



BERKHAMPSTEAD SCHOOL

Behaviour and Exclusion Policy

1. Introduction

This policy was revised and updated in September 2023 and is based on advice from the Department for Education (DfE) on behaviour and discipline in schools; The Equality Act 2010 and The Special Educational Needs and Disability (SEND) code of practice. The behaviour policy should be read in conjunction with the Anti-Bullying Policy.

2. Ethos of the School

Perseverantia Vincit - perseverance wins through.

A belief in this is central to every child's success - in school and in life. This, along with a willingness to learn from mistakes, allows a 'can-do' attitude to emerge.

In partnership with parents, we aim to provide every pupil with an appropriate education, one that is fitting to their individual needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best
- Become confident individuals living fulfilled lives
- Make a successful transition to the next stage of their education

Togetherness and strong family values permeate every area of school life. We are a caring school and children thrive in our positive and supportive atmosphere.

3. Principles underlying the behaviour policy

- All pupils, staff and visitors have the right to feel safe at all times while at school.
- Every member of the school community should feel valued and respected and be free from discrimination of any sort.
- The school expects every member of the school community to behave in a considerate and respectful way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- We recognise the importance of positive relationships in ensuring that children grow in a safe and secure environment, where they can become positive, responsible and increasingly independent members of the school community.

4. Aims

This policy aims to

- Promote good behaviour, self-discipline and respect whilst developing an ethos of kindness and co-operation.
- Provide a consistent approach to behaviour management.

- Outline how pupils are expected to behave.
- Define what we consider to be unacceptable behaviour, including bullying.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

5. Roles and Responsibilities

5.1 *The Governing Body*

The Governing Body is responsible for reviewing this behaviour policy in conjunction with the Head of School and monitor the policy's effectiveness, holding the Head of School to account for its implementation.

5.2 *The Head of School*

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School and Senior Leadership and Management Teams support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

5.3 *The Staff*

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and promoting high expectations
- Challenging behaviour that is unacceptable
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS
- Celebrating and rewarding good behaviour and student achievement
- Consistently applying whole school classroom protocols and expectations
- Working with parents and carers to support behaviour and learning

5.4 *The Pupils*

Pupils are expected to

- Maintain a high standard of behaviour at all times.
- Show respect to members of staff and to each other.
- Behave in class in a way that makes it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Respond appropriately to instructions concerning their conduct or behaviour and accept sanctions when given.

5.5 *The Parents and Carers*

Parents and carers are expected to:

- Support their child in adhering to behaviour and classroom expectations.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Monitor and support their child's progress by attending parents' evenings, meeting and events.
- Discuss any behavioural concerns with the class/form teacher promptly.

6. **School Strategies and Systems**

Early Years and Pre-Prep

6.1 Early Years and Pre-Prep Values have been generated by the School Council and are prominently displayed in each classroom. They are discussed with the children at the start of each term and referred to regularly.

- We are kind
- We are helpful
- We are honest and tell the truth
- We share and take turns
- We listen to each other
- We take care of our school
- We try our best
- We help everyone to have fun

6.2 Staff in Early Years and Pre-Prep uphold the following expectations for behaviour:

In the classroom

- Children use 'indoor voices' within the classroom
- Children put their hands up when wanting to contribute something in a group or class lesson
- Class teachers introduce different ways to signal to children that they should stop and listen. For example, in Kindergarten a tambourine is rung.

At lunchtime

- Children sit quietly without talking while food is served
- Children can talk quietly to other children on their table during the meal

Around the school

- Children walk around school
- They line up and walk in single file
- They walk into assembly in silence and sit silently waiting for assembly to start
- Children hold doors open and give way to adults

On the playground

- Children stand still and silent when the bell is rung
- They line up quietly in single file
- They walk back into school quietly

6.3 Rewards

We believe that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. This is done in the following ways:

- Praise for positive behaviour and effort both verbal and as part of written feedback.
- Celebration of work using displays, social media and the school newsletter.
- Post cards/emails or phone calls home to parents/carers.
- Pupils sent to another member of staff to re-inforce the praise
- Weekly celebration assemblies where pupils can bring in certificates, medals and awards to share successes from outside of school.
- Stickers given out as and when appropriate
- Pupils who demonstrate our values are awarded 'Leaves' for our Values tree. These are handed out in our weekly celebration assemblies.
- In Early Years, Wow vouchers are awarded by both parents and staff to recognise a special achievement. Edna Bear (Kindergarten) and Berky Bear (Reception) are taken home by pupils
- Throughout Early Years and Pre-Prep, pupils are rewarded with pompoms when they demonstrate positive behaviour and effort. These are collected in a class jar. Each week, at the celebration assembly, each class's jar is emptied into the large jar in the hall. When this is full, the whole of Early Years and Pre-prep receive a reward such as extra playtime, party games, a special snack, a film.

6.4 Sanctions

Although school staff focus on positive praise and reinforcement, the school employs a number of sanctions in line with our Behaviour Policy to ensure a safe and positive learning environment is maintained for all children when required. We employ a sanction appropriate to each individual situation and according to the seriousness of the behaviour. The partnership developed by staff with the children's parents and their families is important to work collaboratively within the best interest of the child regarding their learning and behaviour. All staff will continue to record any incidents on CPOMS as necessary.

Pre-Prep

1. Reminder of expected behaviour e.g., 'Remember, we listen carefully when we are on the carpet.' Explain the behaviour is leading to Thinking Time.
2. Child to reflect on his/her feelings and actions through Thinking Time.
3. Child removed from situation and moved to another classroom – Teacher speaks to parents at the end of day.
4. Child sent to SMT member – parents informed.
5. Child sent to Head of School – parents informed.
6. Behaviour Record is set up with the child and parents' involvement.
7. Continue to review strategies and involve other professionals if required.

Early Years

- Child displaying unkind behaviour or actions will be given a reminder.
- If continued after this reminder, the child will be asked to change the behaviour system in place accordingly and they will be asked to have Thinking Time.
- The adult will explain to the child that they will sit and have Thinking Time. If necessary, an adult will sit with them.
- After the timer has finished (usually 1-3 minutes), the adult will then ask the child why they have had to have Thinking Time, and help to support them to resolve the situation.

If a behaviour problem persists:

- Discuss the behaviour at the end of the day amongst the EYFS team.
- Continue to monitor and record behaviour to identify any potential patterns.
- Talk to parents to see if behaviour is repeated at home.
- Agree a strategy of support, both in school and possibly home, sharing with other staff (including SMT) and the child's parents.
- Continue to review strategies and involve other professionals if required.

6.5 Circle Time

All classes use Circle Time sessions as a tool for promoting positive behaviour. Circle Time sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They provide the class with an opportunity to discuss feelings and emotions and to develop social and emotional skills.

6.6 Record of incidents

Any significant incidents or causes of concern regarding behaviour are recorded on CPOMs.

Prep

Rewards, Behaviour and Care

The Form teacher assumes responsibility for the care, discipline and welfare of the children. He/she is responsible for ensuring any serious problems are brought to a member of the SMT's attention and that, if appropriate, parents are made aware of any concerns we may have. Serious problems/incidents should be recorded on CPOMS.

Children's problems and difficulties are discussed in open forum on a weekly basis, if necessary, with the staff at the weekly staff meeting.

In lessons, the teacher assumes total responsibility for the care and discipline of the children. If any problems arise, he/she should handle the situation appropriately. If necessary, another teacher or a member of the SMT can be called upon for assistance.











At break time, the Duty Staff assume total responsibility for the care and discipline of the children. If any problems arise, he/she should handle the situation appropriately and communicate with the Form Teacher as soon as possible.

If a child's behaviour is of sufficient concern for the child to need to leave the classroom, or if a child is unwell or distressed, the teacher will ask the child in the first instance to sit quietly in the

classroom under supervision. If the child continues to misbehave, to be unwell or is upset, the teacher will send another child in the class for another teacher to collect the child. The Form teacher will then be able to deal with the situation as needed.

BERKY BONUS BADGES

BONUS BADGES ARE GIVEN FOR PUPILS REACHING A CERTAIN NUMBER OF BONUSES DURING THEIR TIME AT BERKHAMPSTEAD - YEAR 3 TO 6.

 CREAM BADGE 100 BONUSES	 ORANGE BADGE 850 BONUSES
 BROWN BADGE 250 BONUSES	 PINK BADGE 1000 BONUSES
 BLUE BADGE 400 BONUSES	 GREEN BADGE 1200 BONUSES
 YELLOW BADGE 550 BONUSES	 PURPLE BADGE 1400 BONUSES
 'BERKY' BADGE 1 700 BONUSES	 'BERKY' BADGE 1600 BONUSES

Children joining the Prep School later than Year 3 will be put on the average badge level for their year group.

Specific Rewards

BONUS	A bonus can be awarded to a child for a piece of good work, kindness, good manners or helpfulness. They are given to the child as colour coded pieces of card (house dependent).
Commendation	A commendation is a certificate that is presented to the child in assembly. They are for exceptional work or behaviour. They are kept by the child as a record of achievement. They are worth 3 bonuses.
Every week children hand in bonuses and commendations to form teachers to be recorded. All the results are tallied towards individual and house scores. A running house total is announced, and bonus badges are presented to any child who has amassed enough points (see below)	
Class Bonus	A class bonus can be awarded to a whole class for a number of reasons such as a good working ethic, the whole class has remembered something (such as reply slips or reading books) or great behaviour. These are forms that should be passed from the class to the form teachers for recording.
Once the class have reached 15 the class will be rewarded with a free break (a session when the class can use the playground) or other reward.	
Postcard Home	Any staff member may write a postcard home congratulating the child on outstanding behaviour.
Head of School's Sticker	The Head of School may award these for outstanding behaviour/contribution.

Sanctions

Verbal Warning	The first phase of discipline is to remind the child that the action they have taken is wrong and offer alternative ideas (Education)
Specific Sanction	This may be a specific punishment to fit the crime - for example, redoing work, missing a break time or litter patrol. This sanction can be administered by individual teachers.
Minus	If a child repeats the offence or displays behaviour that is inappropriate, then a minus may be given. The minus is worth -3 points.
Detention	For a more serious sanction or for persistent bad behaviour, children will have a more formal detention. This could be detention papers to match individual crimes. Parents may be informed and this should be recorded on CPOMS.
Suspension/ Exclusion	In exceptional circumstances, the Head of School reserves the right to suspend or exclude a child.

Report Cards

For some children an alternative course of action is to give them a report card. These can be for specific targets and should be signed by class teachers at the end of each lesson and by parents each night.

If there is no improvement or a recurrence of bad behaviour then the parents should be asked to come into school to discuss the matter with the form teacher. It is good policy to keep parents in the loop from the outset if appropriate. Such incidents should be recorded on CPOMS.

Good Behaviour

Good behaviour –
manners, work or
organisation

Bonus (1pt)

Exceptional good
behaviour – manners,
kindness

Commendation (3pt)
Awarded in Assembly

Class bonus when the
whole class are well
behaved, work well
et

Recorded by Form
Teachers. Rewards
such as free break
at certain scores

Recorded by Form Teachers. Results towards houses
(running position announced weekly in Assembly) and
Towards individual bonus badges (worn on blazers)

Bad Behaviour

Verbal Warning

Specific Punishment

OR

Minus

Detention

Parents Informed, Recorded on CPOMS

7. Playground Rules

Early Years and Pre-Prep

General Rules for children playing in the main playground

- The member of staff on duty decides whether the children need to wear a jumper/coat/raincoat outside.
- Two teachers are on duty on a rota basis each playtime; when Reception join Years 1 and 2, there are three teachers on duty.
- Children should be led out to the playground and never left unattended.
- The first aid box, containing the Accident Forms, should be easily accessible on the bench; any injuries that are more than just superficial are recorded on an Accident Form - for example, a cut, a broken tooth or a bruise. (See also First Aid Policy Document)
- Any bumps to a child's head are reported to parents with a 'head bump' letter along with the Accident form. (See also First Aid Policy Document)
- Children are told 'No pulling, no pushing and no climbing on top of each other.' Children are encouraged to sort out minor differences.
- Bad or dangerous behaviour will result in a child being asked to sit on the bench to reflect on their actions for a period of time decided by the duty staff. Sometimes, a child has to be brought in to be spoken to by a member of staff indoors; they may then spend the rest of their playtime away from the playground.
- The door to the Andrew's Gym toilets is left open so that children can access the toilets; they must always ask permission to do so.
- Children must not play on fences, flower beds or the fire escape and, when the ground is wet, they are not allowed on the grass.
- If it is wet or frosty, children may be stopped from playing on the equipment if it has been made slippery and dangerous.
- When playing on the bars, children must be holding on with 2 hands at all times. They should only use the bars if they are able to get themselves on and off – no children should try to help lift other children onto the bars. Children must never sit on top of the bars.
- At the end of playtime, a member of staff on duty will ring the bell; the children get off the apparatus and stand still until they are told to walk to their lines. They should line up quietly.
- The children are led into school by the staff.
- It is the responsibility of the duty staff to ensure that all doors are closed at the end of playtime.

Castle Rules

- Slide – one at a time, always feet first, no climbing up.
- Climbing net – one at a time.
- Climbing wall – one at a time, no jumping out from the top.
- Wobbly bridge – if sitting, legs should be straddling a rope.
- No equipment to be taken on the castle, except puppets in the theatre.

General Rules for children playing outside the Andrews Centre

- Children only play on the grass or paved/rubberised areas.
- All balls kicked outside the boundary line must be retrieved by an adult.
- Stay away from Gym windows if a lesson is taking place.
- Children use Gym/Kindergarten toilet but must ask an adult first.

- Children do not touch Early Years equipment when passing to the main building or to the playground.
- No Early Years equipment to be played with after school.

Kindergarten children

- Kindergarten children play separately at the Kindergarten end of the garden.
- They are sometimes brought up to the older children's playground to accustom themselves to the environment and the equipment.

Wet Playtime

- If it is too wet to play outside wearing a raincoat, the KSI children are taken by the duty staff to the Library to watch a DVD or to their classrooms for 'table' activities.
- Reception children stay in their own building.

Prep Playground Rules

General Rules

- Be kind to everyone
- No game is exclusive
- Do not push, shove or grab anyone
- Ask a member of staff if you want to go inside
- Tell a member of staff immediately if someone is hurt
- When the bell rings, line up quickly and quietly
- Do not drop litter
- Do not stay indoors without a teacher
- Do not hang around in the toilets or changing rooms

Large Playground

- All equipment to be used appropriately
- Netballs may be used to practise shooting but only in the D

Small Playground

- Look at the rota to see which year group's turn it is
- Football may be played with the following rules:
 - Only a school ball is to be used
 - If the ball goes over the fence, it is the end of the game
 - Play fairly by the rules of football
- Cricket may be played in the summer term

Trim Trail

- No balls, hoops or skipping ropes allowed
- No running
- Respect the equipment
- Do not climb on top of the wall

Outdoor

- Do not go behind the signs or the chess sheds
- Keep the chess sheds tidy

Jubilee Garden

- A quiet area
- Must ask permission
- No running

Wellbeing Pod

- A quiet area
- Must ask permission from teacher on duty to go in
- Max 5 children at one time

Wet Playtime

- Go to your own classroom
- Play quietly
- Do as the monitors ask
- No running around inside

8. Special Educational Needs and Disabilities.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to managing behaviour may be differentiated to cater to the needs of the pupil.

The Head of Learning Support (SENDCo) will meet with staff and parents to discuss concerns regarding behaviour and will carry out observations to determine whether a pupil may have underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Additional strategies and systems may be put in place to support the behaviour of an individual pupil. When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Off-site behaviour

High standards of behaviour are expected at all time including when pupils are off site. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or at sports event.

10. Remote learning

During any period of remote learning, expectations for behaviour will be clearly communicated to pupils. Reward systems will continue to be used to celebrate work and behaviour.

During any time of partial closure or a phased return to school, we will continue to follow the guidelines set out in this policy. We will use a consistent and calm approach, reintegrating routines and using circle time and the CWB curriculum to guide children back into school life.

11. Physical restraint/reasonable force

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them (See Policy)

- Engaging in behaviour that causes disorder
- Self-injuring or placing him or herself at risk
- Injuring others or placing them at risk
- Causing significant damage to property, including that belonging to the pupil
- Committing a criminal offence (even if the pupil is below the age of criminal responsibility)

Incidents of physical restraint must:

- Always be used as a last resort
- 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 parent

12. Exclusion

Exclusion, whether temporary or permanent, is a last resort and used only in the most serious of circumstances.

A non-exhaustive list of the sorts of behaviour that could merit exclusion includes the following:

- Physical assault against pupils or adults
- Verbal abuse/threatening behaviour against pupils or adults
- Bullying
- Abuse on the grounds of race, religion/belief, disability, Special Educational Needs
- Sexual Misconduct
- Drug or alcohol misuse
- Damage to property
- Theft
- Persistent disruptive behaviour
- Unreasonable or otherwise inappropriate parental behaviour

The school always offers the right of appeal to a pupil excluded from the school. Any appeal against exclusion will be dealt with under Stage 3 of the school's Complaints Policy and should be made in writing to the Head of School within one week of the pupil's exclusion.