



Behaviour

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Verified by	The Head Teacher
Approved by	Community and Standards Committee
Review Date	Autumn Term 2018



1.0 Rationale

- 1.1 At Berkeley Primary School we see good behaviour as vital to productive learning, the quality of life in the school and to the functioning of the school as an orderly community.
- 1.2 This policy was written to ensure that our high expectations of behaviour and the agreed 'School Rules' are applied consistently throughout the school, including lunchtimes.
- 1.3 The implementation of this policy is the responsibility of all the staff. Each member of the teaching staff has responsibility for ensuring that pupils within his/her class conform to the high standards of behaviour expected at Berkeley Primary School. When an incident has occurred it is the responsibility of the member of staff concerned to resolve the issue. The member of staff should involve the Senior Leadership team wherever necessary.
- 1.4 To ensure that the policy is understood and supported, all interested parties have been informed, i.e. Mid-day supervisors, Non-teaching staff, Governors, Parents and children.

2.0 Aims

By developing a Behaviour Policy we aim to:

- 2.1 Create an orderly community in which productive learning can occur and where all pupils are given equal opportunity to fulfil their potential;
 - 2.2 Provide a pleasant and safe environment for all members of our community;
 - 2.3 Encourage enthusiasm for learning in a stimulating and creative environment;
 - 2.4 Develop in all pupils an understanding of the need for a set of rules, which apply to everyone within the school community;
 - 2.5 Work with parents to promote an understanding of the principles which distinguish right from wrong;
 - 2.6 Encourage pupils to relate positively to others, respecting their views and feelings, take responsibility, participate fully in the community, and develop an understanding of citizenship;
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- 2.7 Encourage pupils to show interest in their work and to sustain concentration and develop their capacity for personal study;
- 2.8 Encourage pupils to behave well in and around the school, showing a courteous and trustworthy respect for property;
- 2.9 Help pupils form constructive relationships with one another, with teachers and other adults, and to work collaboratively when required;
- 2.10 Encourage pupils to show initiative and take responsibility.

3.0 School Rules

- 3.1 Pupils need to know and understand the boundaries of acceptable behaviour. Rules of conduct provide such a framework.
- 3.2 At Berkeley Primary School we believe that good behaviour is promoted best by using a short set of simple rules which are set out clearly.
- 3.3 As far as possible class rules are written and agreed by the pupils themselves within their own class. They are displayed in the individual classes and the language used is age appropriate. They reflect such things as rights and responsibilities as well as general manners and expectations written in a positive tone.

General Rules for different areas of the school

Lunchtime and Playground Rules

- 1. We will treat our Dinner Ladies, Kitchen Staff with respect and consideration
- 2. We will remember to stay in the permitted areas when playing with the equipment
- 3. We will eat your meals quietly and sensibly and allow others to eat in peace.
- 4. We will think about others feelings and not say unkind words or hurt others
- 5. When there is bad weather we willt, go to your classroom and play sensibly.

In the Classroom and around School

- 1. We will listen carefully and follow instructions
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2. We will keep everyone safe by keeping hands, feet and objects to ourselves
3. We will be respectful and allow other children to get on with their work
4. We will consider other people's feelings and think carefully about what we say and do towards others
5. We will behave calmly and sensibly in all parts of the school
6. We will respect and listen to other children who have roles of responsibility eg Prefects, Playground Buddies, Sports Leaders

These rules form the basis for our school rules but may be worded differently in the classrooms.

4.0 Creating a Positive Environment

- 4.1 In our experience at Berkeley Primary School children need a calm and purposeful classroom atmosphere. All staff need to be consistent in their approach. Staff are expected to establish clear expectations of pupil behaviour and secure appropriate standards of discipline to create a successful learning environment.
- 4.2 An effective curriculum, differentiated appropriately, will stimulate and engage pupils and, we believe, play a key role in motivating children and in maintaining an orderly learning environment. Teachers must have high expectations of all their pupils, in terms both of achievement and of behaviour. Discipline is most effective when teachers can be constructive and positive, and when they are specific about what behaviour is expected of a pupil and what is unacceptable.
- 4.3 The most effective climate for learning is where the class teacher is firm, yet kind and supportive. To reinforce good behaviour and high expectations teachers and other adults must provide a positive role model..

5.0 Rewards and Sanctions

- 5.1 Fostering valuable relationships is best recognised by the teacher when a child is doing something positive. At Berkeley Primary School we use the following rewards to show recognition of good behaviour:
 - Praise and positive comments e.g. for good work, making helpful suggestions, 'being on-task';
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- Public praise of child to other members of staff;
- Creating opportunities to share work with other pupils, other members of staff, e.g. showing work to other staff, reading story to younger children, showing work in assembly;
- Displaying work in classroom eg WAGOLL (What A Good One Looks Like)
- Sharing the work/ example of good behaviour with the Headteacher who will arrange for the presentation of an achievement certificate in assembly. Where appropriate a praiseworthy letter may also be sent home to the child's parents
- The use of stars, stickers, stamps, certificates and smiley faces in classes, together with the use of house points. These may be displayed in chart form within the classroom and each week the house with the most team points will be congratulated in assembly;

5.2 No matter how well planned the curriculum, or how well the teacher plans or prepares, individual instances of disruptive behaviour are bound to occur at times. Teachers need to assess frankly and objectively the reasons for the poor behaviour. For the benefit of the learning of other pupils good order must be restored quickly. Teachers will wish to consider whether a different approach to the lesson or pupils might have prevented a particular incident.

5.3 Where sanctions for poor behaviour are necessary the headteacher and class teachers have legal authority to impose reasonable punishment.

5.4 In the event of unacceptable behaviour we have an agreed system of consequences. These are as follows for different key stages and areas of the school:

In the classroom and around school (Hall, library etc)

Foundation Stage and Key Stage 1

Stage 1: Positive reinforcement of good behaviour

Stage 2: Non-verbal warning: 'the look'.

Stage 3: Use of child's name along with positive behaviour reminder.

Stage 4: TA intervention if possible or final warning and movement. Teacher points to the behaviour consequences bubble.

Stage 5: Behaviour 'bubble': age appropriate consequences.

Stage 6: Inform parents if appropriate



Key stage 2

Stage 1: Non-Verbal warning – ‘the look’

Stage 2: Verbal use of the child’s name and point to the horizontal ‘thumb’

Stage 4: If inappropriate behaviour continues then the child will have a consequence specific to that child.given by the class teacher.tage 5: If there is continual inappropriate behaviour over a time then the parent(s) will be informed by the class teacher and a way of supporting the child will be discussed.

Stage 6: If there is no improvement or it is seen as appropriate the child will be sent to the Head Teacher (Deputy Head in the absence of the HT). Parents will be informed and a formal meeting will be arranged to discuss a way forward.

Where all of these strategies fail over time or the severity an incident is seen to warrant it, a child be fast tracked to following the GCC exclusion procedure and policy followed..

- 5.5 Whatever sanction is used, staff should act quickly and pupils should be clear as to why they are being punished and how, through improvements in behaviour, they can avoid a recurrence.
- 5.6 Where a member of staff feels an incident may lead to problems outside the classroom s/he must make sure that this is communicated to the other relevant staff., e.g teachers, TAs and MDDS

‘Keepaneyeon’ slip

- Adult with a concern will complete the slip and attach to the clipboard (kept with the registers)
- The MDDS and Prefects collect the clipboard at the beginning of lunchtime
- During the lunchtime the child(ren) identified will be kept an eye on by the designated MDDS’. This includes children who are vulnerable, have had allegations of bullying of others, have complained of bullying behaviour towards them, find friendship groups challenging etc
- All incidents during the lunchtime are recorded by the MDDS who will complete the ‘Keepaneyeon’ slips and return them on the clipboard at the end of lunch to the designated MDDS who will communicate with the teachers and the children if further action is needed.

- 5.7 In the event that a child is being particularly disruptive and that the measures outlined
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above are proving ineffective we will ask the parents to meet with the class teacher, Family support Leader or Headteacher to explore what support maybe needed to be sourced beyond the school provision. For further information see the Special Educational Needs Policy.

- 5.8 In the event of a child demonstrating behaviour that may cause harm to themselves or to others, trained members of staff may take reasonable measures to physically restrain the child to prevent him/her causing harm or significant damage to property. In such cases the child should be accompanied by two members of staff to a separate room where he/she will be given time to calm down whilst being continually observed and supported. The child's parent/carer will be notified at the earliest possible time.
- 5.9 If a child is being considered for an Individual Behaviour Programme (IBP), a risk assessment should be carried out and the parents to be involved in writing a (pp 47, 48, 49 in Guidance on the Use of Physical Interventions support pack for schools). From this an IBP can be drawn up. A child that has an IBP and the support and cooperation of the parents has been sought but continues to display challenging behaviour; a Pastoral Support Plan (PSP) will be drawn up. This will involve the Area Education Officer, Head teacher, and the child's parents. The current guidance from the LA will be followed (November 2009)

6.0 Behaviour at lunch-times

- 6.1 It is recognised that the "flash point" for problems linked to behaviour often occurs at lunch times. This is the most unstructured time of the day when there is increased scope for pupils to interact with their peers. We encourage pupils to view this time in a positive way and recognise the value of more unstructured play opportunities in promoting personal development. Play equipment is provided for the pupils at break and lunch times and all staff (particularly Midday Supervisors) are encouraged to help pupils use this equipment in a creative and positive way.

Respect and consideration of all adults

- 6.2 Problems may also arise because of a perceived lack of authority of Midday Supervisors from the point of view of the pupils. This perception needs to be strongly challenged whenever it is encountered and pupils should be helped to view the authority of all members of staff in exactly the same way. Any behaviour which shows a lack of respect to any member of staff should not be tolerated and should be addressed using one of the strategies outlined above.
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6.3 In order to help the Midday Supervisors apply the principles of this policy, the Senior Leadership team will be proactive at lunch times, ensuring midday supervisors are supported in their role. Midday supervisors should bring both bad and good behaviour to the attention of either the class teacher or the senior leadership team via the Keepaneyeon slips. Special certificates for good behaviour from the MDDS are also encouraged to be given and will be given in our celebration assembly each week.

7.0 Exclusions

Berkeley Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Abusive language used towards an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school
- Misuse of illegal drugs or other substances including smoking and alcohol
- Carrying an offensive weapon
- Arson
- Indecent behaviour
- Wilful damage

Exclusion



Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil.

Types of exclusion

1. Fixed term exclusion

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.(See list above)

2. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when s/he is sure that

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant Area Education Officer (AEO)

The school will follow the LA September 2010 Exclusion pack to liaise with the LA and Parents for a positive and constructive outcome.

This policy should be read and applied alongside the schools Child protection and safeguarding policy, Preventing Extremism and Radicalisation Safeguarding Policy

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9.0 Review



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This policy will be reviewed again during the Autumn Term 2018. Changes may be required in the light of experience.