

## **Berrywood Primary School Behaviour and Discipline Policy 2024 - 2025**

Berrywood Primary School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote behaviours and attitudes that foster a 'growth mindset', respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution.

### **School Expectations**

These have been compiled in consultation with all pupils and permeate all aspects of school life.

1. Members of the school community will be polite, courteous, helpful and kind.
2. Members of the school community will listen and be respectful of one another.
3. Members of the school community will strive hard in their learning.
4. Members of the school community will act in ways that keep themselves and others safe.
5. Members of the school community will take care of our environment and show pride in our school.

'The Berrywood Way' document provides more guidance regarding the values and the culture we are striving for.

### **Aims**

The purpose of this Behaviour Policy is to encourage the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.

This Behaviour Policy aims to ensure: -

- expected standards of behaviour and conduct are shared and understood by the whole school community;
- underpinning principles of sanctions and rewards are consistently applied in school;
- pupils develop self-discipline and demonstrate respect towards others;
- high standards of orderliness, to maintain a quality learning environment and opportunities for all;
- principles of inclusion are promoted and practiced throughout the school community.

### **Responsibilities**

#### **Legal Guidance and Responsibilities**

The Department of Education guidance, '*Behaviour and Discipline in Schools; Advice for headteachers and school staff (January 2024)*' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

#### **Pupils are expected to: -**

- know the school expectations and engage respectfully in discussions about them;
- adhere to the school expectations, including during off-site visits, and when travelling to and from school;
- support other members of the school community in promoting the expectations of good behaviour.

#### **Parents and carers are expected to: -**

- know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school;
- ensure their child adheres to the school's expectations.

#### **Members of Staff in school are expected to: -**

- set high standards of professional behaviour, politeness and self-discipline;
- build and foster relationships rooted in mutual respect;
- listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance;
- actively support the Behaviour Policy through implementation and discussion with pupils;
- seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy.

#### **Governors are expected to:-**

- refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate;
- know, support and promote the school's behaviour policy;
- evaluate the effectiveness of the behaviour policy and hold senior leaders to account for its implementation.

## Behaviour Management

### Preventative and De-escalation Measures

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults will:-

- use the principles of a growth mindset approach to all work and behaviour;
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice;
- use restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

### Executive Functioning Skills

Pupils with complex needs and for those who sometimes struggle to maintain appropriate behaviour and attitudes in school, are taught how to develop 'executive skills'. Members of staff will work to identify pupils' weaker areas within these skills and implement plans to improving these, with the aim of helping pupils to better manage and regulate their own behaviour and attitude. The development of these skills over time is a likely to be a crucial factor in pupils' positive engagement and achievement in school.

Executive Functioning Skill are described as follows: -

- Working memory;
- Thinking speed;
- Flexible thinking;
- Attention control;
- Impulse control;
- Emotional energy / regulation

Parents and families also play a key role in supporting the work undertaken in school to develop executive functioning skills. For example, by consistently applying at home the strategies that are working effectively in school.

### Principle of Reward

The school recognises that a positive learning environment can be created by encouraging effort, praising pupils and building mutual respect between staff and pupils, and between pupils themselves. All members of staff seek to secure trusting and effective relationships with the pupils in their care; enabling them to flourish and achieve well in all aspects of school life.

### Individual Rewards

The following rewards are used regularly by all staff: -

- specific verbal praise highlighting the effort or acquisition of new skill / understanding;
- stickers for the pupil to wear;
- 'Dojo' points;
- 'Special Mention' Certificates awarded during the weekly sharing assemblies.
- Wider curriculum certificates (sports, drama, art, music etc.)

### DOJO Points

DOJO points are awarded for pupils demonstrating positive learning dispositions in line with the school's own assessment system. These DOJO points are automatically shared with parents and provide a strong communication link in the home school partnership.

### Whole Class Rewards

Golden Time can be earned through the acquisition of *marbles in a jar* or *class Dojo totals* as a reward for a **specific** and **agreed** target. These marbles should also be given a relevant and specified unit of time. Golden Time sessions will be no longer than 20 minutes and will include an element of structured activity.

### Sanctions and Consequences

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. Whole class sanctions will be used sparingly and only in circumstances where the inappropriate conduct of a significant majority of the class warrant this. Members of staff with less experience will seek advice from their Year Team Leader or a senior colleague before applying this sanction. The interventions and consequences described below are in place to reinforce the expectation that the behaviours of everyone in the school community positively promote learning.

PCC = Pupil Contribution and Conduct Leader.

STAGE	CHARACTERISTICS	SANCTIONS and CONSEQUENCES	Parental Involvement
<b>1.</b> Low level disruption / inappropriate behaviour	Calling out / attention seeking Interrupting others Ignoring instructions Incomplete learning tasks Being off task Distracting others	Highlight positive behaviours of others Reinforce expectations through praise Pre-empt situations / reminders Quiet encouragement / restorative conversations Provide tactile resources to help focus Expectations with timescales / timers Warnings given Short loss of break time (5 minutes) Negative DOJO	Possibility that parents will be informed. Behaviour will be logged on CPOMS as a record.
<b>2.</b> Persistent low level disruption or more serious disruption/ inappropriate behaviour	Taking things belonging to others Frequent disruptive behaviour Deliberately causing disturbance Increasingly ignoring instructions Offensive language Prolonged lack of effort Repeated distraction of others Abusive social media posts	Apply strategies as above Restorative conversation loss of break time (up to 15 minutes) Record of incidents on CPOMS Parental discussion - possible PCC support Target card – possible PCC support	Parents will be informed of the incident or behaviour and involved in discussion regarding resolving issues.
<b>3.</b> High level disruption / incident	Bullying, abuse or discrimination Serious challenge to authority Intentional harm of others / fighting Sustained refusal of instructions Leaving class without permission Malicious allegations against others Deliberate damage to property Repeatedly abusive social media posts	Internal exclusion (up to 30 mins) Individual Behaviour Management Plan Target card managed by PCC Regular review meetings with parents Outside agency involvement Senior Leadership Involvement	Parental involvement with school will be frequent and sustained, including reviewing daily report cards.
<b>4.</b> Persistent High level disruption / very serious incidents	Persistent bullying/abusive or discriminatory behaviour Repeated challenge to authority Repeated refusal to comply Serious intentional harm of others Leaving school boundary without permission Bringing prohibited items to school	Assigned Senior Leadership Involvement Multiple outside agency involvement Internal exclusion (up to half a day) Suspension from school Pastoral Support Programme Managed Move to alternative school Permanent exclusion	Parental involvement with school will be frequent and sustained, including attending multi-agency meetings as required.

**NB It is possible and quite likely that children can exhibit behaviours from different stages. The list of sanctions and consequences at each level is not exhaustive and do not always directly correlate to the characteristics. In all circumstances, our knowledge of the individual children and the context in which incidents and behaviours are exhibited will be factors brought into consideration by staff, this is especially so for pupils with complex Special Educational Needs & Disabilities.**

#### Bullying

The school will actively seek to promote the strongest of anti-bullying messages to all pupils. We support prominent national campaigns which alert children to the dangers and implications of bullying. Our Personal Social Health Education curriculum raises awareness and deepens the children's knowledge of wider issues linked to bullying. We work closely with the families of children affected by bullying to support their child in repairing any damage and in helping them to develop strategies aimed at preventing any reoccurrence.

At Berrywood Primary School, there is clarity amongst all members of staff regarding the imperative to intervene and effectively support families of pupils who have demonstrated bullying behaviour in order to prevent any further instances.

There is no legal definition of bullying. However, **Berrywood Primary School has adopted the NSPCC definition as follows:**

‘...behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.’

In most instances, members of staff are likely to become aware of difficulties between pupils at a fairly early stage. Restorative conversations and an equitable approach to encouraging resolution will in most cases be successful. In these early stages, members of staff are unlikely to refer to the matter as bullying.

When members of school staff **make a determination in their best judgement** that a child either **is** or is **very likely to be** engaging in bullying behaviours, the sanctions and consequences shown under stage 3&4 in the table above will be applied. Protecting victims from experiencing further bullying behaviours will be priority aim in all circumstances. Some forms of bullying are illegal and could be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

All forms of bullying will be treated seriously and none will be tolerated. It is crucial that parents and families support the school fully in the aim of tackling bullying behaviours.

#### **Prejudicial or Discriminatory Behaviour**

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability. All members of staff are deeply committed to energetically promoting the principles of equality, tolerance and diversity. We encourage our pupils' behaviour to play a highly positive role in creating an environment where difference is valued and nurtured. Under the Equality Act 2010, children and young people in education are protected from discrimination. It is against the law to discriminate against anyone because of: -

- age
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- gender
- sexual orientation

Name calling amongst younger children where aspects of physical appearance are used in a derogatory manner, is not uncommon. In most instances, members of staff will be able to act swiftly to address these and restore a positive relationship between the children concerned. As children mature and begin to move through the school, there is an expectation that they will **take increasing responsibility** for managing and regulating their own behaviour and conduct in this regard.

When members of school staff **make a determination** that a child either **is** or is **likely to be** engaging in abusive or discriminatory behaviour, the sanctions and consequences shown in stages 3&4 of the table above will be applied. Protecting victims from experiencing further discriminatory behaviours will be priority aim in all circumstances. Incidents regarded by members of staff to be very serious could be reported to the police.

Child-on-child abuse or discriminatory behaviour will not be tolerated. Prejudicial or discriminatory language or behaviours will be vigorously challenged. Any incidents of a racist nature will be addressed in line with these principles and parents/carers will always be informed if their child has been involved in a racist incident. All racist incidents will be recorded by a member of the Headship Team on a **Racist Incident Form**. This form will be uploaded to the document vault on CPOMS for both the victim and perpetrator of racist incidents. The main purposes of the form are: -

- to ensure there is a clear focus on supporting the victim and their family;
- to ensure consistency and effectiveness in tackling racism at Berrywood;
- to ensure systematic tracking and analyses of racist incidents;
- to assist in reporting of racist incidents to Hampshire County Council and other appropriate bodies.

### **Target Cards**

If a child is having difficulties regulating their behaviour, the teacher will try to focus on the good things that the child is achieving and target the most undesirable aspects of the child's behaviour to modify. This is done by setting achievable targets related to the behaviour and rewarding the child when they have succeeded in attaining the target. Targets will be small and achievable so that the child experiences success early on in the process. Target cards will be used for a time limited period. Class teachers will be supported in this process by the involvement of the Pupil Conduct and Contribution Leader, SENCO or another member of the Senior Leadership Team.

### **Suspension & Permanent Exclusion**

The school will apply suspensions and permanent exclusion only after an extensive range of interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Guidance.

Parents of children suspended from school will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the suspension. If a pupil is suspended for a period of 5 days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent's responsibility to ensure that the pupil completes this work. In the case of the suspension going beyond day 5, alternative education provisions will be made by the school.

Following a suspension, in most instances a reintegration meeting will be held with the pupil and relevant staff to which parents are required to attend. During this meeting, the incidents that lead to the suspension will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting, alternative measures will be taken to assist their full participation.

Permanent exclusion is extremely rare and is only ever used if it has not been possible to secure a Managed Move to an alternative school setting. In the case of vulnerable pupils e.g. for those who are 'Looked After' by the Local Authority or who have complex SEND, permanent exclusion can only be sanctioned as a very last resort. In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

## **Behaviour Outside of School**

### **Off-Site Visits**

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

### **Travel to and from school**

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school. Once the school becomes aware of incidents involving its pupils whilst travelling to and from school, then it has a legal duty to respond in accordance with this behaviour policy.

### **In the Community**

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

## **Other Aspects of Behaviour and Discipline**

### **Pupils with Special Education Needs and Disabilities**

Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards.

The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education and Behaviour Plan in place. Other agencies may become involved to assess the needs of the pupil.

The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified the school aims to ensure the pupil receives appropriate support.

Further information is available in the school's SEND Policy

### **Managing Pupil Transition**

We carefully manage the transition of pupils as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every move to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We make available to selected pupils the Transition Programme run by the Behaviour Support Service.

We have good communicative relationships with local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 7 in order to ensure smooth transition for pupils. Not only are pupils prepared for the academic transition of moving to secondary school, but also the social side. Ex-pupils come back to talk to the current Year 6 about what secondary school is like.

### **Involvement with Outside Agencies**

The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carers beforehand and signed consent will be necessary in order to engage outside agency involvement.

### **Physical Contact With Pupils**

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:-

- holding the hand of the pupil;
- when comforting a distressed pupil;
- when a pupil is being congratulated or praised;
- to demonstrate how to use equipment;
- to demonstrate techniques;
- to give first aid.

### **Use of Reasonable Force**

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, **and to maintain good order and discipline during teaching sessions and otherwise**. Use of force will only be used in the event that other strategies have been unsuccessful in resolving the situation.

The school does not encourage the use of force. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member with responsibility at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded on the Child Protection Online Management System by the staff involved as soon as possible after the incident. In almost all circumstances, parents will be informed of any incident where force has been used although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so. If force has been used more than once with a child within a relatively short space of time, then parents will be informed and an Individual Behaviour Management Plan will be in place.

### **Screening, Searching and Confiscation**

The guidance provided in the Education and Inspections Act 2006 and the 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies' (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school, for instance, knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school. Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child's permission to look for any item that are illegal or banned from the school. It is only the headteacher, or a staff member who has been authorised by the headteacher, who has the power to search a pupil without the pupil's consent if they suspect they are in possession of illegal items.



Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

### **Mobile Phones in School**

In the Parent Handbook (available on the school website) it states the following:-

***'It is a requirement that parents sign a consent form before a pupil is permitted to bring a mobile phone into school.'***

*We do not actively encourage children to bring mobile phones into school and do not have the facilities for them to be stored securely during the school day. We do however, understand that in years 5 and 6 children become more independent and may have permission to walk to and from school on their own. In this case, if it is deemed necessary, children may bring in a mobile phone but it must be turned off on arrival at school and **stored in their book bag, in their tray, for the duration of the school day.** Please note that the school will not accept any responsibility for the loss or damage of any phone brought into school. **Pupils are not permitted to use their phones on the courtyard for entertainment purposes either before or after school.'***

### **Allegations Against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (Further details can be found in the Manual of Personnel Practice). All allegations will be reported to the Local Authority Designated Officer (LADO).

### **Communicating the Policy to Parents/Carers, Staff, Volunteers and Pupils**

For the Behaviour Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

The following will be applied: -

- school expectations will be reviewed at the beginning of each academic year in conjunction with all staff and pupils;
- school expectations will be placed in prominent places;
- the policy will be reviewed annually to ensure that all staff and pupils are fully aware of its contents and are implementing it consistently;
- for clarification on any of any points in the Behaviour Policy, parent/carers, volunteers and pupils are asked to discuss this with a member of staff.

### **Monitoring and Evaluating**

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective, and in-line with the school's policies. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; School Council agendas; analysis of formal data; number and nature of individual behaviour plans in place; behaviour walks; impact of interventions, groups and clubs; conversations with pupils; conversations with parents; conversations with staff; and through specific monitoring by staff and governors.

### **Complaints**

The school has a standard complaints procedure. Parents are encouraged to take any complaint or concern to a staff member in line with the policy. The school will work towards resolving complaints and concerns as fairly and as quickly as possible, taking into consideration its policies, procedures and ethos. For details of the full complaints procedure see the Complaints Policy. For information on complaints relating to exclusions, see the Exclusions Policy. Both of these policies are available from the school office and also on the school website.

**Relationship With Other School Policies**

This policy should be read in conjunction with the school's Acceptable Use of IT, Attendance, Child Protection, Complaints, Safeguarding, Single Equality and Supporting Children with Medical Conditions.

Signed by

\_\_\_\_\_ Chair of Governors

Date \_\_\_\_\_

\_\_\_\_\_ Headteacher

This policy will be reviewed annually and will be publicised in writing to all staff, parents, pupils and governors. It will be available from the school office as well as through the school's website.