



Behaviour Policy

Berkeley Primary School

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OUR ETHOS



Berkeley Primary School is a caring community. Our values are built on our vision of 'Every Child. Every Chance. Every Day.' We strive to promote an environment of mutual trust and respect for all in which everyone feels happy, safe and secure. The Governing Body and staff have written and built the principles that are the foundation of this policy.

We encourage, in all our children, a love of learning and the growth of self-confidence in themselves as learners and young people. Every child has a right to a good education and understand that behaviour has an important part to play in the development of each child's learning. We recognise that behaviours are a form of communication and separate the behaviours from the child as an individual, developing positive relationships between adults who work in the school and the children in our care to support them to understand and take responsibility for their behaviours.

We feel that it is important to create a school climate where everyone understands what acceptable and unacceptable behaviours are. We plan for opportunities as well as taking incidental times throughout the school day to discuss and improve understanding of appropriate behaviour in society and to encourage respect and caring for others.

We believe that a healthy balance between sanctions and rewards should exist and we expect everyone to use rules fairly and consistently to promote good behaviour within a culture of hard work, care, commitment and responsibility. This policy supports the community in aiming to allow everyone to work together, appreciate one another and care for the school environment in an effective and considerate way.

This policy applies to all aspects of the school, including Breakfast Club, After School Club and any other additional events held at school, additional to the normal 32.5 hours at school (see final section).

AIMS AND EXPECTATIONS

The primary aims of our behaviour policy are to keep children safe and provide a means of promoting good behaviour, relationships and positive attitudes across the whole school community so that children can work together with the common purpose of achieving their potential in school and in life.

We have used the Five Pillars of Pivotal Practice (Consistent, calm adult behaviour; First attention to best conduct; Relentless routines; Scripting difficult interventions and Restorative follow up) to develop a set of key principles to follow to create a whole school approach which promotes high standards of behaviour:



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1. Knowing the Learner

- Be supportive and build positive relationships.
- Know each learners' needs and adjust approaches accordingly.
- Know a pupils context.

2. Conditions for Learning

- Develop a highly ambitious curriculum for all.
- High quality teaching of well sequenced lessons that meet the needs of all learners.
- Explicit teaching of learning behaviours and the development of self-regulation.

3. The classroom and beyond

- Calm, consistent and respectful adult behaviour.
- Clear expectations and relentless routines which are simple, understood and applied consistently.
- Reward positive learning behaviours.
- Clear and timely communication with parents and carers.

4. Reactive approaches

- Scripted interventions.
- Restorative follow up.
- Bespoke plans.
- Staff training.

The Golden Rules

*We are gentle.
We are kind and helpful.
We work hard.
We look after property.
We listen.
We are honest.*

These rules underpin the expected behaviour of all children. They are displayed in all classrooms and around the school. They are referred to regularly to reinforce and reward appropriate behaviour.

By using a variety of strategies consistently throughout the primary school, we aim to:

- develop children with high self-esteem. By high self-esteem, we mean that children feel confident, valued and appreciated and feel good about themselves. They are aware that they are achieving at school and they gain recognition for their achievements. They are happy to be themselves and their behaviour allows them to be effective learners.
- teach appropriate social and learning behaviours, such as listening with respect to one another to promote the emotional health and wellbeing of children and staff.
- reward good behaviour rather than merely deter inappropriate behaviour as we believe that this will develop a positive ethos of kindness and co-operation.
- develop self-discipline, the ability to learn independently and to work co-operatively.
- promote a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal belongings.
- ensure that adults are role models and make sure that all those who work in or visit our school show behaviour that supports our policy.

THE LAW

This policy is based on the latest legislation and guidance from the Department for Education. The law states that the Headteacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect for others.
- prevent all forms of bullying.
- ensure that pupils complete assigned work.
- regulate the conduct of pupils.



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Key Points

- The power to discipline applies to all paid staff with responsibility for pupils, such as teachers, teaching assistants and lunchtime supervisors. The Headteacher may extend the power to discipline to adult volunteers as they deem necessary for example, when supporting on a school visit.
- The staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules and who fail to follow a reasonable instruction. If a pupil misbehaves, the staff can impose punishment on that pupil.
- Teachers have a power to impose detention outside of school hours.
- Teachers can confiscate pupils' property.
- Teachers have the power to discipline pupils for misbehaviour which occurs outside school.
- School staff have the power to search without consent for "prohibited items".

ROLES AND RESPONSIBILITIES

The Governors

DfE Behaviour and discipline in schools (Guidance for Governing Bodies) states;

The role of governors

1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
2. Section 88(2) of the EIA requires the governing body to:
 - a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
 - b. notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Therefore, our Governors;

- Review this behaviour policy and monitor its effectiveness.
- Support the Headteacher in carrying out these guidelines and promoting the whole-school ethos.
- Provide advice to the Headteacher regarding particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.
- Handle complaints regarding this policy, as outlined in the school's complaints procedures.

The Headteacher

- Implement the school's behaviour policy consistently and to report to governors, when requested, on the effectiveness of the policy.
- Review this policy in conjunction with the Behaviour Lead, Governors and staff.
- Ensure that the school's environment encourages positive behaviour and that all staff understand the behavioural expectations and the importance of maintaining them.
- Monitor how staff implement this policy, ensuring that staff deal effectively with poor behaviour and that rewards and sanctions are applied consistently to all groups of pupils.
- Provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Ensure this policy works alongside the safeguarding policy and anti-bullying policy to offer pupils support when necessary.
- Keep records of all reported incidents of serious misbehaviour and report to Governors termly.
- Ensure that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Can suspend for a fixed period individual children for serious acts of misbehaviour. In their absence, a member of the leadership team will take on this delegated role. For repeated or very serious occasions of unacceptable behaviour, the Headteacher may permanently exclude a child. The Chair of Governors and the Local Authority will be notified as soon as possible.
- Review individual circumstances on a case by case basis or delegate to a member of the leadership team, in order to apply this policy fairly and without discrimination.



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The Inclusion Team

Miss Wendy Howlett - Behaviour Lead

Mrs Teresa Suddaby - SENDCo

Mrs Alison Neall - Mental Health Champion

Mrs Hannah Bolton and Mrs Vicky Nutt - Inclusion Team

- Work with children to develop their positive interactions, emotional wellbeing strategies and self-regulation.
- Plan and review support plans for pupils with behavioural / SEMH needs in collaboration with class teachers, parents and, where appropriate, the pupils themselves.
- Offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to staff who require it, so they can fulfil their duties set out in this policy.
- Oversee the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Support behaviour management in line with the SEND policy.
- Undertake day-to-day responsibilities for the successful operation of the behaviour policy.
- Support teachers in the further assessment of a pupil's strengths and areas for improvement and advise on the effective implementation of support.
- Make referrals for support and liaise with other agencies and departments within the LA.

Teaching staff:

- Know their pupils and their learning needs well.
- Deliver well planned lessons which accommodate potential areas of difficulty to ensure that there are no barriers to pupils achieving their full potential, and that every pupil, including those with behavioural difficulties, will be able to access the national curriculum.
- Teach and model expected behaviour and positive relationships, demonstrating good habits.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Take proportionate action to restore acceptable standards of behaviour to prevent disruption to learning.
- Follow individual support plans and make any reasonable adaptations suggested to the environment and learning opportunities offered.
- Liaise with external agencies and work collaboratively with parents so that children receive consistent messages about how to behave at home and at school.
- Adopt a range of strategies with first attention to best conduct being at their heart.
- Establish clear routines which are simple and consistently used.

All members of staff, including teaching and support staff, and volunteers:

- Build positive relationships with children, taking an interest in them as individuals.
- Adhere to this policy and apply it calmly, consistently and fairly.
- Explicitly teach attitudes to learning in order to support pupils in adhering to this policy.
- Promote a supportive and high-quality learning environment where pupils feel happy and secure, and able to experience a sense of achievement every day.
- Model high levels of behaviour - being aware that changes in adult behaviour impacts on pupils' behaviour.
- Ensure that the environment is well organised, inviting and stimulating.
- Be aware of the signs of behavioural difficulties.
- Set high expectations for every pupil, with any inappropriate behaviour being dealt with effectively.
- Be aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Use positive reinforcement where expectations are met to acknowledge good behaviour and encourage repetition.
- Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.
- As authorised by the headteacher, sanction pupils who display poor levels of behaviour.



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Children:

- Be proud to be part of their community and show respect for the opinions and beliefs of others.
- Be courteous and polite towards their peers, staff, volunteers and visitors. A welcoming good morning or good afternoon is the standard response that should be expected.
- Walk quietly, calmly and purposefully around the school.
- Report any unacceptable behaviour to a member of staff.
- Follow instructions given by staff and complete classwork as requested.
- Show respect for the school environment.
- Be gentle and not hurt others.

Parents:

- Work collaboratively with staff so that their child receives consistent messages about how to behave both in and out at school.
- Go through this policy and reinforce it with their child, making sure that their child understands it and knows that they must follow the instructions and rules set out in it.
- Support their child's learning and co-operate with the school.
- Ensure that when they are on school premises they are mindful of our school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Make an appointment via the school office (not through Dojo messages) to discuss any concerns, in the first instance, with the class teacher. If the concern remains, they should arrange to speak to a member of the Leadership Team. If these discussions cannot resolve the problem, a formal complaint or appeal process can be followed (see the school's complaints policy for further details).
- Let us know what they think of this policy. This can be through our yearly parent consultation or in discussion with a member of the SLT.

DEFINITIONS

For the purposes of this policy, the school will define low level unacceptable behaviour as any behaviour which may disrupt the education of the pupil themselves and / or other pupils, including but not limited to:

- Disruption in lessons, corridors, the hall and on the playgrounds during breaktimes and lunchtimes.
- Non-completion of any classwork which has been adapted to meet the learners needs.
- Poor attitude and disrespectful behaviour.
- Breach of the school's rules.

When these behaviours occur, they will be dealt with consistently using the sanctions that the school has in place (listed later in this policy) and restorative work will be undertaken at an appropriate time following the incident.

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to:

- Repeated breaches of the school's rules.
- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation.
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied.
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Possession of legal or illegal drugs, alcohol or tobacco.



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- Possession of banned items.
- Truancy and running away from school.
- Refusing to comply with disciplinary sanctions.
- Theft.
- Verbal abuse, including swearing, racist remarks and threatening language.
- Physical and aggressive behaviour towards their peers and / or adults.
- Persistent disobedience or disruptive behaviour.
- Extreme behaviour, such as violence and serious vandalism.
- Any behaviour that threatens the safety of themselves and others or presents a serious danger.
- Any behaviour that seriously inhibits the learning of pupils.

Where these behaviours occur, the school's leadership team will investigate the incident fully, treating each case individually and apply a balanced and proportionate approach.

The school does not tolerate bullying, sexual violence or sexual harassment of any kind. If we discover that any of these acts has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying or inappropriate sexual behaviour, we do everything in our power to ensure that all children attend school free from fear. Please see our 'Anti-Bullying Policy' and 'Safeguarding and Child Protection Policy' for more detail.

MANAGING BEHAVIOUR

At Berkeley Primary School, strong behaviour systems are pivotal to achieving what we expect to see in our school.

Staff members will establish the facts for each case in order to make an informed decision. They will speak to children involved and any witnesses. Where there are no witnesses, and it is one word against another, the behaviours will be dealt with generally, following up possibly as a class / year group and monitored.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to securing acceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Teachers will operate a 'meet and greet' system when the children arrive at school. They will use 'deliberate botheredness' e.g. commenting positively on smart uniform, nice hair etc. to build a relationship with each child.

Effective classrooms

Our aim is for all lessons to be free from disruption. Well-managed classrooms are paramount to promoting the right conditions for learning and developing positive attitudes. In all classrooms:

- Clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for inappropriate behaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- The teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.
- Clutter on walls and desks are kept to a minimum.
- A visual timetable is shared regularly throughout the day.
- Seating arrangements will consider the best places for individuals to support them in managing their own behaviours and to minimise disruption to learning.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.



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- Ensuring staff can move around the room so that behaviour can be monitored effectively.
- Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Behaviour Curriculum

Our behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school. Staff will model this good behaviour and reinforce it on a daily basis.

Developing 5 core competencies for all our children is at the heart of the school's behaviour curriculum. These are:

Competency	Definition	Associated skills
Self-awareness	Recognise your own emotions, thoughts and values and how they impact on your own behaviour choices Recognise your own strengths and limitations with a well-grounded sense of confidence	Identifying emotions. Accurate self-perception Recognising strengths Self confidence Self-efficacy
Self-management	Successfully regulate emotions, thoughts and behaviours in different situations - effectively managing stress and controlling impulses Be motivated to set and work towards personal and academic goals	Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills
Social awareness	Empathise with others and understand social and ethical norms for behaviour	Understanding emotions Empathy and sympathy Appreciating diversity Respect for others
Relationship skills	Establish and maintain positive and healthy relationships with diverse individuals and groups	Communicate clearly Listen well Co-operate with others Resist negative social pressures Manage conflict constructively Seek and offer help Teamwork
Responsible decision making	Make constructive choices about personal behaviour and social interactions Realistic evaluation of consequences of various actions and the consideration of their own wellbeing and that of others	Identifying and solving problems Evaluating and reflecting Ethical responsibility

The Golden Rules serve as a focal point to illustrate acceptable and unacceptable behaviours.

Golden Rule	Acceptable behaviour	Unacceptable behaviour
<i>We are gentle</i>	Be considerate of others' feelings Be calm and patient Treat others the way you would like to be treated Play with others carefully Take turns Speak calmly to others using kind words Have good manners (use please and thank you)	Physically hurting others Using something as a weapon to threaten and / or hurt someone Harassment and / or bullying Verbal abuse Aggressive / threatening behaviour Behaviour that threatens the safety of themselves or others.
<i>We are kind and helpful</i>	Speak politely and be respectful Show concern for how others are feeling	Making someone feel frightened and anxious Discrimination



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	Be friendly Invite others to play Share Hold doors open for others to walk through Help someone with their work Help keep the school tidy Carry out jobs	Bullying, inc. cyberbullying Persistently annoying or irritating someone
<i>We work hard</i>	Complete class work and homework Engaging in lessons - contributing to discussions, asking and answering questions Set high standards for themselves and take responsibility for their work Be productive and use their learning time well Have a go attitude (Perseverance) and learn from mistakes	Wasting time Non-completion of class work Disruptive behaviour that inhibits the learning of others Disobedience
<i>We look after property</i>	Using equipment carefully and appropriately Only using what you need Keep equipment tidy and stored correctly Put equipment and belongings back in their place when finished using them	Vandalism Misusing or deliberately damaging their own, someone else's or the school's property Misusing a piece of equipment and using it as a weapon and/or not the intended purpose
<i>We listen</i>	Follow instructions Respect others ideas and beliefs Wait for your turn to speak Pay attention to and look at the person speaking Be calm and still	Interrupting or talking over someone else Not following instructions Not looking at the speaker.
<i>We are honest</i>	Take responsibility for own actions Tell the truth Admit to their mistakes / wrong choices Hand in property that they find Tell an adult if they see something that goes against the school policy	Lying Trying to pass the blame on to someone else Stealing Possession of banned items such as drugs or weapons or items that they use as a weapon

Children's behaviour is underpinned by the stage they have reached in their social and emotional development and we cannot assume that children already have the skills they need in order to manage their emotions and meet our expectations about their behaviour. Therefore, we actively teach social, emotional and behavioural skills through:

- dedicated planned time during PSHE lessons, computing lessons (online safety), circle time and assemblies. The school uses the materials in SCARF, a whole-school approach to support primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement.
- integration into everyday class teaching and daily interactions between pupils and staff around the school.
- interventions for individual pupils employing ELSA and Theraplay informed practices



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OPAL (Outdoor Play And Learning)

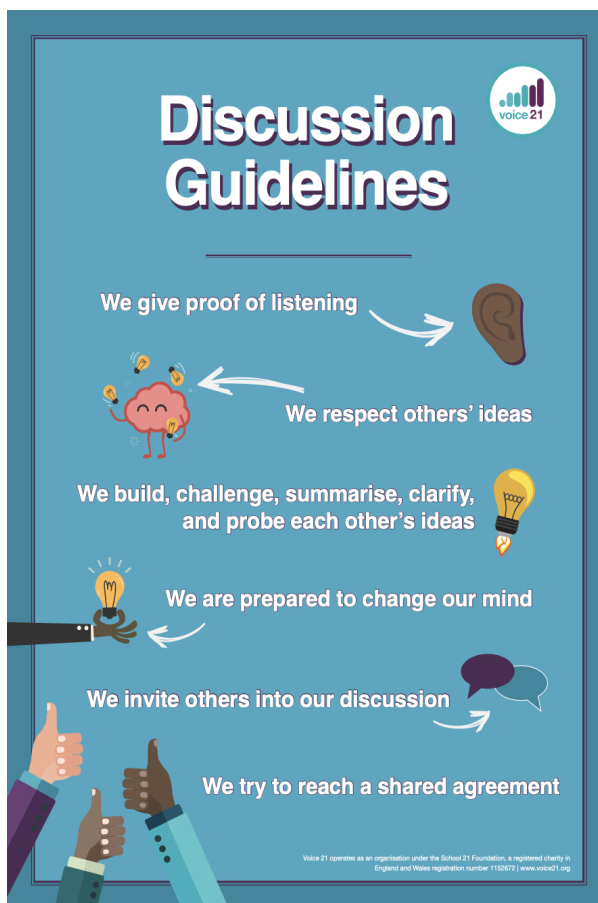
At Berkeley Primary School, we believe play is critical to children's health and wellbeing, and essential for their physical, emotional, social, spiritual and intellectual development. Through the opportunities and guidance provided for our children at breaktimes and lunchtimes, children will develop their social interactions, communication and negotiation skills, enabling them to develop a balance between their right to act freely and their responsibilities to others. It will enable them to experience a wide range of emotions and develop their ability to cope with these.

The OPAL Primary Programme rationale is that "... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."

Please see our Play policy for further information.

Oracy

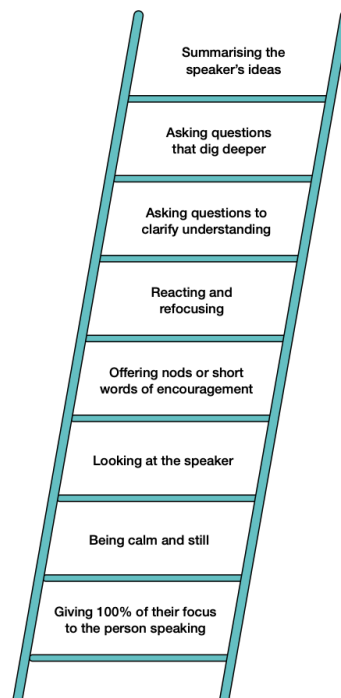
We embed oracy throughout our curriculum and school day and see oracy development as a priority. We want our children to become confident and competent communicators and to be able to use these skills in their everyday life, including behaviour. We want our children to listen sensitively and respectfully to the views of others and be able to express and articulate their own views. 'Every child at Berkeley Primary will find their voice.' We use the Discussion Guidelines and Listening Ladders to help structure our oracy.



Listening Ladder



The Listening Ladder sets out the various listening skills and orders them in terms of complexity. It can be used to support students to reflect on their discussion and to set targets for which rung they want to reach.





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Rewards

All staff understand the rewards that pupils value above others are relational: the good opinion of their peers, teachers and parents, gentle smiles of appreciation, a quiet word for some, public praise for others. When giving rewards to children we always make clear why we are rewarding them. This helps them to learn more about good behaviour and sets an example for other children. We know that effective praise helps the child to appreciate how their achievement was helped by their own attitude. It acknowledges effort, focuses attention on good behaviour and motivates children. We have a set of rewards and sanctions, which are known in school and which are applied consistently and fairly by all. As a general rule of thumb we expect rewards to outweigh sanctions by a minimum of 5 to 1.

We praise and reward children for good behaviour in a variety of ways:

- ☺ Staff congratulate children through the use of voice tone, body language, approving looks and a smile. These are often reward enough.
- ☺ STICKERS AND STAMPERS. Teachers and support staff give children stickers and stampers at their discretion. Children who have excelled in a piece of work may be sent to a member of the leadership team for a sticker to acknowledge the extra effort that they have put into their work.
- ☺ DOJOS. Through years 1-6, we issue ongoing 'dojo' awards for a range of reasons to promote positive attitudes to learning. Children accumulate these over time and certificates are awarded for every 50 Dojos earned.
- ☺ CELEBRATION ASSEMBLY AWARD. Each week we hold an assembly (Thursday for the junior children and Friday for the infant children) in which the class teacher nominates a child from their class to receive a certificate; we distribute awards to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Parents are invited to these to join us in celebrating their child's achievements;
- ☺ CLASS POINTS. We have a 'Class Point' system for children in years 1 to 6 where points are awarded by any member of staff to a whole class to reward them for something exceptional. Each class aims to get ten class points by working together as a team. When they have achieved this they get a class treat. The nature of this treat is chosen by the children through discussion with their class teacher and will last up to an hour. These may include, for example, extra art or PE, cooking, having a movie afternoon, treasure hunt etc.

These are the whole school systems, but we and the children value individual teachers taking their own initiative in their classroom and having additional systems, which enhance these. Examples of these are: classroom monitors/helpers, pupil of the week, raffle tickets, star of the day, star charts, table of the day / week, a dojo shop. All of these systems fit within the whole school policy.

De-escalation and distraction strategies

Where negative behaviour is present, staff members will implement de-escalation and distraction strategies to diffuse the situation. These include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any shared points of interest to build a rapport.
- Over talking adult to adult about what the child needs to do so they can hear. These comments to each other should inform the child of what he needs to do next and be reminders of the positive. Example ' Mrs I really hope ... does their job soon so that we can....'
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Taking the child for a walk or to do a job.



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Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately according to the situation, age of the child and any special needs they may have to ensure that our responses are considered, proportionate and fair. When dealing with poor behaviour we are careful not to damage a child's self-esteem, making a clear distinction between the poor choice and the child themselves as a person. Behaviours are shifted to the past tense as soon as possible. We are not interested in dwelling on poor choices but on creating positive expectations.

We always pay first attention to best conduct and try to "catch" children behaving well and praise them. We give positive instructions, "Walk" and not "Don't Run", followed by 'thank you' which gives the message that we expect the instruction to be followed. When children have behaved inappropriately, they are dealt with in a calm but assertive manner by all staff using a consistent approach.

We always agree sanctions that match the offence. Therefore, we:

- listen to the child's point of view,
- make sure that the child understands why the choice they have made is poor,
- check that they know why the behaviour was unacceptable,
- talk to the child about what caused them to behave in this way,
- talk about the effect that behaviour has on others,
- find ways for the child to avoid the same situation in the future,
- encourage children to think of or offer some alternative ways of ensuring that they do not behave in this way in the future.

It is essential that conversations are complemented with skilled use of physical language and a tone that is calm, kind and nurturing. All staff must follow the school's consistent approach to managing behaviour:

Sanction	Description
Individual comment, look or gesture	This will be used to draw their attention to the unacceptable behaviour. Appropriate 'take-up' time is given.
Reminder	A quiet reminder of the behaviour you wish to see. "Jo, ... (pause) ... listen and wait for your turn to speak, thank you." Again, ensure that appropriate 'take-up' time is given.
First warning	Should unacceptable behaviour continue, the poor behaviour is described; "Jo, ... (pause) I've noticed you've not started your work." At this point, should the child behave inappropriately as they make the right choice, ignore them; the most important thing is that they have made the right choice
Second warning	Rule and consequence reminder (second warning): "Jo, If you choose not to listen to others and wait your turn, you will lose a minute of your playtime. I know you'll make the right choice. Thank-you." Again, at this point, should the child behave inappropriately as they make the right choice, ignore them; the most important thing is that they have made the right choice
Loss of Minutes	Should the child not do as you have asked then they lose playtime in denominations of 1 minute. This should be recorded discreetly. (In the Foundation Unit, 'time out' is sanctioned immediately following the inappropriate behaviour so that it is immediate and supports children to recognise which behaviour they've displayed was a poor choice). Children must be supervised by the class teacher or arranged with another member of staff if on duty.



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Where poor behaviour is repeated and unchanged by following the procedure above or falls into 'serious unacceptable behaviour' the incident will be investigated and additional actions which may be taken, dependent upon the nature of the incident, are:

Sanction	Description
Loss of playtimes / lunchtimes	More than one minute can be lost for single incidents beyond low level disruption, e.g. hurting another child could result in a 15 minute playtime lost. For more serious behaviour this could be a lunchtime detention.
Moved within the classroom	Children are moved to work at an alternative place within the classroom.
Removal to another class	That of a senior teacher for 'time out' for the remainder of the lesson unless sent for by the class teacher. Work should be provided so that the child can complete it independently. The class to be the recipient of the child is decided upon by the class teacher, taking the needs and behaviour of the individual into account and where possible, this arrangement should be discussed with the potential recipient teacher in advance.
Internal isolation	The child will be supervised and work in a break out space for half a day away from the other children. The time should be used as constructively as possible; they will be given work to do and engage in restorative follow up.
Fixed term suspension or permanent exclusion	Should the Headteacher feel it necessary, a child will be suspended for a fixed period of time or permanently excluded.

All behaviour incidents will be recorded and behaviour records will be monitored regularly by the Leadership Team. Lost minutes, suspensions and permanent exclusions are recorded on Arbor. The detailed description of behaviour incidents and any follow up investigations are recorded on CPOMs, using the appropriate category.

Parents will be informed where patterns and regular occurrences are seen. Regular communication with parents is essential to achieve our aims.

If a pupil is found to have made malicious accusations against school staff or another pupil/s they will be interviewed by the appropriate school staff, usually the Headteacher or a member of the leadership team. Where appropriate sanctions will be applied following the above guidelines.

Lunchtimes

The senior staff discuss daily any matters arising from lunch time duties with the Senior Lunchtime supervisor. The supervisors are aware of this behaviour policy and have agreed to implement the rules where they apply to them and their time with the children.

On most occasions where children are not following the school rules, the lunchtime supervisors should deal with the incident themselves, maintaining the school's ethos and aims for behaviour management, adopting the positive Pivotal approach to behaviour management. Any sanction should be immediate and of short duration:

1. a nonverbal signal (shake of head);
2. give positive instructions, "Walk" and not "Don't Run", followed by 'thank you' which gives the message that we expect the instruction to be followed.
3. an individual, quiet verbal comment and reminder of the behaviour you wish to see.
At this point it may be appropriate to discuss with the children and listen to the reasons for the inappropriate behaviour so that the right intervention can be decided upon. Children should be asked if they wish to speak to a playground buddy to help solve the problem;
4. a 'time out' (up to 5 minutes) dependent on the nature of the incident may be sanctioned where appropriate.



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Where poor behaviour is more serious or continues after the above has been followed, further actions may include:

5. The Senior Lunchtime Supervisor being called to support with resolving the issue;
6. Referral to a senior member of staff who will decide on any subsequent action. This may include a detention for the following lunchtime. During a lunchtime detention children will eat their lunch with a member of staff, spend time discussing the reasons for the detention and have the time to reflect on their behaviour. Parents will be informed when a child has been given a lunchtime detention.

Where a child's behaviour at lunchtime is causing concern, parents will be asked to come into school to discuss how we can work in partnership to improve the child's behaviour. Suspension from the school site during the lunchtime period may be an option.

Positive handling (Restrictive Interventions, including Reasonable Force)

Providing a safe environment for children to learn in is of paramount importance to us. If a child's behaviour endangers the safety of others or themselves, or the behaviour is having an adverse effect on the learning of other pupils, the child will be removed from the classroom using appropriate positive handling strategies.

All members of staff are aware of the regulations regarding the use of force, as set out in the DfE Guidance 'Restrictive interventions, including use of reasonable force' (April 2026), relating to Section 93 and 93A of the Education and Inspections Act 2006. Reasonable means using no more force than is necessary, proportionate and for the least amount of time.

As stated in the guidance:

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils receiving education at school, whether during a teaching session or otherwise.

Members of the school staff are trained in Team Teach. The training employs non-verbal, verbal and, where absolutely necessary, the use of Positive Handling techniques where physical interventions are required, and only when all alternatives have been explored. All incidents that require positive handling approaches will be recorded appropriately by the members of staff involved, filed and logged on CPOMs. The incident will be communicated to parents / carers via a phone call. We endeavour to do this on the same day. This will then be followed by a letter providing a written report. Parents will also have the opportunity to come into school for a face-to-face meeting should they so wish.

Both the infant and junior buildings have a safe room and nurture spaces to which children presenting these challenging behaviours may be escorted to. They provide an environment in which children can be supervised as they calm down safely and in their own time. Whilst in the safe room communication continues and children are encouraged and supported to calm down, ready for reintroduction to the classroom. In cases where this type of intervention is more regular and part of a pupils Individual Behaviour Plan, a Positive Handling Plan will also be written, reviewed and shared with parents.

The DfE guidance states that 'Schools should not have a 'no contact' policy. Schools should not grant any requests by parents or staff members not to use reasonable force and / or other restrictive interventions.' This is due to the expectation that staff intervene to fully protect pupils.



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Restorative Follow Up

Getting the balance right between leading the children into positive routines and asking them to reflect on their own behaviour is critical. Following sanctions resulting from more 'serious' behaviours restorative follow-up conversations are important and should take place as they help to maintain and continue to develop the positive relationships. These conversations should last no longer than a few minutes, conducted out of earshot of the other children and should end with simple agreements. Children need to be aware of their behaviour and take responsibility for it. Our job as adults is to support them in this and model appropriate approaches to resolve issues.

A structure for a restorative follow-up conversation could be:

What happened?

What were you thinking / how were you feeling at the time?

What have you thought / how have you felt since?

Who has been affected by what happened? In what way?

What can you do to put things right?

(Not to be used as a script or tick list)

Individual Support Plans

Where a child is displaying disruptive behaviour on a frequent basis, parents will be contacted by the class teacher to share their concerns and the child referred to the school's Behaviour Lead. In collaboration with the class teacher, the school's behaviour lead will formulate an individual support plan. The plan details strategies and additional provision to be put in place to support the child to regulate their behaviour. Regular meetings to explain and review these plans will be arranged with parents.

If further intervention is felt necessary, the behaviour lead will complete an application for the involvement of outside agencies such as the Behaviour Support Team.

Banned / prohibited items

Banned items at Berkeley Primary School includes; knives and weapons, items that a child is potentially using as a weapon, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property and mobile phones (they must be handed to the school office at the beginning of the school day and collected at the end of the day).

Confiscation of inappropriate items and the power to search

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable and proportionate in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided that they have acted lawfully. Confiscated items will be retained until the end of the school day or the carer collects them dependent on the nature of the item confiscated.

Staff have the power to search without consent for "prohibited items" including: knives and weapons, items that a child is potentially using as a weapon and / or not the intended purpose, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules (i.e. mobile phones). Staff may also use reasonable force given the circumstances when conducting a search without consent. Weapons, drugs and extreme or child pornography must always be handed over to the police.

Out of school hour activities – including Breakfast Club and After School Activities and Clubs

It is essential that we maintain a safe and enjoyable environment for all children attending clubs. We adhere to our Behaviour Policy during clubs. We believe that by following these guidelines, we can ensure a positive experience for everyone involved.



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If children do not follow our expectations and do not behave in a manner that keeps themselves and others safe at clubs, we will implement sanctions as stipulated in our policy. In cases where poor behaviour choices persist, we will consider whether those children can continue attending these clubs. We will provide them with the opportunity to return after a designated period, allowing them to demonstrate that they can engage safely, just like their peers. Should the behaviour continue to be problematic, we will suspend their attendance. It is important to note that the clubs operate outside of the government-recommended 32.5 hours a week that children spend in school.

Suspensions and Exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

Only the Headteacher (in her absence, a member of the Leadership team will take on this delegated role) has the power to suspend or exclude a pupil from the school. They may suspend a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently.

Any decision to suspend or exclude will be made in line with the principles of administrative law, i.e. that it is lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; procedurally fair and proportionate.

The decision to exclude a pupil will be taken:

- **in response to a serious breach or persistent breaches of the school's behaviour policy;**
- **and**
- **where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion;

- physical assault against a pupil
- physical assault against an adult
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- use, or threat of use, of an offensive weapon (or an item used as a weapon and/or not the intended purpose) or prohibited item that has been prohibited by our behaviour policy
- bullying
- racist abuse
- abuse against sexual orientation or gender reassignment
- abuse relating to disability

This list is not exhaustive, other incidents may occur that meet the requirements above in bold.

The Headteacher, or delegated member of the Leadership Team, will establish the facts for each case and individual circumstances in order to make an informed decision. When establishing the facts in relation to a suspension or permanent exclusion, the civil standard of proof will be applied i.e. 'on the balance of probabilities', it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.

If the Headteacher suspends or excludes a pupil, they inform the parents immediately, giving reasons for the suspension / exclusion. At the same time, they make it clear to the parents that, if they wish to, an appeal against the decision can be made to the governing body. The parents will be provided with the information they need to make any such appeal. The Headteacher informs the LA and the governing body about any suspensions and permanent exclusions. If the child has an EHCP, social worker or is 'looked after', the appropriate bodies will also be notified.



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The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

If a child leaves the school premises without permission

Every effort should be made to encourage the child back in to school. If a child chooses to leave the school premises, they should not be followed, as this could risk the child taking flight and running into traffic. A clear command of "Stop, you are putting yourself in danger," should be shouted. The member of staff should return immediately to the school office and contact parents/carers. They should be given the choice of trying to retrieve the child themselves or ringing the police. If no parent/carer is available the police will be informed. A member of the Leadership Team should be informed as soon as possible.

Pupil's conduct outside the school gates

The disciplinary sanctions above may be imposed even in relation to misbehaviour which takes place outside school premises, where it is witnessed by a staff member or reported to the school. This includes when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to and from the school;
- wearing the school uniform;
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

In all cases of misbehaviour off the school site, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member such as on school visits.