



# Behaviour Policy

Written by	Natalie Lawday
Verified by	Alex Robbins
Approved by	School Development Board
Document date	Autumn 2023
Review date	Autumn 2025



**“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.**

**(Paul Dix, Pivotal Education)**

Berkeley Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the

same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include other rewards to reinforce positive behaviour.

#### Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

#### Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

#### Students want Teachers/TPs/ SMSAs and other adults within school to:

- Give them a ‘fresh start’ every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.

## Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

We expect every adult to:

1. Meet and greet children on arrival.
2. Refer to our school rules of 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of their learners.
5. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
6. Follow up every time, retain ownership and engage in reflective dialogue with learners.
7. Never ignore or walk past learners who are behaving badly.

## Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet learners at the beginning and throughout the day.
2. Refer to our school rules of 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Be a visible presence around the site and especially at any transition times.
5. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
6. Regularly share good practice.
7. Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
8. Regularly review provision for learners who fall beyond the range of written policies.
9. Ensure staff training needs are identified and targeted.

## Behaviour at lunch times/playtimes

Lunchtimes are a time for promoting social skills in the playground, dining hall and classrooms. Children go to the dining hall in an orderly fashion. We encourage politeness and acceptable table manners in this social situation with reference to our three school rules at all times.

At Berkeley Primary School we believe consistency is key. With that in mind, SMSAs will follow the same behaviour policy. Every day, each adult can award House points to any pupil they think has



upheld the 3 school rules – **Ready, Respectful, Safe** during lunchtime. The child will receive a sticker so teaching staff can be made aware and award the House Point on Marvellous Me.

Sanctions will be followed using the same process, but with possible teacher/SLT intervention due to time.

Midday Supervisors will:

1. Meet and greet children on arrival.
2. Refer to our school rules of 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan some games that engage and challenge the children.
5. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
6. Follow up every time, retain ownership and engage in reflective dialogue with children as far as time allows.
7. Never ignore or walk past learners who are behaving badly.

### Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that at Berkeley Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include:

#### *House points*

All children are allocated a house when they start at Berkeley Primary school. The children will work within these houses at various points of the school calendar (Sports Days etc). Children will be awarded house points for any good work or effort shown in their work or any 'over and above' behaviour. These will be communicated to parents via MME by the teacher or TP. The three children with the highest number of house points in each class at the end of each term will automatically earn the right to the end of term treat day.

The winning team will also be collated weekly, and they will get the use of PE equipment on the following Friday as their reward for winning the house points that week. This will all be announced and celebrated during celebration assembly on a Friday.

#### *Secret Student*

Once a week, the teacher will decide on a secret student. The children will be told that there is a secret student that day and if that student works hard and shows the three school rules consistently throughout the day, the child will be awarded with a secret student certificate. They will have their picture taken and sent home via Marvellous Me and their name will be added to the end of term treat day jar to have a chance of taking part in that too.

#### *Weekly Certificates*

Our celebration assembly is on a Friday, where one child from each class will be chosen to receive a certificate. The child will have gone 'over and above' in our school rules or worked particularly hard at something during the week. The children are selected at the beginning of the assembly and receive a certificate from the Head Teacher. They then take their seat, pride of place on 'The best



seats in the house' for the duration of the assembly. This will consist of a rainbow seat arch, with coloured seats for each class.

#### *Positive messages*

Staff can also send positive messages home for behaviour that is 'over and above.' This may take the form of a Marvellous Me message, a positive note home, a phone call or a face-to-face chat.

#### *End of Term Treat Days*

At Berkeley we are constantly striving to give our students many different opportunities, therefore at the end of each term there will be an active reward treat organised that the top 3 winners of the house points for each class will automatically take part in along with 2 drawn at random from the jar of children who have been awarded a weekly certificate and any secret student winners.

#### *Individual Classes*

Teachers may run their own positive behaviour systems within their class on top of the above as they deem necessary to help manage their classes however, the ones stated above are consistent across all classes.

#### *Managing Behaviour*

Engagement with learning is always our primary aim at Berkeley Primary school. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. We will praise the behaviour we want to see. All learners must be given time to act in between steps (take up time).

#### *Safeguarding children's play*

Because of our commitment to safeguarding children's playtime as far as possible, any child refusing or not completing work during the expected time frame within lessons, will have a photocopy of the unfinished work sent home with a letter explaining that the work is to be completed at home and returned to school the following day.

#### *Practical steps in managing and modifying poor behaviour*

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with any poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

#### *Restorative Practice*

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Berkeley Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom to support staff. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and



not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed below.

*Restorative Practice in our School is about:*

- building a safer school
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm

*Why use a restorative approach?*

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school but remain a problem in the wider community.



## Sanctions steps

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, a small act of kindness.
2) Reminder	A reminder of our three simple rules - <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3) Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "Stop, think, .....make the right choice" "Think carefully about your next step"
4) Last Chance (5 minutes after class for restorative conversation)	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Berkeley, we... (refer to the 3 school rules – ready, respectful and safe)</li> <li>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 5 minutes after class/during break</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some 'take up' time.</li> </ul>
5) Cool off (10 minutes in reflection time)	If the warning above is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. Cool Off might be a short time away from the classroom with another class/TA or other calm space. It is time allowed to calm down, breathe and look at the situation from a different perspective and compose themselves.



	<p>For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break and if this was towards the end of lunch then the child will miss the next lunchtime.</p>
<p>6) Repair/Restorative Conversation</p>	<p>5 questions will usually be enough from the following:</p> <ul style="list-style-type: none"> <li>• I wonder what happened?</li> <li>• I wonder what you were thinking at the time?</li> <li>• I wonder what you have thought since?</li> <li>• I wonder how this make people feel?</li> <li>• I wonder who has been affected?</li> <li>• I wonder how they have been affected?</li> <li>• I wonder what we should do to put things right?</li> <li>• I wonder how we can do things differently in the future?</li> </ul> <p><b>Imposition given if needed</b> An imposition is work that must be completed that evening. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher. This should be communicated to the parents at the end of the school day.</p>
<p><b>Consequences</b> Communication with parent/ carer  A formal meeting with SLT and parents/carers.  Weekly behaviour meetings  Exclusions</p>	<p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must also be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion.</p>





### *Restorative Questions 1*

*To respond to challenging behaviour:*

- I wonder what happened?
- I wonder what you were thinking about at the time?
- I wonder what your thoughts have been since?
- I wonder who has been affected by what you did?
- I wonder in what ways they have been affected?
- I wonder what you think you need to do to make things right?

### *Restorative Questions 2*

*To help those harmed by others' actions:*

- I wonder what you thought when you realised what had happened?
- I wonder what your thoughts have been since?
- I wonder how this has affected you and others?
- I wonder what the hardest thing has been for you?
- I wonder is there anything you could do to make things right?

### *Serious incidents*

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Head Teacher or SLT.

*Such incidents could include:*

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults or other children



## Exclusions

### Fixed Term Exclusions

Berkeley Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Head Teacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

Following a fixed-term exclusion, the pupil and parents meet the Head Teacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The governors of Berkeley Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school. *See separate exclusion policy.*

### Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A Thrive assessment and support may also be appropriate. In these cases, the Head Teacher /SENCo/SLT/other outside agencies will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies and according to advice from the educational psychology service.

### Reasonable Force

At Berkeley Primary School the staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury.

to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept via CPOMS and parents or carers are informed.

