

# Berridge Primary & Nursery School



## Behaviour Policy, Written Statement of Behaviour Principles

Agreed by Governors:

September 2025

## **Behaviour Policy**

### **Written Statement of behaviour principles**

Berridge Primary and Nursery school sets high expectations of behaviour and we encourage, praise and actively reward good behaviour. Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others. All pupils, staff and visitors are free from any form of discrimination

We encourage pupils to respect themselves, others and property; we apply simple rules and sanctions consistently. Staff and volunteers set an excellent example to pupils at all times

We see behaviour as an integral part of the learning taking place. Self-discipline is the most effective form of discipline, and by encouraging children to make the right choices and to take responsibility for their own behaviour, we will help them to learn how to respond appropriately in a variety of situations, for the rest of their lives. Therefore, all school staff understand that supporting pupils to grow correct behaviours, rather than simply punish the wrong ones, is far more powerful. School takes regard to their duty under section 175 of the Education Act to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Partnership between parents/carers has an impact on a child's behaviour at school. It is vital that school and parents/carers work together to support children to manage their own behaviours. School staff may work with other agencies to provide support for children to manage their own behaviours

The school offers a range of pastoral strategies to support pupil's behaviour which includes:

- Family support workers engaged in projects with families
- A learning mentor working 1:1 on emotional support
- TA support in classroom and at break times
- Curriculum opportunities in PSHE to explore acceptable behaviour
- Classroom teacher support

### **Aims and expectations**

The school has a number of rules, the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together in an effective and considerate way ensuring everyone is able to learn.

We aim to develop a practical policy, which is understood, agreed and implemented by all staff. This includes full-time and part-time professional and supply staff. Sharing of information is vitally important and the whole subject of communication needs to be high on everyone's agenda.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We aim to adopt a whole school approach recognising that although discipline-related problems occur in the classrooms/nursery, many more are not classroom based. This includes playtimes, moving around the school, assembly and hall times.

### **Legislation and Statutory Requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Use of reasonable force in schools](#)
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### **Whole school rules –**

- Take care of the school and all things in it.
- Do as you are asked straight away.
- Be kind and respectful to everyone.
- Work hard and always try your best.

Our agreed rules are clearly explained to the children and included in information sent to parents.

### **Strategies we use for encouraging positive behaviour**

- Prevention – anticipation and removal of potential problems
- Interaction – ensuring all pupils get positive attention
- Use praise and rewards – see list of rewards

- Lead by example
- Use 'do' instead of 'don't' – when stating expectations
- Teach Zones of Regulation to help children self-regulate

### **Unacceptable Procedures / Strategies when rules are broken**

- Making it personal
- Shouting, criticism, sarcasm, comparison
- Labelling the child rather than the behaviour
- Any punishment or sanction not stated in this policy

### **Rewards and incentives**

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

Verbal praise – thank the children for their co-operation, hard work, appropriate behaviour and contributions.

#### Berridge 'Rewards'

Dojos-In F2, children who have collected 25 Dojos will receive a small prize and a certificate. The F2 class with the most Dojos at the end of the week will look after Dojo bear for the next week.

In KS1 and KS2 Dojo points are given for good behaviour, good work, team work, showing kindness, etc. If children do not get at least 10 Dojo points each week then they lose 10 minutes of their Golden time at KS1 and miss their extra break session at KS2. Dojo certificates are also awarded.

Dojo certificates are also awarded termly.

Golden Book– once a week, one child (KS1) and two children (KS2) from each class are nominated to receive a certificate in our Gold Book assembly. This is an opportunity to highlight positive aspects of behaviour, co-operation, kindness, hard work etc.

F2 Celebration Class Assembly- once a week two children from each F2 class are nominated to receive a certificate for their hard work, positive behaviour, kindness, etc.

Berridge Ambassadors- Each term, one child from each class at Key Stage One and Two is selected to be a 'Berridge Ambassador' and receive an Ambassador badge to wear around school

## **Sanctions-**

The school employs a number of strategies to ensure a safe and positive learning environment.

## **Playtimes/lunchtimes –**

Where appropriate

- Try a positive approach first / redirection
- Give a verbal warning – state the rule broken and consequence if further rules broken

### At the Bobbers Mill site (KS1/EYFS)

- A 5-minute 'Time Out' is given if rules are broken at lunch time or play time.
- The 'Time Out' will happen at the earliest opportunity following the incident.
- Time outs are recorded in a time out folder so that patterns of behaviour can be spotted, improvements praised and parents informed. This also provides an opportunity to look for patterns so that we can make sure one particular group isn't more affected by the policy than other groups.
- Serious incidents involving physical assault or discriminatory and prejudiced behaviour, either directly or indirectly, will be dealt with by a senior member of staff. This will be logged on CPOMS and Arbor and parents/carers will be informed by the class teacher.

### At the Brushfield Site (KS2)

- A 5-minute playground 'Time Out' is given if rules are broken at lunch or play time. A repeated or more serious issue will lead to a Playtime or Dinner Reflection depending on the severity of the incident.
- The 'Time Out' will happen at the earliest opportunity following the incident.
- Playtime and Dinner Reflections are recorded so that patterns of behaviour can be spotted, improvements praised and parents informed. This also provides an opportunity to look for patterns so that we can make sure one particular group isn't more affected by the policy than other groups.
- Serious incidents involving physical assault or discriminatory and prejudiced behaviour, either directly or indirectly, will be dealt with by a senior member of staff. This will be logged on CPOMS and Arbor and parents/carers will be informed. A letter is sent home to parents/carers when a child has been involved in a discriminatory and prejudiced behaviour
- Children who receive 5 Dinner Reflections or Five Play Time Outs in a half term will have a letter sent home to their parents/carers.

- A child who repeatedly misbehaves on the school playground may also have problems managing their own behaviour in school. Consistent behavioural concerns would be discussed with the parents/carers and SENDCo. A behaviour support plan may be drawn up outlining some short-term targets for the child.

#### Classroom –

- Try a positive approach first / redirection
- Tell the child to stop, explaining why
- Give a warning
- If child breaks the rule again then 1 Dojo point is removed at KS1 and a minute reflection time is given at KS2. Minutes are 'paid back' at the next playtime/dinnertime.
- More serious incidents will lead to a Play Time Out or Dinner Reflection, depending on the severity.

#### Other strategies if the situation escalates-

- Move child away from situation or nearer to teacher/adult – where appropriate
- Involve a colleague for support/sanction – paired classrooms
- Involve a member of SLT for behavioural discussion or time out
- If a child threatens, hurts or bullies another pupil, the class teacher records the incident. Serious incidents of this kind, including racist or discriminative incidents, would warrant further sanctions involving SLT where the incident is recorded. If a child repeatedly acts in a way that disrupts or upsets others, the class teacher informs SLT and contacts the child's parents. These must be recorded on CPOMS and Arbor.
- It is essential to inform the Headteacher, Deputy Headteacher or member of the senior leadership team if a child's misdemeanour involves another child – e.g. injury, damage to clothing or other property. Serious behaviour incidents are logged on CPOMS and Arbor.
- Time out in another class may be used at an appropriate time as a de-escalation strategy. (Up to 10 minutes)
- In F2, 1 Dojo is removed for making the wrong choice and 2 Dojos are removed for hurting

#### **What the law allows:**

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a sanction on that pupil.

To be lawful, the sanction (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head Teacher;
- 2) The decision to discipline the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

### **Discipline beyond the school gates**

Staff are able to discipline children for unsuitable behaviour or bullying which occurs anywhere off school premises which is witnessed by a member of staff or reported to school. The school would discipline a pupil outside school if

- the behaviour was unlawful or posed a threat to another pupil or member of the public and could adversely affect the reputation of the school.

The school will support families when incidents occur out of school wherever possible. However, we are not always able to intervene in matters occurring outside of school. Instead we will offer parents advice with regards to possible next steps

### **Bullying**

The school does not tolerate bullying of any kind and takes such incidents seriously. For a detailed explanation please refer to the Anti-Bullying policy. The school uses the acronym STOP (Several Times On Purpose) to help the children recognise and remember what bully is and isn't.

### **Individual Pupils**

The behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Some pupils may have specific behavioural problems including those who have been abused or neglected or who are at risk of harm. (See Safeguarding Policy). These pupils may have an Individual Behaviour Plan which will detail the support and strategies to be used with them. It is the responsibility of the class teacher to ensure that all adults working with that child are aware of this, including midday supervisors.

## **Racist, discriminatory and prejudiced incidents**

All racist, discriminatory and prejudiced incidents need to be reported to the Head Teacher or a member of SLT and logged on CPOMS and Arbor.

## **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

## **Malicious accusations against school staff.**

All accusations against school staff will be investigated by the Head Teacher in line with safeguarding policy and staff discipline policies. Malicious accusations against school staff will be reported to the parents and sanctions will be agreed. Serious malicious accusations against school staff may result in fixed term exclusion.

## **The use of reasonable force-Behaviour in schools DfE**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## **Searching, screening and confiscation**

77.Detailed guidance for schools can be found in [Searching, screening and confiscation at school](#). Headteachers and school staff should read this guidance.

78. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.<sup>28</sup>

### **Confiscation of pupil's property**

School staff may search and can confiscate pupils' property if it felt the items are 'prohibited'. These items will be secured and returned to the parent (depending on the nature of the items confiscated). Other agencies such as social care or police may be contacted in line with school's safeguarding procedures.

"prohibited items" include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- 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

### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. The school acknowledges their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **Schools can use reasonable force to:**

remove disruptive children from the classroom where they have refused to follow an instruction to do so;

prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

Schools do not require parental consent to use force on a student; however, the staff will inform the parents about serious incidents involving the use of force and record the incident on the school behaviour logs.

### **Pupil Mobile Phones in school**

Children are discouraged from bringing mobile phones to school. However, parents/carers of some older pupils who walk home by themselves may wish for their child to have a phone for the journey to and from school. Parents/carers must complete a permission form (from the school office). Pupils must leave their mobile

phone at the school office for the duration of the school day. Sanctions will be put in place and parents/carers informed if pupils fail to follow this rule.

### **The governing body**

The governing body will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed termly to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently by following this policy and the behaviour flowchart (appendix 1)
- Modelling positive behaviour and developing positive relationships with the pupils in their class and around school which are rooted in mutual respect
- Understand that their role as teachers is to *teach* the behaviours expected in our school and support children to *reflect*
- on their behaviour when these expectations are not met rather than simply issue sanctions alone.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

### **Parents and careers**

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour

➤ Discuss any behavioural concerns with the class teacher promptly

### **The role of other professionals**

As a school we recognise and value the support by the many statutory and voluntary agencies, making links with organisation to tackle behaviour issues:

Education Psychology Service

Education Welfare Service

Behaviour Support Service

Area Education office

Social Services

The Police

Arrangements are made during pupil transition to ensure that all staff are aware of any behaviour issues so that they can plan accordingly.

### **Suspensions and permanent exclusions**

Exclusions are rare. Only the HT (and acting HT) has the power to exclude a pupil should the circumstances warrant it. The HT follows the guidelines set by the LA. The parents are immediately informed of the decision and the HT makes it clear that they can, if they wish, appeal against the decision to the governing body. The HT informs the LA and the governing body of any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the 'Suspensions and permanent exclusions from maintained schools, academies and pupil referral units in England including pupil movement guidance'.