



# BERRYMEDE JUNIOR SCHOOL

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## Behaviour Policy

**Date of last review: January 2021**

**Date of next review: January 2023**

*'Be Happy, Be Healthy, Study Hard'*



# BERRYMEDE JUNIOR SCHOOL

## Behaviour Policy



Positive social and learning behaviours are necessary to promote effective teaching and learning. It is essential that our behaviour systems help to create a well-ordered, calm and respectful environment where children can grow in confidence, feel safe and have the opportunity to learn, achieve and be successful.

We have very high expectations regarding behaviour and aim to develop children's understanding of the impact of choices they make, whether positive or negative. We understand that behaviour is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. If we want pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave. Information relating to understanding behaviour is attached to this document.

For our Behaviour Policy to work effectively all teaching and non-teaching staff, parents and governors need to be involved. It is intended that this policy apply throughout the school and at all times, including lunchtime, Breakfast/Tea Time clubs and extra-curricular activities. The governing body will support the school in setting and maintaining the highest standards possible in behaviour management.

Behaviour and Safety is inspected by Ofsted during school inspections. Following the school's most recent inspection (January 2019), the Behaviour and Safety of pupils was judged to be 'good'.

Pupils conduct themselves well in lessons and at different times of the day. They are polite and respectful to staff and to one another. (Ofsted January 2019)

### **Aims:**

- To create a positive school ethos based on mutual respect and partnership, where there are clear expectations of acceptable behaviour.
- To foster shared responsibility amongst all staff, pupils and parents, for encouraging good behaviour and actively discouraging unacceptable behaviour.
- To foster the personal and social development of all pupils to enhance their self-esteem and develop their understanding of positive citizenship.
- To promote an atmosphere of calmness and purpose throughout the school.
- To develop pupils' understanding of their rights and responsibilities as members of a 'Rights Respecting' School (UNICEF).

### **We value:**

- Kindness
- Honesty
- Respect

### **We believe that we should:**

- all be happy and help other people to be happy
- all be as healthy as we can be
- all feel safe
- all learn and help other people to learn
- all work to reach our full potential

### **We expect:**

- Everyone in the school to do their best to reach their goals
- Everyone to behave well
- Everyone to follow the school rules
- Everyone to ask forgiveness if they hurt anyone or disrupt the learning and wellbeing of our school.

## Rights, Responsibilities and Expectations

### Pupils:

You have the right to give your opinion and for adults to take it seriously. Article 12

- You have the responsibility to listen to adults and your peers.

You have the right to get information that is important to your wellbeing, from radio, newspaper, books, computers and other sources. Adults should make sure that the information is not harmful and that you can understand it.

### Article 17

- You have the responsibility to take care of school property.
- You have the responsibility to use all property sensibly and safely.

You have the right to a good quality education. You should be encouraged to go to school to achieve the highest level you can.

### Article 28

- You have the responsibility to always try your best.

You have the right to play and rest (Article 31) and to choose your own friends (Article 15)

- You have the responsibility to play safely.
- You have the responsibility to be kind, helpful and gentle.

### Staff:

We aim to be good members of the school community. We believe all members of our community should try to develop positive character traits including:

Respect, Honesty, Fairness, Responsibility, Friendliness, Generosity, Creativity, Perseverance and Courage.

### Parents:

Parents have the right to be informed about positive/concerning behavior when needed.

## Home/School Agreement

On admission to Berrymede Junior School, all families are strongly encouraged to sign the school's Home School Agreement. This document summarises the main principles which the school promotes and by signing the document, all parties agree to abide by them. Children are asked to sign the agreement only if they are of an appropriate age/stage of development to understand what they are signing and the meaning of a contract

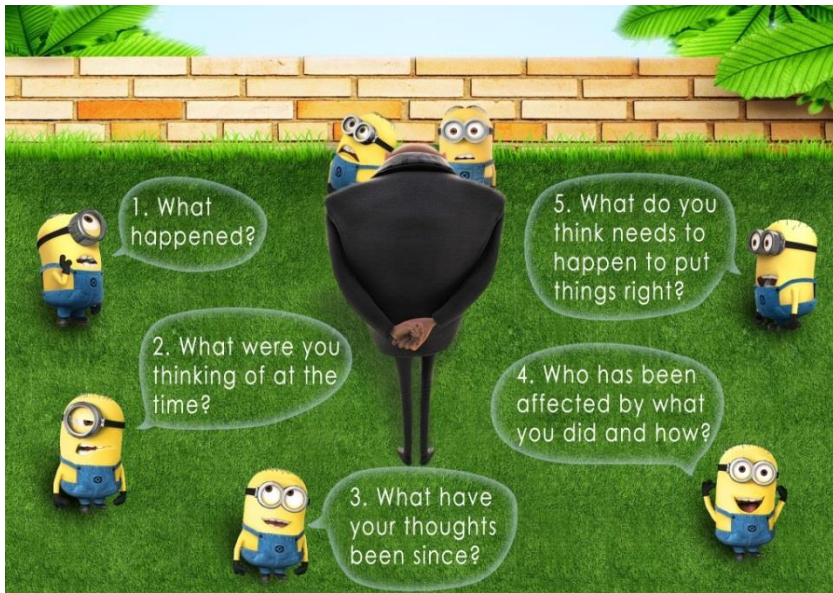
## Rewards

The Award	Awarded for	The Reward
<b>Stars</b>	Excellent individual academic work. Stars recorded on class star chart.	1 star per piece of work.
<b>Certificate</b>	Reaching 25/50/75/100/125 etc. stars on the class star chart.	Awarded at assembly
<b>Praise Postcard</b>	Showing great commitment and working really hard during the term. One girl and boy from each class termly.	Postcard to take home at the end of the term
<b>Stars of the week</b>	Outstanding contribution to the class over the course of a week. They can also be given out for exceptional pieces of work.	2 pupils per class will be awarded a badge during merit assemblies. Recorded on emerge
<b>Dojo Points/Dojo winners</b>	Excellent behaviours and highest girl/boy and most improved.	1 dojo per action Weekly prize from CT recorded on emerge
<b>Music/PE class of the week</b>	Being the best class for that subject in the week for behaviour, work or progress.	Trophy given to that class for the week

<b>Lunch Tickets</b>	Children who show excellent behaviour when eating, walking to the dinner hall, trying new food and participating sensibly.	Termly raffle with prizes
<b>Team points</b>	Inter house competition in any subject area. For winning or behaviour	Extra playtime or time based activity

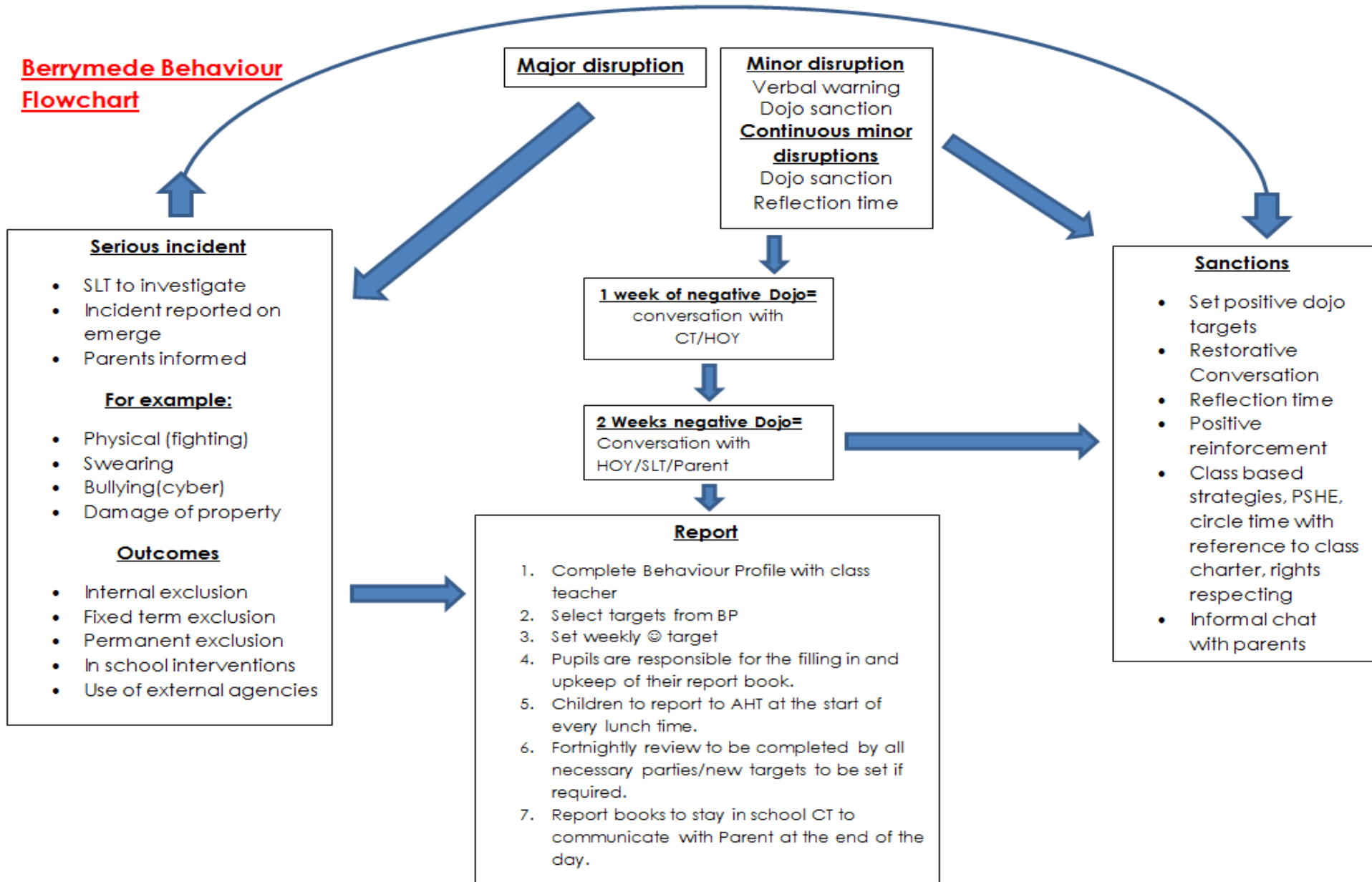
**Behaviour Escalation Procedures**

An integral part of being a Rights Respecting School is enabling students and staff to communicate effectively when conflict arises. We use the principles of Restorative Justice in order to resolve and move on from conflicts and difficult situations. Restorative conversations are based on these 5 questions.



These posters are displayed in each classroom to ensure that all children are aware of what will happen and are treated equally; it will be used at the initial point when conflict arises.

**Berrymede Behaviour  
Flowchart**

























## Use of Dojo:

Dojo is used to monitor a pupil's classroom behaviour. Parents are able to connect to the class and see the rewards and sanctions that their child receives during the school day. At the start of each year parents are provided with a password to access the class and are kept up to date by their child's behaviour profile and use of class story feature.











Dojo also allows direct communication with parents via the in app messaging system. All communications that take place will uphold the school morals and follow correct procedures.

Dojo is to be used in a positive manner and children who continually find themselves in negative points at the end of the week will be brought to the attention of Senior Leadership Team (SLT). Children with specific needs will be treated accordingly so as their needs are not exploited by the dojo system. All class are expected to have the same Dojo rewards and sanctions so as children moving class during the school day a familiar with the behaviour procedures and tracking whole school behaviour is at an optimal state.

See below examples of Dojo rewards and sanctions.

Positive		Needs work	
 1 Being sensible	 1 Changing for PE	 1 Endeavour	 1 Extra work at home
 1 French	 1 Full Marks Spelling	 1 Full attendance	 1 Geography facts
 1 Good Manners	 1 Helping others	 1 ICT	 1 Latin
 1 Lining up sensibly	 1 On Task	 1 Participating	 1 Perseverance
 1 Ready	 1 Sitting nicely	 1 Start of lesson	 1 Teamwork
 1 Tidying Up	 1 Working Hard		

Positive		Needs work	
 -1 Disrespect	 -1 Incorrect uniform / PE kit	 -1 Not lining up sensibly	 -1 Not participating
 -1 Off task	 -1 Shouting out	 -1 Swinging on chair	 -1 Talking out of turn
 -1 Unacceptable behaviour	 -1 Unprepared		

## Children being placed on report:

Children going on report can reach that stage a number of ways (see the behaviour flow chart). All children being placed on report must complete a behaviour profile (see below) which their targets for the report will be drawn from. Children will be on report for 14 weeks (1 term) unless they can achieve 2 full weeks of smiley faces in which case they will come off report. Reports will be reviewed fortnightly by the CT, SLT and Parent/Carer. New targets will be set at this point. If the report is not working then other avenues will be sought such as using external agencies (Educational psychologist, Family Group, Ealing Behaviour team and other interventions).

*Berrymede Behaviour Profile Identifying Behaviour Strength and Targets*

Name:	Class:	Year:
Teacher:	SEN Stage:	Date:

Code	Never	Rarely	Sometimes	Often	Mostly	Always
Colour	Red		Yellow		Green	
Score	0	1	2	3	4	5

Conduct Behaviour	DESIRABLE BEHAVIOURS					
	No	Self	CT			
<b>Shows respect for staff</b> e.g. listens, follows instruction, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back	1					
<b>Shows respect for peers</b> , e.g. interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc.	2					
<b>Seeks attention appropriately</b> e.g. does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.	3					
<b>Is verbally peaceable</b> e.g. is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc	4					
<b>Is physically peaceable</b> e.g. is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc.	5					
<b>Shows respect for property</b> e.g. cares for books and equipment, does not steal, damage, destroy, vandalise etc	6					
<b>Emotional Behaviour</b>						
<b>Has empathy</b> e.g. is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring	7					
<b>Is socially aware</b> e.g. interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular	8					
<b>Is happy</b> e.g. has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc.	9					
<b>Is confident</b> e.g. has self-esteem, positive self-image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking	10					
<b>Is emotionally stable</b> e.g. has self-control, patience, not easily annoyed by others, does not suffer mood swings, over react, lost control, runaway	11					
<b>Accepts responsibility</b> , e.g. will own up when things go wrong, accepts mediation, does not blame other, lie, bear grudges etc.	12					
<b>Learning Behaviour/Effort</b>						
<b>Is attentive</b> e.g. shows interest, pays attention, concentrates, stays on task, complete work, not easily distracted, does not try to distract others	13					
<b>Is organised</b> e.g. works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment	14					
<b>Effective communicator</b> e.g. clear, coherent, audible speech, good eye contact, takes part in class discussion, reads aloud, offer answers & ideas	15					
<b>Effective group worker</b> e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context	16					
<b>Independent learner</b> e.g. requires minimal support, adult intervention and guidance, remembers targets and words towards achieving them	17					
<b>Level of Risk</b>						
<b>Does not appear to be at risk</b> e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointment kept	18					
<b>Presents no risk to themselves</b> e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc	19					
<b>Presents no risk to others</b> e.g. does not assault staff or peers, or require on-going supervision, limit setting of physical intervention	20					
<b>Total:</b>						

Impaired	Unacceptable	Borderline	Acceptable	Good	Excellent
0 - 19	20 - 39	40 - 54	55 - 74	75 - 89	90 - 100

**If a child refuses to move:**

If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice, then if still refusing, give warning and move to next level.

**For example:**

Teacher: "You are not following our class expectations Joe; you are calling out which disrupts our learning. Please move away from the carpet area and think about the choices you are making"

Pupil: "No...you can't make me move!"

Teacher: "I will give you 10 seconds to move and make a positive choice" (Joe still doesn't move)

Teacher: "Make the right choice, Joe. This is your second warning"

(Either Joe moves in which case you thank and then ignore. Or Joe refuses so a school leader is called for)

Always keep children and adults safe. If children are unsafe, positively handle the child ensuring the safety of all. In rare circumstances it may be necessary to move the other children if the focus pupil is refusing to move and is a risk to classmates. Always send for a member of SLT.

### **Sending for Leadership Team**

Staff are to use their class phones to call the office who will locate a member of SLT and direct them to the matter arising.

### **Positive Handling Guidance**

The school adheres to the DfE guidance 'Use of Reasonable Force, Advice for headteachers, staff and governing bodies' July 2013.

A member of staff recognizing that a situation is escalating to a point demanding positive handling must, as part of their duty of care, clearly tell the child(ren) to stop the behaviour and then seek help by any means available.

Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

Staff who become aware that another member of staff is intervening physically with a child will have a responsibility to provide a presence and to offer support and assistance should this be required.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the child if this proves necessary.

A child's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the child and member(s) of staff will withdraw to a quiet but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

In a calm and gentle manner staff will tell the child being restrained, that the reason for the intervention is to keep the child and others safe. Staff will explain that as soon as the child calms down, she/he will be released. The force used will be commensurate with the risk presented.

All staff should be aware of the school's planned procedures to enable staff to call for help in emergencies (e.g. a member of staff will contact leadership, by sending a colleague or a child).

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained.

A contemporaneous record (i.e. written as soon as possible after the incident's occurrence) should be made by the staff member(s) involved in the incident and a given to a senior member of staff. Parents/Carers will be informed as soon as possible following an incident.

### **Screening and Searching Pupils**

The school will 'search' pupils if there is good reason to suspect that they have items which may be considered dangerous e.g. weapons or that they have, in their possession, property which does not belong to them. By 'search' we mean that the child will be asked to empty a bag or pockets of their clothing; staff will not physically search a pupil.

Class teachers or members of the leadership team may ask a pupil(s) to empty their book bag or clothes pockets to ascertain whether such items are present. If items are discovered, the staff member may remove them and store in safe keeping until such time as the incident has been investigated and parents have been informed. Any dangerous items or equipment which should not have been brought to school will be returned only to the child's parent. Property which does not belong to the pupil will be removed and returned to its rightful owner following investigation. If a pupil refuses to empty their bag/pockets, parents will be contacted and asked to attend school to enable the search. The matter may be further escalated by the Head Teacher as necessary.



## **Curriculum**

Positive behaviour choices and emotional resilience are explicitly and implicitly taught throughout the curriculum. Exploring and managing feelings is taught through PSHE lessons and incidentally in other areas of the curriculum and through problem solving in the playground and in other social situations. We acknowledge that all people will, from time to time, experience feelings of anger and that this is a typical human emotion. Through PSHE and other learning opportunities we aim to help children understand the impact of actions taken in anger and ways to manage this strong emotion in everyday life.

We aim for all pupils to have the confidence, resilience and increasing maturity to deal with changes in school and at home, whatever they may be. We expect them to have developed: positive relationships, good behaviour and an ability to problem solve both within and outside the classroom.

## **Inclusion**

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- For those identified with SEN, the system may be altered or adapted to meet their needs. They stand outside the policy according to their IEP/IBP (Individual Education Plan/Individual Behaviour Plan) which will indicate the actions planned to address and support their needs. These plans will be discussed with parents/carers and every effort will be made to ensure that rewards and sanctions are applied consistently across settings (home and school) to increase chances of success.
- Significant or consistent behaviour issues may be indicators of needs which can not be addressed solely by the home/school partnership. Where appropriate, we will seek support from external agencies such as Behaviour Support Team or CAMHS (Child and Adolescent Mental Health Service).
- Staff who work with particular children who have learning or physical disabilities (and who have Individual Education Plans, Individual Behaviour Plans and/or Pastoral Support Plans), may need to use specific techniques routinely to manage challenging behaviour. Such arrangements are discussed with parents/carers in advance on an individual basis. Individual programmes may include positive handling plans.
- All other interventions will be routinely recorded (i.e. school mentoring, nurture groups, lunch time support, 1 to 1 support, therapies (art/Lego), educational psychologist, family group and counselling).

## **Exclusions**

The school adheres to the statutory DfE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' (DfE 2012). A link to the document is listed at the end of this policy.

## **Educational visits**

Although most trips are part of the National Curriculum and all children should therefore take part, occasionally a child's behaviour puts themselves or others in danger. Every effort is applied to make reasonable adjustments which may include requesting that the pupil's parent accompanies the trip. If, however, an assessment shows that these risks cannot be adequately managed, children may be excluded from trips and also from extra-curricular clubs. Parents will be informed if this is the case.

## **Recording and Monitoring Behaviour**

Achievements and significant or persistent behaviours are recorded on the school's information management systems (SIMS, Emerge and Dojo). In addition, fixed term exclusions, racist and bullying incidents are also logged. The information is analysed regularly to identify trends or patterns and to help the school determine future action. Where concerning patterns of behaviour are apparent, parents are contacted and are invited to work with the school to address and resolve the issues. The Head teacher reports termly to the governing body regarding the frequency of racist and bullying incidents.

## **Safeguarding**

The school considers its responsibility to safeguard pupils of paramount importance; full details can be found in the 'Safeguarding in Schools' policy. All allegations made against a staff member or volunteer are taken seriously and investigated appropriately. On some occasions an investigation into an allegation will conclude that the allegation was malicious. In this event the school will seek advice from the relevant bodies.

## **Mobile Phones-**

Please refer to the Mobile Phones Procedures Policy

## **Outside Class:**

- Instructors and tutors will support positive behaviour
- Adults will have high expectations of learning and behaviour
- Children will be praised for showing positive behaviour by the reward structure stated at the top
- Warnings and 'consequences' for negative behaviour given
- If children continue to choose to ignore instructions, an adult can send for SLT a Member of SLT will then decide how to proceed

## **Playground:**

### **Lunchtime Expectations**

- Children will line up quietly
- Children will walk into and around the dining room quietly
- Children will finish what we are eating before they speak
- Children will speak quietly to each other
- Children will remember to say 'please' and 'thank you' to those who serve or help them
- Children will put their rubbish in the bin
- Children will leave the tables as we found them
- All dinner staff oversee lunch time and will address issues brought by staff or pupils, passing on major issues to office staff to be recorded on emerge
- All adults are responsible for engaging with children through play and conversation
- All adults must be vigilant to address 'tensions' before they result in incidences
- All adults must deal with incidents appropriately following the principles of this policy
- Children must approach staff outside and not come into school (unless directed)
- Serious incidents should be referred to the Senior Leadership Team

### **Playtime**

- At morning playtime, all adults are responsible for engaging with children through play and conversation
- All adults must be vigilant to address 'tensions' before they result in incidents
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school
- Staff will inform member of SLT of serious incidences and record it on Emerge behaviour poses serious health and safety risk a child is sent to a member of SLT
- All significant incidences must be reported on Emerge and the class teacher informed

### **Related Documents**

- Safeguarding in Schools Policy
- Home School Agreement
- Anti Bullying Procedures
- DSEN Policy
- United Nations Rights' Respecting Charter
- DfE Statutory Guidance - Exclusion : <https://www.gov.uk/government/publications/school-exclusion>
- Education and Inspection Act 2006 <http://www.legislation.gov.uk/ukpga/2006/40/section/90>
- Use of Reasonable Force, DfE, July 2013
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268771/use\\_of\\_reasonable\\_force\\_advice\\_for\\_headteachers\\_staff\\_and\\_governing\\_bodies\\_final\\_july\\_2013\\_001.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reasonable_force_advice_for_headteachers_staff_and_governing_bodies_final_july_2013_001.pdf)



## **BERRYMEDE JUNIOR SCHOOL**

### **Written Statement of Behaviour Principles**



**This Statement of Behaviour Principles is made by the governing body of Berrymede Junior School in accordance with Section 88 (1) of the Education and Inspections Act 2006 (EIA).**

**Berrymede Junior School is an inclusive school. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.**

1. The Governors of Berrymede Junior School expect the children in the school to be well behaved and respectful towards one another and towards adults and visitors. To that end, the governors expect the Head Teacher and members of the school staff and Governors to lead by example, modelling good behaviour and dealing with inappropriate behaviour.
2. The Governors of Berrymede Junior School expect the Head Teacher to have in place, programmes to ensure children with challenging behaviours, including those connected with SEN / with statements of educational need, are working to improve their inappropriate behaviours.
3. The Governors of Berrymede Junior School expect pupils to have codes (rules) set out, and to be working within the codes set, at the start of each academic year, whether at whole school, year group, class or individual level.
4. The Governors of Berrymede Junior School expect the Head Teacher to determine which behaviours are not acceptable and to decide on the sanctions for whatever is unacceptable, including the use of exclusions, if appropriate.

Additionally the governors would expect the following:

**a. Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);** Pupils should not be bringing dangerous items e.g. knives etc. from home and if it is suspected that any dangerous item has been brought to school, the Governors would expect the Head Teacher (or a senior manager) and one other person to take steps, including searching a pupil's bag, to ensure that nothing unsafe is in school.

**b. The power to use reasonable force or make other physical contact;** If a member of staff, ideally a senior manager, needs to use reasonable force to contain a child who may be a danger to him / herself or may be a danger to others, then reasonable force should be used.

**c. The power to discipline beyond the school gate;** Where a pupil is travelling to or from school, wearing school uniform or is in some other way identifiable as a pupil of the school and misbehaviour occurs at any time that could have repercussions for the orderly running of the school or if the pupil poses a threat to another pupil or member of the public or could adversely affect the reputation of the school then the Governors would expect that the Head Teacher deals with the matters which arise so that the pupil is behaving appropriately and that the unacceptable behaviour is investigated and dealt with. Governors do not expect staff or the Head Teacher to put themselves in danger and would expect them to deal with matters at an appropriate time.

**This would include if a pupil is taking part in any school-organised or school-related activity and they behave inappropriately. The Governors would expect the Head Teacher and members of school staff to require good behaviour from the pupils who attend the school, at all times if in anyway what the pupil is doing could be linked to the school and bring the school's name into disrepute.**

**In all of these circumstances the Head Teacher should also consider whether it is appropriate to notify the police or those connected to the police who deal with anti-social behaviour.**

**d. A multi-agency assessment should be considered for pupils who display continuous disruptive behaviour;** The Governors expect the Head Teacher and the Deputy Head Teacher to consider a multi-agency assessment for those children who are displaying continuous disruptive behaviour.

**Please also refer to the school's Behaviour Policy.**