- The child puts his or her own safety at risk
- School property is seriously or repeatedly damaged
- There is a persistent breach of the Behaviour Policy
- There is a significant breach of the Behaviour policy

There may be no option to impose a **Fixed Term** or **Permanent Exclusion**. Permanent exclusion is used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. Any child considered to be at risk of exclusion will be subject to a Behaviour Support Plan formulated by a multi-disciplinary team and parents, by positively supporting the child to manage their behaviour difficulties so that they are able to achieve success with clear expectations and regular reviews of progress.

## **Bullying**

We recognise that bullying can be physical, verbal or emotional in nature. We will not tolerate any form of violence towards any member of the School community. Bullying (i.e. any behaviour which causes psychological or physical harm, in any form or to any degree) is treated as a serious incident and dealt with according to our procedures. We

expect all adults in the School community to provide a role model of non-threatening behaviour yet assertive behaviour at all times.

Please refer to our Anti-Bullying Policy for further information.

### **Adult Expectations**

We work in close partnership with all parents. However, we will not accept rudeness towards staff at school, should the need arise the school has the right to: notify parent/carers with 2 verbal warnings.

- A letter will be sent to the parent
- If the situation persists the parent can be banned from entering the school grounds. There may be circumstances where this must come into immediate effect, at the discretion of the Headteacher.

### **Racist/Homophobic Incidents**

All incidents of racism will be reported to a member of the Headship team who will investigate and complete a racial incident form. Pupils from all ethnic groups will be treated fairly. If you are unsure how to deal with an incident please discuss it with a member of the Headship Team. The Racist Incident log is kept in the Headteacher's office.

## Rewards

Team Points SFA
Effort Chart Stickers ECS
House Tokens linked to Values
Weekly Wonder Certificates
Values Awards
Postcards Home



## Our School Rules

Above and Beyond

In the Zone

Choose Kindness

### Restorative Questions

- 1 What happened?
- 2 How were you feeling / what were you thinking at the time? Now?
- 3 Who has been affected? How?
- 4 What should we do to put things right?
- 5 What can we do differently in the future?

# Responsibility Respect Resilience

## Order of Consequences

Discrete non-verbal warning
Verbal warning
Time out in class reflecting on school rules and values
Time out in a partner class. This results in a reflection sheet which children are expected to complete in their own time during lunch break with a member of SLT.
Sent to a member of headship

This 30 second Microscript is to be used consistently by all adults across the school

I noticed you are not on task/ wandering around the classroom/ calling out etc.  
It's our rule about choosing kindness/ being in the zone/ going above and beyond that you are breaking.

You have chosen to move to time out/ catch up with your work at break/ speak to " at lunch

I know that you can do it, because I have seen it before.

That behaviour is what I would like to see today

Thank you for listening then walk away to allow child to process

## Did I choose Kindness?

What it means to choose kindness at BHP

- We speak to each other respectfully at all times
- We are responsible for ensuring our school is safe
- We celebrate difference
- We look out for each other
- We are part of one community



## Was I in the Zone?

What it means to be in the zone at BHP

- We create good learning environments
- We take pride in the work we produce
- We commit to growing our resilience
- We seek to improve
- We have a positive attitude towards our work



## Did I go Above and Beyond?

What it means to go above and beyond at BHP

- We model positivity to those around us
- We move around the school as role models
- We represent our school with pride (including our uniform)
- We look after our school and our equipment
- We involve ourselves



# Respect

# Responsibility

# Resilience



## Choose Kindness Above and Beyond In the Zone

### What did I do?

### Why did I do it?

### Feelings

How do I feel?

					
stressed	upset	nervous	angry	worried	other

How did I make others feel?

					
stressed	upset	nervous	angry	worried	other

Other consequences

Next Steps (to be completed with a member of SLT):

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Headship: \_\_\_\_\_

