



Behaviour for Learning Policy

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

Member of Staff responsible: Kirsty Munns

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Review Cycle: Annually

The development of positive social, emotional and learning behaviours is at the heart of our behaviour policy. We are proud to be a Trauma Informed School. Trauma Informed approaches are at the core of our whole school ethos and across our setting.

We hold Flagship status of the Inclusion Quality Mark and much of this is down to our inclusive, supportive approaches to behaviour.

At Bush Hill Park Primary School, we also 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 our Trauma Informed approach and by providing 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](#)

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 children
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate children's' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's' property

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Part 1: Our Approach

Aims

We recognise the importance of a whole school, consistently understanding approach to behaviour. To achieve the maximum benefit of this policy, it is vital that all staff are united in our Trauma Informed approach. Therefore, every child, all staff and visitors throughout Bush Hill Park Primary School can expect the same consistently calm approach to behaviour management. All members of staff in the school community are trained in our whole school approach and Trauma Informed training specifically will be ongoing for all staff members.

Through research, evidence and our Trauma Informed practice, staff are able to guide and lead children effectively with particular focus on helping them with understanding their behaviour and how that can change over time. It is recognised by all that this takes time, but in order for this to happen an enquiry and restorative approaches to get children talking about their behaviour, their feelings and their reactions is necessary for understanding.

Strength of relationships between staff and children is at the very core of this approach. Staff need to understand the children and get to know them on many levels; this is necessary to identify and understand attachments, effects of trauma and SEND to maximise positive steps and positive outcomes.

Work is carried out with parents to understand any needs and difficulties of children, as well as their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved. Through our Pastoral Care Team and relationships between class teachers, support staff and parents we are all informed and can tailor support where needed. This is done through the following (although not limited to these approaches):

- Art or play therapy
- Sensory regulation experiences
- Learning mentor sessions (group and one to one)
- Use of therapeutic language
- Circle Time

Choice and Consequences:

We promote fairness and restorative principles across Bush Hill Park Primary School, we are child-centred and inclusive. We have an approach that is built around positive relationships between staff and children as well as children and their peers. Additionally, we aim to enable all children to have the ability to understand their own behaviour, to self-regulate and build positive relationships throughout their life.

As a result, children at Bush Hill Park Primary School have the right to:

- Unconditional Positive Regard
- Recognition of their unique identity and needs
- Be treated with respect and dignity as a valued member of the community
- Learn and achieve in a safe environment
- Be protected from harm, violence, assault and acts of verbal abuse
- High expectations from staff that ALL matter equally
- Learn to understand and self-regulate their own behaviours
- Learn how to apply restorative principles in their life

Moreover, Bush Hill Park Primary School endeavour to ensure that:

- Parents, carers, staff and children are positive about behaviour and safety
- Staff are trained in our consistent, Unconditional Positive Regard and Trauma Informed approaches
- Parents are supported to use positive strategies with their child in response to behaviour that may be viewed as negative
- Children value the learning environment and wish to contribute to a safe, calm and positive school
- Children demonstrate the school values of respect, responsibility and resilience throughout the school day
- Instances of bullying are rare and children are aware of the different forms of bullying as outlined in our anti-bullying policy and through participation in anti-bullying themed weeks
- All children feel safe in school at all times and develop awareness of what constitutes safe and unsafe
- High quality first teaching and support from trained staff meets the needs of all individuals

Part 2: Practices and Procedures

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. As a Trauma Informed school, we use our understanding of social and emotional development within all our approaches

All staff and Governors have a responsibility to:

- Show Unconditional Positive Regard to all
- Model and support the children's SEMH (Social, Emotional and Mental Health) needs and SMSC (spiritual, moral, social, cultural) development in line with our work as a Trauma Informed School
- Create a positive climate with realistic expectations
- Emphasise the importance of being values as an individual within a group
- Promote, through example, the school values
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding the needs of others
- Ensure fair treatment for all
- Show appreciation of the efforts and contributions for all
- Create an environment which recognises and celebrates difference
- Promote the fundamental British values and ensure that we are preparing children 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 recognises the unique attachments and traumas of all children
- 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 teaching methods encourage enthusiasm, motivation and excitement
- Enable children to work and co-operate with others
- Be consistent in demonstrating restorative approaches when dealing with incidents of behaviour
- Praise and reward good behaviour, effort and work
- Be consistent and fair
- Take an interest in all children – no one goes unnoticed
- Support colleagues across the school in the development of our Trauma Informed practice
- Actively apply restorative approaches at all times
- Involve, support and communicate with parents
- Implement rewards following the whole school approaches explained below

All children have a responsibility to:

- Keep themselves and each other safe
- Be open to restorative practices and see their behaviour as a journey
- 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 reconciliation and restoration
- Be open to developing relationships with adults they trust so that they can communicate concerns
- 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

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
- Communicate to the school anything which may affect their child's time at school
- Show courtesy and respect to all members of the school community
- Be a good role model

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

Behaviour Strategies

In addition to our constant consideration of the SEMH needs of our children and our pride in being a Trauma Informed school, we also act in accordance with Government guidance, we actively support the SMSC (spiritual, moral, social, cultural) and emotional development of our children using the principles of Growth Mindset and the PSHE Curriculum. This is achieved throughout the day, across the whole curriculum, as well as in assemblies and Talk Time discussions.

We encourage and celebrate positive behaviour through:

- Promotion of Bush Hill Park School's values of Respect, Resilience and Responsibility
- Encouragement of 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 for effort with behaviour and demonstration of school values
- Positive feedback to classes through the School Council
- Positive communication with home
- 'Talk Time' activities where behaviour is explored and discussed as both a challenge and where it can have positive influences for others
- 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 always implementing a restorative approach
- Help promote friendship and respect in our school

We only give praise and never condemnation. Praise is given informally and formally, in public and in private and for the maintenance of standards as well as for particular achievements. For children who have not suffered attachment or trauma struggles behaviour considered positive is not always automatic, through praise we try to show the children what is considered positive. '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

Classroom management and teaching methods have an important influence on the behaviour of children. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between all staff and children, strategies for encouraging positive behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children will behave and interact.

Staff will:

- Create and maintain a stimulating environment that encourages children to be engaged – classrooms will be organised in a way that develops independence and personal initiative. Materials and resources will be arranged to aid accessibility and to reduce uncertainty and disruption.
- Displays should develop self-esteem through demonstrating the value of every individual's contributions
- Display the school rules, school values and Behaviour blueprints (See Appendix 3)
- Teaching methods will encourage enthusiasm and active participation for all
- Lessons will develop skills and knowledge required whilst fostering co-operation with others
- Praise will be used sincerely to encourage positive behaviour and effort with work
- Where next steps for behaviour or learning are given these are constructive and a private matter between the teacher and child (unless providing whole class feedback for the same next steps)
- Develop a positive relationship with children, which may include:
 - Greeting children 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

We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. The most common reward is praise, informal and formal, public and private and to individuals and groups. Rewards are an integral part of development but it is important to recognise that for some children who may have experienced trauma or insecure attachments or negative experiences of school they may not always respond to rewards in the expected way. All staff need to be mindful of this and respond appropriately to the individual needs of children – this is again where strength of relationship is key to getting it right for the children.

- Behaviour which leads to rewarding consequences is more likely to be repeated
- ALL staff are responsible and actively involved in initiating rewards for positive behaviour

- Achievements, success and positive behaviour both in and out of school are supported and celebrated

To praise, promote and reward positive behaviour we use a range of rewards, including:

- Verbal feedback/ praise
- Non-verbal feedback (e.g. thumbs up, smile, pat on the shoulder)
- Headteacher Awards
- Stickers
- Certificates (weekly wonder and values)
- Praise postcards
- Recognition in the newsletter

Effort Chart Stickers

We use a reward system that recognises both achievement with effort and positive 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 are assigned a house (**Mars, Saturn, Jupiter or Neptune**). This further promotes a sense of community and identity within the school for children and these houses are represented by the colours red, yellow, green and blue. 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.

Initially centred on the school values the assemblies now focus on Social and Emotional Learning (alongside current and local events and news) as recommended by the EEF. Assemblies encourage children to reflect on their Social and Emotional Learning through developing understanding of Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision making.

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.

Additional 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 children work and behaviour.

Pupil Transitions

To ensure a smooth transition to the next year, children 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 children transferring to other schools.

Initial Responses

At Bush Hill Park primary school, we recognise that there may be times when a pupil might make a negative choice and a discussion needs to take place. This might be a deliberate choice by the child or an overwhelming impulse which results in impact on others.

If any child breaks our behaviour agreements we follow a calm, consistent approach as per our Behaviour Blueprint and Consistent Practices (Appendices 1 and 2). As part of this we have stepped 'sanctions' that would only ever be conducted in private. Numerous non-verbal cues would have been utilised prior to this intervention.

- Reminder of the school rule which has not been met
- Verbal warning
- Last chance (using the micro-script)
- Time out
- Restorative conversation

We believe strongly in preserving the strong relationships that all adults work to build with children and therefore all adults follow a positive handling script when discussing misbehaviours with children.

Restorative Approaches

Staff intervention to support the regulation of behaviour is based on children's level of development and understanding. We support a large cohort of children who have SEMH, EAL, or SEND needs that would greatly impact communication. Interventions necessary to help regulate and develop behaviour positively are designed using restorative principles and through restorative approaches. It is our belief that every interaction is an opportunity for learning and that all behaviours are communication of some form.

Interventions that are restorative by nature offer unique learning opportunities in which behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to further present.

Punitive consequences are unlikely to change behaviour. We do not encourage use of this and instead, alongside our Unconditional Positive Regard and child centred approach offer restorative opportunities regularly.

Teachers should follow the micro-script and restorative questions as a guide. Restorative approaches and lack of punitive consequences enable a shift away from focussing on behaviour displayed but rather looking at emotional impact on both victims and perpetrators and exploring opportunities for resolve and learning to enable skills of communication to develop.

It is important that all staff recognise that children who have suffered trauma or attachment disruption may not always be able to engage in restorative conversations. When children enter a state of hyper or hypo arousal the brain stem disconnects from the logical, thinking part of the brain. Therefore, it is crucial that adequate time and space is given to those who need it before they can engage reasonably with restorative conversation.

Pupil responsible for behaviour displayed	Victim or those impacted by behaviour displayed
Learn about harm caused	Provides opportunity for those affected to participate in the process which places them at the centre
Acknowledge any harm caused and how that may impact others	A platform to have their say and to explain how it has impacted on them
Explain what happened, what led to the incident and how they were feeling	Regain control of a situation by choosing to participate
Opportunity to provide a sincere apology and explanation (child led)	Have input and a say on how the situation can be resolved, damage repaired and how an apology can be received
Attempt to repair any harm caused and or damage	An opportunity to witness genuine remorse and a sincere apology
Reduce the risk of further incidents resulting in the behaviours displayed	Reduces the anxiety and any potential ill-feeling the victim/s may have towards the person responsible

By adopting restorative approaches, interventions with behaviour are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Planned support strategies, including sensory breaks, mentoring, key workers and calming strategies
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, hand gestures etc.
- Positive reinforcement
- Unconditional Positive Regard
- Consistent, calm and fair attention
- Consistent modelling of positive behaviours and desired behaviours from all staff at all times
- Opportunities for children to remove themselves from a situation that may increase their anxieties or frustration

At times, formal intervention may be required for restoration to take place. This may include:

- Children taking part in restorative conversations outside of classroom time
- Having restorative conversations with parents present

Off-site

When children are off site they understand that the expectations of them remain the same. If restorative conversations cannot take place due to the nature of the trip it may be in the best interest of the children to have these back at school. All other approaches remain relevant to off-site activities.

Physical restraint

In some circumstances, behaviour displayed can be challenging and pose a threat to the safety of the child, their peers or staff. In exceptional circumstances staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

It is important to understand that for some children who have experience trauma or attachment disruption that the use of restraint can escalate a situation beyond all control due to the fear and anxiety this will cause. All use of reasonable force will be a last resort after all other avenues have been exhausted.

Incidents of physical restraint will:

- **Always be used as a last resort – staff will have training in de-escalation strategies to ensure this is the case**
- 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

Since the implementation of our Trauma Informed approach we have significantly reduced the number of fixed term exclusions and have not instigated a permanent exclusion since beginning our journey with this. However, there may be extreme cases where this would remain a consideration.

In the event of extreme behaviour where:

- The child puts others' safety at risk (physical assault)
- Bullying
- Racist abuse
- Sexual misconduct
- The child puts their 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. 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. It is our intention to support children to remain in mainstream education wherever possible and wherever this is in their best interest.

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. Children 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.

A behaviour review will take place **annually** to scrutinise the effectiveness of the school's approaches.

Appendix 1: Behaviour Blueprint to be displayed in each class

Bush Hill Park Primary School Behaviour Blueprint

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- Relentlessly bothered
- Meet and greet with a smile
- Recognise above and beyond

Over and above recognition

- Praise
- Effort Chart Sticker
- Phone call home
- Postcard
- Recognition board (spotted)

3 rules

- Choose kindness
- In the zone
- Above and beyond

We believe that everyone deserves the best, to be the best that they can be! We are all worth it!

Stepped Sanctions (in private)

Numerous non-verbal cues to have taken place before stepped sanctions

1. Reminder of rule
2. Warning
3. Last chance (using micro-script)
4. Time out
5. Restorative conversation

Micro-script

I've noticed that ... you know the school rules (choose kindness/ above and beyond/ in the zone). Can you remember when I phoned home when you ... and how that made you feel? I expect you to ... thank you for listening.

Restorative Questions

1. What has happened?
2. What were you thinking/ feeling at the time?
3. How are you feeling now?
4. Who has been affected by your actions?
5. How do you think they are feeling now?
6. What needs to be done to make things right?
7. How can we do things differently next time?

Relentless Routines

Deliberate Calm

Hard and fast, 3 basic rules

A single A4 sheet as a behaviour



Catch them getting it right



Behaviour Policy

