

# CHBP School Federation



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*'As a federation, and as individual schools, we are committed to the wellbeing of all of our community - this is an integral part of each school's culture and ethos. Policies are formulated and implemented with this in mind, placing the wellbeing of all at the forefront at all times.'*

## Behaviour Policy

**March 2023**

## CHBP Federation Rights and Responsibilities

- We have the responsibility to listen to others.
- We have the responsibility to express our views and opinions respectfully.
- We have the responsibility to talk politely all of the time.
- We have the responsibility to work hard and try our best.
- We have the responsibility to be kind and friendly.
- We have the responsibility to respect each other and equipment.
- We have a responsibility to keep the school tidy so that it is a welcoming environment that we can all be proud of.
- We have the responsibility to look after our own and others' property.
- We have the right to an education.
- We have the right to be treated fairly.
- We have the right to feel safe at school.
- We have the right to a positive learning environment.
- At CHBP we will solve our problems by being honest and being willing to talk through our difficulties and differences.

## **Introduction**

This behaviour policy has been developed with the help and support of representatives of all stakeholders of the CHBP Federation – staff, parents, governors and children and is underpinned by the federation’s key behaviour principles. The children, in particular, have been included in the consultation process and have given their views and ideas on the effectiveness of the rules, rewards and consequences. This policy offers a good foundation for promoting positive behaviour throughout the federation and supports the children to make the right choices about their behaviour.

## **Aims**

- Provide a safe and supportive environment for all children and adults
- Help children develop responsibility for their own behaviour
- Encourage positive approaches to managing behaviour that support effective teaching and learning across the schools
- Encourage positive relationships between children, staff, parents and the community.

## **Roles**

- Teachers and support staff are responsible for modelling expected levels of behaviour. They are responsible for upholding the schools’ rules and principles – listening to the concerns of children and their parents/carers. They are also responsible for the physical and emotional safety of others, especially children.
- Children are responsible for their own behaviour and have a responsibility to look out for the safety of others, especially younger children.
- Parents are responsible for helping their children understand and follow the school’s rules and to work with the school to ensure appropriate behaviour
- Governors are responsible for supporting the behaviour policy and ensuring it is reviewed regularly.

## **Proactive Strategies**

Staff must work together to ensure good standards of behaviour. Staff are consistent in their approach to what is expected of children. There is a whole school approach to rewards and sanctions in order to respond to children whose behaviour choices impact on the education, safety or emotional wellbeing of others and themselves.

Staff recognise that behaviour is a communication. Children are supported to use emotional literacy to identify and explain their emotions through the Zones of Regulation.

Classes may have their own reward system, however these must relate back to the rights, responsibilities – these may be raffle tickets or marbles in the jar etc. Sweets and gifts must not be given as rewards or prizes.

Time should be allocated for children to discuss any friendship issues or concerns around behaviour through circle times. Within each classroom, there are regulation stations for children to go to calm down or control impulses when angry, worried or anxious. There is also opportunity for 1:1 time with Tracy, where appropriate.

## **Examples of Rewards**

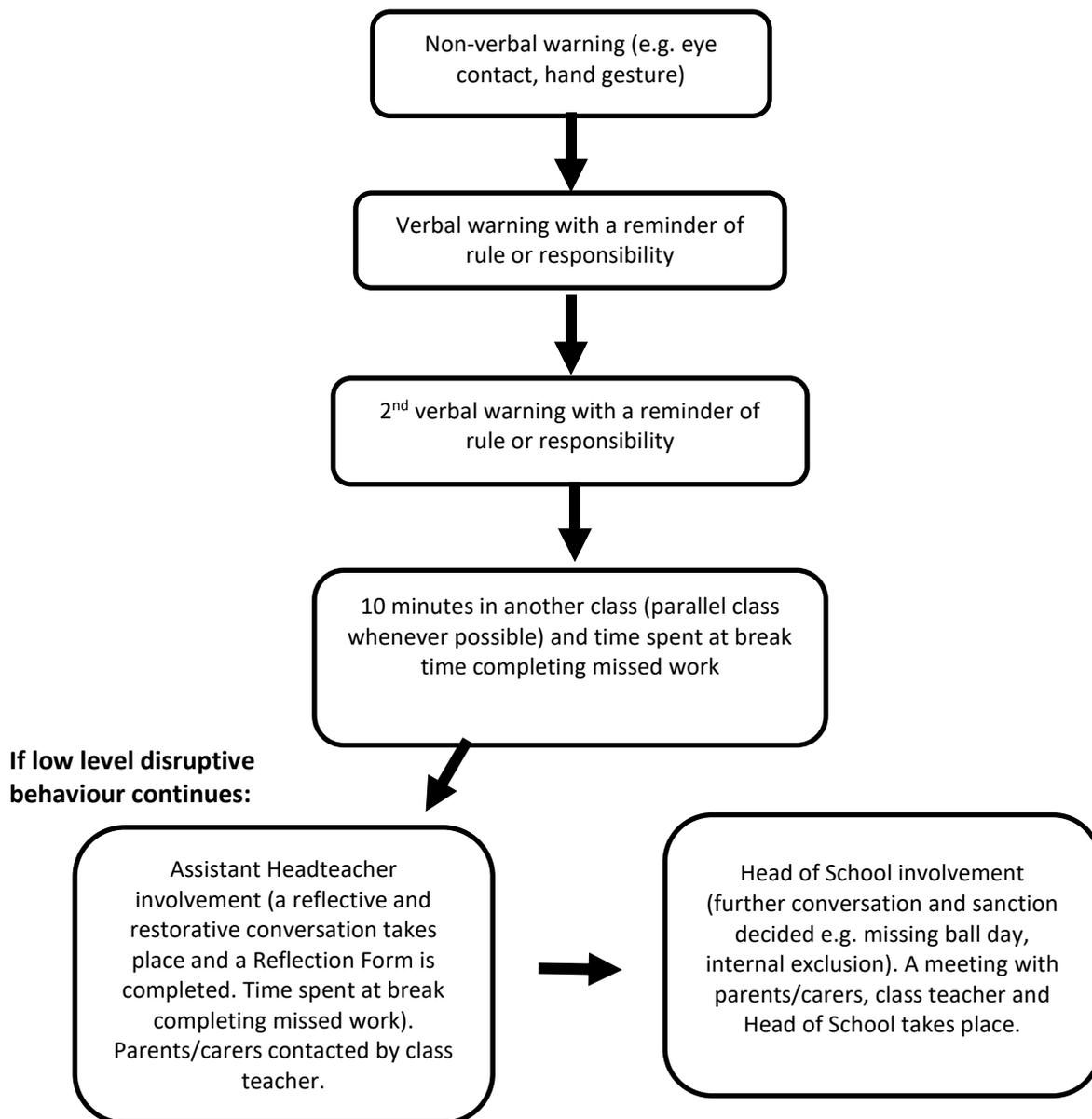
- House points and Dojos
- Achievement certificates
- Head of School Awards
- Stickers
- Communication with parents
- Extra playtime
- Cooper, Truffle or Marvin time
- Termly class rewards

## Low Level Disruptive Behaviour

Examples of low level disruptive behaviour are:

- Talking at inappropriate times
- Getting out of seat at inappropriate times
- Shouting/calling out
- Ongoing fidgeting
- Unfairness or not following classroom rules/understandings
- Dishonesty
- Arguing at playtime

If low level disruptive behaviour occurs, the following steps will be followed:



Teachers should be mindful and sensitive of children's home circumstances. Children with identified SEND will have reasonable adjustments made in line with their needs and may have an individual behaviour plan. The use of the Zones of Regulation should support pupils to talk about their emotions and the cause of these behaviours.

## **Behaviour at Break and/or Lunch Time**

All members of staff must follow the behaviour for learning policy and must investigate and deal with any concerns brought to them by the children there and then. Managing children's behaviour is everybody's responsibility.

For low level behaviour, such as unwanted interference with games/taking equipment from others/unwelcome chasing, verbal warnings will be given along with an explanation as to the types of behaviour that are unacceptable. Following a second warning, reflective time out will be given in 5 minute blocks (2 minutes for Foundation Stage and Key Stage 1). This time out will be in an appropriate, safe and quiet space in the playground.

For physical and aggressive behaviour, swearing or name calling, children should be sent to a member of the SLT. All incidents should be logged on Tootoot by the member of staff dealing with the incident in the first instance.

In the event of a serious incident or where a child is refusing to follow adult instructions, this should be referred to a member of SLT.

## Behaviour at Break and Lunchtime

### Low level

Examples include:

Snatching play equipment

Interfering with a game

1<sup>st</sup> verbal warning given that provides an explanation as to why the behaviour is unacceptable.



2<sup>nd</sup> verbal warning given as a reminder.



If the behaviour continues, then reflective time out is given.  
2 mins for EYFS + KS1  
5 mins for KS2  
This reflective time out will be in an appropriate, safe and quiet space in the playground.

### High Level

Examples include:

Physical behaviour

Aggressive behaviour

Swearing

Name calling

For high level behaviour, children taken to a member of SLT.  
This must be logged on Tootoot by the member of staff on playground duty.



A reflective and restorative conversation takes place and a Reflective Form is completed.  
Parents/carers contacted by class teacher.

## **Roles and Responsibilities**

Teachers to display CHBP Rights and Responsibilities in each classroom, with other copies displayed in communal areas and outside.

All staff are responsible for logging any behaviour incidents onto Tootoot clearly labelling them 'BEHAVIOUR' and the child's class and initials in the title. Details of any triggers should be recorded, together with action taken. If a Reflection Form has been completed, it should be scanned and uploaded.

All staff consistently use the Zones of Regulation and restorative questions when pupils are dysregulated.

## **Higher Level Disruptive Behaviour and Serious Incidents Leading to Exclusion**

As a school, we always aim to work with parents to improve children's behaviour. Internal exclusions, inter-federation and external exclusions may be used. In the instance of an inter-federation exclusion, children will be accompanied by a member of staff from their home school. Exclusions, of any description, are a last resort and are only used for very serious repetitive behaviour incidents or indeed for one off serious breaches of the schools' behaviour policy. Only the Executive Headteacher or Heads of School can exclude a child.

These behaviours include, but are not limited to:

- Fighting
- Deliberate incidents that may cause harm to children or adults
- Damage to school property
- Damage to another child's property
- Theft
- Bad language
- Racist or homophobic remarks
- Bullying
- Violent or aggressive behaviour
- Rudeness or disrespect to any member of staff.

It is also possible that a child is excluded when a parent has rejected or refused the advice or intervention of external services.

All serious incidents must be recorded on Tootoot. Some incidents will lead to an immediate letter home and could also result in either an internal or external exclusion. Only the Executive Headteacher or Heads of School can exclude a child.

If a child is subject to an external exclusion, the Executive Headteacher or Head of School will inform the parent of the reason for the exclusion and the period of the exclusion. Parents will also be informed of their right to make representations to the governing body and local authority. In every instance the chair of governors will be kept informed along with the local authority's exclusions manager Jane Morris. (Further details are laid out in the federation Exclusions Policy.)

## Appendix 1

### Reflection Form

<b>Child's name:</b>		<b>Class:</b>	
<b>Name of SLT member:</b>		<b>Date:</b>	

<b>What happened?</b>
<b>Why did this happen?</b>
<b>What could you do differently next time?</b>

<b>Additional Comments (if appropriate)</b>

*This form must be scanned and uploaded onto Tootoot when a description of the incident is logged.*