

Behaviour Policy

Revised October 2023



UN Convention on the Rights of the Child - Article 29 (Goals of Education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for themselves, their peers, their parents, their community, their own and other cultures and the environment.

Behaviour Policy - Summary

At Berger Primary school we believe that all behaviour is communication. It gives us information about a child that they may not be able to share verbally. We aim to support all children to learn the tools to take responsibility for their own behaviour. We aim to focus on how children are feeling and how they process their emotions so that they are ready to learn.

The **Behaviour Team** are responsible for monitoring, rewarding and improving behaviour at Berger Primary School. Behaviour across the school is reviewed weekly by the **Behaviour Team** whose membership includes the Behaviour **Lead**, Head of Pupil Wellbeing, Senior Leadership Team, SEND Co and any other relevant member(s) of staff. This policy describes the procedures used for most children within the school on a day to day basis. However, there may be times when a child requires an individual response which will supersede this policy. The response will be tailored to the child's specific needs with guidance from all stakeholders including parents/ carers.

This policy is to be read in conjunction with the SEND information report and policy and safeguarding policy.

Contents

Standards and Expectations for the Whole School Community

Class Charters

Rewards for Good behaviour

Classroom Behaviour Management

ABC Charts

Internal Alternative Provision Fixed-term

Exclusions and Reintegration

Bullying Discriminatory Behaviour

Positive Handling

Individual Behaviour Plans

Parental Concerns

Standards and Expectations for the Whole School Community

We expect all children, staff, parents/carers and visitors to:

- Enjoy their rights and allow others to enjoy their rights
- Show respect for everyone in the school
- Speak to others as you would like to be spoken to
- Use good manners
- Listen to each other
- Respect our school building, classrooms and equipment
- Arrive on time and make the most of each day
- Seek help if they need it
- Take care of each other

We have a shared understanding that behaviour and wellbeing in school is affected by:

- The quality of teaching
- The quality of relationships
- Consistent and high expectations
- The quality of the physical environment
- Student life at home and in the community

The ethos and values of the school will be reinforced by Berger Together and the PSHE/P4C curriculum, which provides pupils with the opportunity to learn about and practice social, emotional and behaviour skills. They will also learn about their rights and the rights of others. Pupils also have a number of opportunities to take responsibility and contribute to the ethos of the school e.g. through the prefect system and school council. School will share this with parents and carers however should any parents/carers or visitors fail to meet these expectations, the Headteacher reserves the right to

withdraw permission for them to access the school site and/or external events. Should permission be removed for parents/ carers or visitors this will be reviewed with the head teacher regularly.

Class Charters

Each term, pupils and teachers create a class charter to establish and build shared values in order to promote a 'Rights Respecting' classroom and build a sense of class community. A class charter is also an agreed code of behaviour in the classroom and should be reviewed throughout the year.

Rewards for Positive Behaviour Choices

Class Dojo – Used throughout the day by all adults to recognise, reward and communicate to parents/carers, positive behaviour choices. Each week the class with the most Dojos will receive an award.

Silver Stars (which lead to Gold Medal) – Awarded weekly for actions which are: knowledgeable, caring, creative, skilful or resilient (max 5 children per class).

Good News cards – Can be awarded by any member of staff. The Behaviour Lead is responsible for sending the cards home.

Top Table – Adults supervising playtime reward positive behaviour choices by giving children behaviour tokens. Alternating between EYFS KS1 and KS2 the class with the most tokens is awarded the top table and will eat first.

SLT will monitor rewards given and ensure that all children have equal access to rewards.

Ensuring behaviour is effective for learning

We have implemented the use of Zones of Regulation across the school. Zones of Regulation is used to support our pupils to develop their self-regulation skills and emotional control, with support from adults in school.

The Zones of Regulation uses four colours to help children self-identify how they are feeling and to categorise this feeling into a colour zone. They then use their 'zones toolbox' to support them to move between the blue, yellow or red zones back into the green zone.

The adults in school use the language associated with the zones to support children to understand and regulate how they are feeling. While some children may be able to self-regulate using their zones toolbox others may require more adult support. Where necessary class teachers will use regulation strategies to refocus their whole class.

Adults use a cloud, sun and rainbow system to show children when they needed to reflect on the behaviour they are showing and use a zones strategy to regulate. The children start with their names on the sun and move to the cloud if they are in need of reflection. They move to the rainbow if they are making good choices and demonstrating good behaviour for learning.

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Sick Tired	Calm Happy Ready to learn	Worried Frustrated Silly Excited	Angry Out of control Violent Mad

Responses to behaviour

Blue Zone	Green Zone	Yellow Zone	Red Zone
Children offered time to talk.	Children rewarded using class dojo, silver star certificates and tokens.	Worried - child offered time to talk. In the first instance if a child is frustrated, silly, excited - The child will be guided to use regulation strategies such as mindfulness breathing, classroom	Child guided to use regulation strategies. Where necessary Behaviour mentor called. Reflection time to take place outside of the classroom.
		breaks or in class reflection. If continuous behaviour - reflection time outside of class.	If necessary and or continuous alternative provision to take place.

Consequences

Reflection time is purposeful and should support the child to think about how they can manage their behaviour, attitude or reactions. Reflection time will be given when a child does not use the tool kit to get back to the green zone, when a child has physically or emotionally hurt a peer or not met learning expectations. Reflection time can take place in both the classroom and outside of the classroom. Following the reflection time a student will receive a fresh start.

The teacher will:

- Provide the pupil with an appropriate reflection activity
- Inform parents via a message on class dojo explaining the reason for reflection time.

The Behaviour Lead will record and monitor children who have reflection time and will work alongside the Head of Pupil Wellbeing, Senior Leadership Team, SEND Co to identify patterns of behaviour and implement appropriate intervention.

CPOMS

Should a member of staff have to deal with negative behaviour then the adults working with that child will be asked to complete a CPOMS incident page. On CPOMS we need to record what led up to the incident, the resulting behaviour and the consequence. The behaviour Team will review each incident on CPOMS during the weekly meeting to help identify additional support and strategies for improving behaviour.

Internal Alternative Provision

Behaviour Team have the option of using internal alternative provision in order to support students who are struggling to consistently regulate their emotions, behaviour and reactions. When learning in Internal Alternative Provision children will complete work set by their class teacher away from their classroom. They will take part in a restorative discussion in order to support their reintegration back into class. This may take place in the Behaviour Coordinator's office, a Phase Leader's office or an appropriate classroom. Whilst learning in Internal Alternative Provision children will eat their lunch away from their class and will spend playtimes in reflection time. Internal Alternative provision will be dependent on the intention and circumstances of the pupils age or needs.

Fixed-term Exclusions and Reintegration

Fixed-term exclusions will take place only in the most exceptional of circumstances for example in response to a serious breach or persistent breaches of the school's behaviour policy, and/or when allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Prior to a child's return, members of the Behaviour Team will meet to plan a strategy for their reintegration to school. This will include further analysis of the child's circumstances and behaviour to identify any unmet needs or opportunities for further support, including from external services including RUN our play therapy and mentoring team with parental consent. This meeting will be used to plan the child's reintegration day.

Upon the child's return the Head-teacher and a member of the Behaviour Team will facilitate a meeting between the child, their parents/carers and any other appropriate staff members to discuss the child's reintegration and future support including, where appropriate, the modification (or introduction) of an individual behaviour plan.

In order to support successful reintegration the pupil will spend up to a day out of class undertaking reflection activities alongside their work designed to help them reflect upon their behaviour and recognise strategies they can use to improve their behaviour. Importantly, a reintegration day is not a further sanction and the day will be facilitated by either the phase leader, member of the SEND team, Head of Pupil Wellbeing. The Behaviour Team will use their weekly meetings to review the support in place for pupils who have been given a fixed-term external exclusion. If a child is at risk of permanent exclusion the SLT will notify Hackney Education.

Bullying

Berger Primary School is committed to preventing all forms of bullying, both inside and outside of school. This includes cyberbullying and bullying via a mobile phone. Berger defines bullying as any repeated actions which are intended to hurt someone either physically or emotionally. This can take

the form of, but is not limited to, physically hurting others, threatening others, teasing or name calling. Bullying is explained to children as hurting or upsetting someone several times on purpose. Bullying will be investigated using a restorative practice and the Behaviour Coordinator(s) will determine an appropriate and effective consequence based upon the severity of the bullying and if appropriate previous incidents. All parents/carers will be notified. If deemed appropriate, instances of bullying may result in the school making a referral to social services or, if the bullying is illegal, reporting it to the police.

All cases of bullying will be recorded by the Behaviour Coordinator(s) and monitored by the Behaviour Team.

Discriminatory Behaviour

Berger defines discriminatory behaviour as when negative actions are motivated by, or linked to, another person's protected characteristic. This includes, but is not limited to: socio-economic background, ethnicity, appearance, disability, religion, nationality, age, gender (including transgender) or family structure.

The Behaviour Coordinator(s) will decide on the consequences for discriminatory behaviour on a case by case basis after discussions with class teachers and phase leaders. However all instances will be recorded and parents/carers will be notified and a consequence actioned. Discriminatory behaviour will be dealt with through a restorative process which aims to prevent repeated behaviour through education.

Individual behaviour plans

This policy describes the procedures used for all children within the school. However, there are times when a child requires an individual behaviour plan tailored to their specific needs which will be used in conjunction with this policy. In this case, a plan will be created with the input of key professionals, the child and parents/carers. Parents/carers and all professionals will be informed of the plan in order to ensure a consistent approach for the child concerned. This plan will be reviewed regularly (at least termly) with parents/ carers, professionals and where possible the child. Where appropriate, behaviour for children with individual behaviour plans will be monitored using ABC charts.

Positive Handling

All professionals working at Berger Primary School have a duty of care towards the children, staff and visitors who attend the school. Should a child's actions put themselves or others at risk of harm, or damage property or cause disorder, then any member of staff may use reasonable force to restrain or control a child. This intervention is called Positive Handling. For all issues relating to positive handling the school follows the guidelines issued by the Department of Education in the "Use of reasonable force" published in July 2013 and last reviewed in July 2015. Any use of positive handling will be recorded electronically which will notify the Headteacher, Behaviour Coordinator, SENCo and safeguarding lead. Parents and or carers will be informed verbally on the day of intervention and a written record will be provided to parents and signed by parents within 3 working days for that member of staff. Any positive handling will be actioned with a positive behaviour plan, these will be reviewed after future incidents.

Parental Concerns

Should a child, parent or carer have a concern about behaviour in Berger Primary they should in the first instance send a message to the class teacher via class dojo. This can be escalated, where necessary to the phase leader, behaviour coordinator or head teacher.

Parents and carers must not address behaviour concerns with other parents/carers or other children on or off the school premises. For parents and carers who do not comply with this expectation, the Headteacher reserves the right to withdraw permission for them to access the school site and/or external events. Should permission be removed for parents/ carers or visitors this will be reviewed with the head teacher regularly.

Behaviour Policy - Appendix 1

How good behaviour is acknowledged and managed

Caring, understanding relationships between adults and children underpin everything we do. All staff foster positive relationships with the children in their care.

- Class Dojo
 - Verbal praise
 - Written praise in books
 - Comments to parents / phone call to parents
 - Sharing good news among staff – staff praising children for specific work with other teachers
 - Children showing another adult their work (SLT)
 - Honest, specific feedback
 - A smile
 - Thumbs up
 - A “thank you”
 - Sharing children’s success with peers
 - Public praise
 - Good news postcards sent home
 - Private praise (or on a note) for children who find public praise difficult
- Use “double dojo time” at various times during the week
- Start each day with positive dojos
- State expectations clearly and relate to dojos
- End the day by reflecting on positive achievements

How behaviour is rewarded

In addition to the positive class dojos the following rewards are in place to acknowledge and teach pupils about positive and expected behaviour:

- “Going for Gold” award system. Each week up to 5 children are nominated by their teacher to earn a Silver Star sticker in the phase assembly. Once a child has 5 Silver Star stickers, this is exchanged for a gold star badge and medal, this is acknowledged through the newsletter and website and the child continues to earn Silver Star stickers.
- Each class with the highest percentage of positive class dojos in both KS1 and KS2 are acknowledged in assembly with a certificate and a trophy that the class keeps for the week. • The support staff for good playground and lunchtime behaviour awards tokens. The class with the highest number of tokens earns the right to eat at the Top Table for the week. • Postcards sent home by Behaviour coordinator for outstanding work and attitude/effort. • Each class teacher contacts parents with positive messages through Class dojo each week.

We expect staff to have an overview of rewards, to ensure that all pupils are appropriately noticed and rewarded.

Behaviour Policy - Appendix 2

Understanding and pre-empting negative behaviour

- Above all, a positive adult/child relationship underpins this area
- Know your vulnerable children (as much as possible know your children’s history, home circumstances, medical needs)
- Take an interest and care about children’s welfare – ask them if they had breakfast/a good sleep/if they are ill etc.
- Get to know parents and develop a relationship with them that starts positively. Parents are key to this process.
- Try to know a child’s trigger points e.g.: a certain lesson, 10 mins before lunch • Recognise and remember that behaviour is a form of communication. What is the child’s behaviour telling us?
- Understand that a child’s emotional age does not always correspond with real age • Use emotion scales at “difficult” times e.g.: just after playtime
- Ensure ‘Time to Talk’ is facilitated once a week
- Plan for children to have “calm down” time or time with Behaviour Mentor when needed • Whole class punishments / negative dojos are always avoided wherever possible

Behaviour Policy - Appendix 3

What do we mean by unacceptable behaviour?

<p>Low level - manage in class using zones and give reflection time if behaviour does not change. If persistent, log on CPOMS.</p> <ul style="list-style-type: none"> ● Interrupting ● Rudeness ● Off task ● Name calling ● Not listening ● Talking when not appropriate ● Refusing to follow instructions ● Presenting a negative attitude 	<p>How we respond to low level behaviour</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asking the child if they are ok, need help <input type="checkbox"/> Change of adult <input type="checkbox"/> Ask the child how they are feeling <input type="checkbox"/> Tactical ignoring <input type="checkbox"/> Proximal praise <input type="checkbox"/> Offer the child a choice <input type="checkbox"/> Distraction <input type="checkbox"/> Show visuals <p>Give a warning using the cloud system</p>
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<p>Log on CPOMS and follow up with behaviour team.</p> <ul style="list-style-type: none"> ● Bullying ● Racist, homophobic or discriminatory incidents ● Swearing or inappropriate language
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<p>Call behaviour team immediately</p> <ul style="list-style-type: none"> ● Hurting others physically peers and staff ● Putting themselves or others in danger ● Walking out of class ● Damaging property
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If behaviours are logged on CPOMS they will be discussed at the weekly behaviour and welling meetings with preventive and supportive actions shared with the class teacher.

How we respond to low-level disruption

- Asking the child if they are ok, need help
- A firm “look”
- Proximity praise (praising the child nearby who is behaving appropriately) • Giving out positive dojos to those who are behaving appropriately
- Showing the dojo screen on the board
- Tactical ignoring
- Waiting and scanning
- Pause in teacher talk
- Moving towards the child or group
- Using humour (never sarcasm) to diffuse
- Use of individual’s name within a sentence
- The use of privately understood signals
- Reminding the child of the consequences
- “When.... then” instructions
- Speak quietly, calmly and assertively

- Give a choice whenever possible
- Describing the behaviour, not the child as the problem
- Giving a warning that you will move them to 'yellow' / 'red' and to a negative dojo if necessary

All adults are expected to model and hold the highest expectations of pupils' learning behaviour at all times as we all respect the rights of others to learn.

If a child has been given a reflection time they will start afresh once they return to the classroom.

Behaviour Policy - Appendix 5

Staff responsibilities/duties

Senior Leadership Team

SLT will meet weekly with the Behaviour team to discuss the overview of individual pupils and to agree the next steps. This will include pupils who are not managing the classroom and can work in **an internal alternative provision** for a set period of time. It will also include decisions about reflection time, alternative learning provision, contact with parents and whether a child needs an individual plan to support emotional and/or behavioural difficulties. Members of SLT will meet more often if incidents of a serious nature occur.

Class teachers

Class teachers will follow the steps in the behaviour policy and work with their phase leader where needed. The behaviour coordinator and/or Phase leaders will follow up with teachers through discussion or by observing lessons if aspects of the policy are seen not to be applied correctly, or if the number of negative class dojos indicate a concern.

Class teachers will ensure all racist, sexist, homophobic and bullying incidents are reported immediately to the behaviour lead. All teachers will message each parent once a week with positive feedback to ensure class dojo is utilised for the positive benefit of all pupils.

Children may be kept in at playtime to finish work if the class teacher deems this necessary. Supervision of the children is the sole responsibility of the class teacher.

Behaviour lead

A designated behaviour lead is responsible for dealing with and recording all incidents of bullying / racism / homophobia /sexualised behaviour and language and passing information to SLT/DSL as appropriate.

Teaching and Learning Assistants (TaLAs)

Talas will support teachers in carrying out the behaviour policy. During play and lunchtime supervision, any pupils who misbehave will be reported to the class teacher. Talas will award dojos for either positive play or poor playtime behaviour during lunchtime activities as appropriate.

Playground

At the end of playtime all staff members will be in the playground. A member of staff will raise their arm and all adults are to also raise their arm. All children walk to their line and are silent from this point.

Parents and Carers

Parents have a vital role in promoting good behaviour in school. All parents will be expected to sign a home-school contract agreeing to support the school and their children.

They can particularly help the school by:

- encouraging their children to adopt the nine Berger Standards and Expectations • being a positive role model for their child by behaving according to the Berger Standards and Expectations
- attending parent's evening meetings and any other additional meetings about their child • providing the proper uniform and other necessary equipment
- attending school plays and other events
- Ensuring their child's attendance is good.
- Ensuring their child arrives at the beginning of the school day on time. – **08:45am**