



Be the best you can be!

Behaviour For Learning Policy

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

Ratified by Governors: November 2016

Review Date: November 2018

Member of Staff responsible: Holly Evans

At Bush Hill Park Primary School we believe that a broad and balanced curriculum and effective learning all contribute to good behaviour.

All staff and Governors have a responsibility to:

- Model and support the pupils' SMSC (spiritual, moral, social, cultural) development
- Promote the fundamental British values and ensure that we are preparing pupils for life in Modern Britain
- Ensure that work meets the needs of individuals including those with Special Educational Needs and disabilities (SEND)
- Support and help to maintain an environment that supports and encourages learning
- Ensure that marking and record keeping is used as a supportive activity
- Provide feed-back to the children on their progress and achievements
- Ensure materials and resources are arranged to aid accessibility and reduce disruption
- Ensure displays help to develop self-esteem
- 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 good behaviour and work
- Be consistent and fair
- Actively promote the Bush Hill Park Code 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

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 Code 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
- Try their best
- 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 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 CAMHS, which provides counselling and support for the whole family
- Referral to Behaviour Support Service, which can provide outreach support for the parents as well as provision and support for the child at school
- 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 SEAL programme.

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 circle time discussions.

We encourage and celebrate good behaviour through:

- Praise (8:2 ratio positive: negative comments, remarks on work, smiling...)
- Systems of rewards
- Modelling good behaviour
- Assemblies on behaviour and expectations
- Use of various levels of rewards and consequences
- Positive feedback to classes through the School Council
- Communication with home
- 'Circle 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'.

Rewarding Expected and Good Behaviour

Classroom

Each classroom will have a behaviour chart. They are the same across all areas of the school. All children start the day on 'Ready to Learn'. They will move up and down the chart as appropriate e.g. following all instructions (move up, not listening to instructions – move down). All children will be given a verbal reminder of the expected behaviour so that they have the chance to self-correct before their name is moved.

Children finishing the day on 'Super Student' will receive a gold Bush Hill Park sticker to wear home, all children who finish the day on 'Great Job' will receive an ordinary sticker to wear home.

Houses

All children are placed in a house – Rowling, Dickens and Shakespeare. They are awarded house points for community work, following the Bush Hill Park Code, effort, representing the school etc. The house points are totalled weekly and the house with the most points is announced in assembly. There is a visual representation of this in the school foyer.

Headteacher 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 a special invitation only assembly each half term with the children and their parents. Photographs are displayed outside the Headteacher's office and names are placed in the newsletter.

Whole school learning goals (linked to IPC)

A learning goal from the IPC is chosen each week and discussed with the children during Monday assemblies. The goals are: two children from each class who have displayed the skill are nominated for the special acorn award each week. They are presented with the acorn in phase assembly by the Head or Deputy Headteachers. The names are listed in the weekly newsletter.

In addition some children may have additional reward charts or certificates at the discretion of their teacher or headship Team.

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.

Dealing with unacceptable behaviour

The following levels are considered to be 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.

At Bush Hill Park there are four levels of seriousness.

Level 1	Level 2	Level 3	Level 4
Ignoring the Bush Hill Park Code	Persistent Level 1 misbehaviour	Persistent Level 2 misbehaviour	Persistent Level 3 misbehaviour
Pushing in	Frequent distraction	Continuous disruption	Bullying
Interrupting an adult	Rudeness	Blatant dishonesty	Verbal abuse at an adult
Spoiling others' games	Persistent lying	Fighting	Dangerous refusal to follow instructions
Avoiding work/ wasting time	Refusal to follow instructions	Verbal abuse towards another person	Sexual harassment or abuse
Inappropriate noise	Throwing/kicking an object around the classroom/ playground	Spitting at someone	Vandalism
Running inside school	Graffiti	Disrespecting an adult/Visitor	Violent physical attack (whether provoked or not). Physical attacks on staff
Being argumentative	Retaliation	Using swear words/gestures to offend someone	Serious physical retaliation
Teasing, name calling (apart from bullying/racist comments)	Pushing someone	Throwing an object at someone with intent	Leaving school without permission
Distracting others	Pinching	Intimidation, tormenting	Racial, social, cultural or religious abuse
Cheekiness		Biting	Stealing
Play fighting/aggressive play		Disrespectful to personal/school property	
Lying		Swearing/gesturing at someone	
Lack of cooperation		Hurting someone	

		with intent	
Unwanted physical contact			
Spitting on the ground			
Leaving class without permission			

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.
- Persistent incidents of behaviour within the **Level 1** category will trigger a **Level 2** consequence.
- Persistent incidents of behaviour within the **Level 2** category will trigger a **Level 3** consequence.
- Persistent incidents of behaviour within the **Level 3** category will trigger a **Level 4** consequence.
- The Leadership team will be informed of **Level 3** and **Level 4** incidents.

Consequences of unacceptable behaviour: all actions in bold must be adhered to

SANCTION LEVEL 1 Unacceptable behaviour dealt with by all staff	SANCTION LEVEL 2 Unacceptable behaviour dealt with by all staff/ Phase Leaders	SANCTION LEVEL 3 Unacceptable behaviour dealt with by the Phase Leader	SANCTION LEVEL 4 Unacceptable behaviour dealt with by Headship Team (HT/DHT/AHT)
Reminder of the Bush Hill Park Code of Conduct	Parents informed by class teacher and/or Phase Leader. If parent is not accessible on that day class teacher will make a phone call home. Incident recorded on Scholarpack.	Parents informed by the Phase Leader. If parent is not accessible on that day a phone call will be made by the Phase Leader. Incident recorded on Scholarpack.	Phone call by Headship Team and incident letter given to parents (copy kept on file and urgent meeting with parents arranged) Incident recorded on Scholarpack
Examples of Sanctions	Examples of Sanctions	Examples of Sanctions	Examples of Sanctions
<ul style="list-style-type: none"> • Finishing work at break time/at home • Positive re-direction, highlighting the good example of others • Be spoken to about the consequences of their behaviour by a member of staff • Re-positioning within 	<ul style="list-style-type: none"> • Time out in foster class for the rest of the session and to complete class work. • Written apology • Exclusion from after school activities if receiving Level 2s regularly • Have to reflect on the 	<ul style="list-style-type: none"> • Time out with Senior Leader for the rest of the session and to complete class work. • Written apology • Exclusion from after school activities if receiving Level 3s regularly • Have to reflect on the 	<ul style="list-style-type: none"> • To miss all playtimes that week and where appropriate work in another class for the rest of day or in HT/DHT/ AHT's office • Be spoken to by the Headship Team and parents together • Individual Behaviour plan devised between

<p>the group/ classroom</p> <ul style="list-style-type: none"> • Time out in classroom 	<p>consequences of their behaviour with a senior member of staff</p> <ul style="list-style-type: none"> • Regular Home/School communication book monitoring pupil's work and behaviour 	<p>consequences of their behaviour with a senior leader</p> <ul style="list-style-type: none"> • Regular monitoring of behaviour by Phase Leader 	<p>pupil, parent and teacher with specific targets and timescale</p> <p>Regular monitoring of behaviour by Headship Team</p>
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Exceptional Circumstances

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**. 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

Bullying is considered to be extremely serious and is treated with zero tolerance. All staff who become aware of an allegation of bullying must refer to the school's Anti-Bullying Statement & Policy.

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 come into immediate effect, at the discretion of the Headteacher.

Racist 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.

Emergency Card

Every class has a red emergency card which must be sent immediately to the office with two responsible pupils should a serious incident occur. A senior teacher will rush to assess the situation. A record is kept of these events and suitable follow up action will be taken.