Behaviour Policy

This policy was adopted: September 2026

Policy was last reviewed: This version replaces the 2025 version

Policy will be reviewed: September 2027

Introduction & Rationale

Berry Hill Primary School is committed to creating a setting where good behaviour is key in ensuring a positive learning environment. Everyone is expected to maintain high standards of personal conduct, to reflect when choices have not been good and to be able to accept responsibility for their behaviour, even if they need support to accomplish this. Berry Hill's ethos to "Be Kind, Work Hard, Be Brave" is at the heart of our behaviour. The contents of this policy are written in response to Berry Hill Primary School's governing body's 'Behaviour Principles' (a copy of which are on the school website).

We believe in a 'Praise in Public', 'Reprimand in Private' approach to behaviour: giving more time and attention to positive than negative behaviours; accepting that wherever practical, negative behaviours should be addressed as privately as possible and that where appropriate, consequences should focus around restorative practice. Whether praise is being given or negative behaviour is being addressed, adults need to give reasons to help pupils understand e.g. *I noticed you were finding that learning really tricky but you kept going and you didn't give up / I noticed you holding the door open for your friends just then / You need to be listening because if you're talking when I am, no one will be able to focus on their learning.*

Any incidents of bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying will be dealt with through the sanctions contained within this policy. Where circumstances are deemed to be more serious, parents / carers and outside agencies may be contacted.

Aims of the Policy

- To create a welcoming and safe learning environment in which everyone can be successful.
- To develop a consistent approach across the school which all pupils know and understand.
- To create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

School Aims

"Being happy starts on the inside...you have to feel good about yourself and the world around you."

- Everyone has a right to feel safe at school. The staff at Berry Hill Primary School are committed to ensuring that every pupil is protected from harm.
- Everyone is of equal value and will be valued / treated equally.
- It is everyone's responsibility to help make our school a happy place where everyone can be successful.
- We expect that the behaviour of pupils will enable teachers to teach, and each other to learn.

- Everyone is responsible for their own behaviour but school acknowledges that some pupils will need more support than others to accept this.
- Our expectations are for good behaviour.
- Good behaviour will be celebrated and rewarded.
- Unacceptable behaviour will be met with consequences. Where appropriate, these consequences will take the form of restorative practice e.g. writing a letter of apology to a person who has been negatively affected by an action.
- Parents will be informed about the expectations of the school and about the consequences if their child behaves inappropriately.
- Where practical, pupils will be praised in public and reprimanded in private.

Rewards

A 'positive praise first' approach is used by all staff across school when approaching pupils' behaviour. Building high quality relationships with pupils relies on adults being positive but firm with children and maintaining consistent boundaries over time.

House Points

House points are one of the key methods that reward positive behaviour, choices, effort and accomplishments. House points are awarded for positive behaviours and attitudes aligned to school's ethos. These may include:

Be Kind

- Caring about others
- Demonstrating politeness and manners
- Being courteous (e.g. helping others, going out of their way to hold open doors, welcoming a visitor to our school or their class, etc.)
- Caring about their school environment
- Being understanding when someone else is struggling
- Sharing and being friendly to others
- Caring about our school by walking around school sensibly and quietly

Work Hard

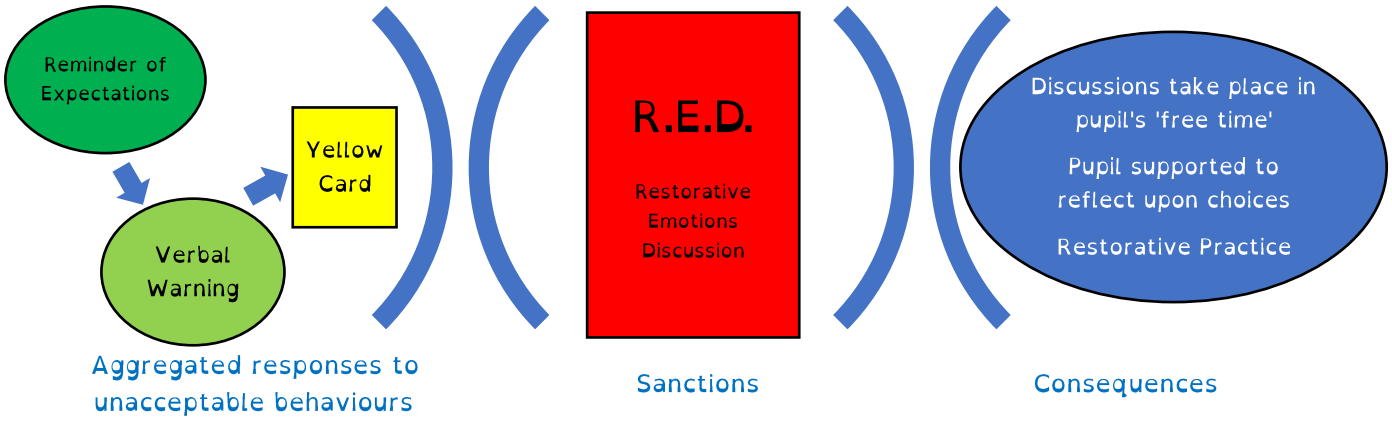
- Effort in work
- Active participation in lessons
- Showing depth of thought
- Improvement in achievements

Be Brave

- Doing the right thing in a difficult situation
- Persevering when things get difficult
- Having a go even when unsure
- Being brave to be themselves

Sanctions

Unacceptable behaviour will be met with consequences. These responses escalate from a supportive reminder of rules and expectations > a warning about behaviour > a yellow card for behaviour > a R.E.D. (restorative / emotions discussion about the cause and impact of behaviour.



1. **Reminder of Expectations**

   This is a clear but gentle reminder of expectations

2. **Verbal Warning**

   Where a reminder has not resulted in a positive response, the adult will issue a warning

3. **Yellow Card**

   This is the final chance for the pupil to positively change their behaviour and to avoid a formal consequence. As privately as possible, the pupil is clearly informed that this is their last opportunity to make a change and avoid a consequence

4. **R.E.D.**

   The R.E.D. will be recorded in CPOMS (Child Protection Online Management System) as in 'Arbor' our MIS system. The staff member dealing with the behaviour will clearly explain why they have been given the consequence and how they would like them to change / reflect upon their behaviours. Where a restorative approach would work, the pupil must be supported to do this. The consequence should be served on the same day wherever possible. The consequence will result in missing the next unstructured period or 15 minutes of lunch time. This 15 minutes will take place away from other children in the

reception area and may be overseen by a member of SLT or the teaching team as appropriate. This, depending on the opinion of the adult dealing with it, may constitute:

- Being supported to reflect upon choices
- Using the time to complete work to a satisfactory standard
- Undertaking restorative practice such as tidying an area or writing a letter of apology
- Discussion of circumstances, choices made and consequence with a member of SLT

When a R.E.D. has been issued, the pupil's teacher will ensure that a parent or carer is notified that day.

Multiple R.E.D.s

It is not expected that pupils will receive multiple **R.E.D.s** as the seriousness of 1 will be impressed upon all stakeholders. In the event that this is the case, the following approach will be taken:

In the event of a second **R.E.D.**in a day, the pupil will be sent to work in a different class.

In the event of a third, the pupil will receive an internal suspension and consequently sent to work with a member of SLT.

In the event of more serious incidents, the pupil may be escalated to **R.E.D.** instantly and may be asked to work outside of the classroom or directly with SLT in the form of an internal suspension. In the more serious of circumstances, an external suspension may be issued.

Where a child has received 3 **R.E.D.s** in a half-term, parents will be invited in and the pupil will be placed on school report for behaviour. Once the pupil has managed 2 weeks with no **R.E.D.s**, they will come off school report. Should this process need to be repeated, the number of weeks without a red card will increase by 1 each time.

Restorative Practice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Where necessary, pupils will be supported to reflect upon poor choices and to take steps to put right whatever has been adversely affected e.g. writing a letter of apology to a fellow pupil or adult, tidying an area of school that has been spoiled or re-attempting a piece of work which was not a reflection of the pupil's best efforts.

Being Placed on Report

Where teachers, in conjunction with SLT, feel like a specific issue needs to be more rigorously monitored over an intensive period of time, a pupil may be placed on 'school report'.

Pupils attitude to learning and conduct will be graded using a 1 - 3 numbering system for each session and break time. This report will be a collaborative document between home and school and will go home each day to enable parents / carers to see how their child's day went, to

hopefully see a marked improvement and to be able to comment on how they have been at home too. Initially, pupils will be on this report for 2 weeks, by which time the increased monitoring and scrutiny has hopefully supported the pupils to make some improvements. This may be extended if it is felt to be in the child's best interest.

Children with Identified Needs / Individual Behaviour Plans

Some children may exhibit particular behaviours based on factors such as early childhood experiences, family circumstances or medical background. As a school we recognise that their behaviour is their way of communicating their emotions and they will be supported to de-escalate, reflect, make better behaviour choices and undertake restorative actions where appropriate. For these pupils, it is vital that Berry Hill staff build positive relationships with each individual child. These children will have bespoke 'Individual Behaviour Plans' and may also have 'Positive Handling Plans' to support them. Where this is deemed appropriate an individual behaviour plan will be drawn up, in line with the SEND policy.
This will involve class teachers, other adults who work with the child and the SENDCo and could also include other agencies who may be involved with the child. We also recognise our duty under the Equality Act to ensure that no person is discriminated against on the basis of their sex, race, colour, ethnicity, marital status, age, sexual orientation, disability or religious belief. When dealing with an episode of extreme behaviour, physical intervention may be required with a child if they, or another person, is unsafe.

Allegations of Bullying

We take all allegations of bullying very seriously. During the information gathering phase of any allegation, school has an 'Alleged Bullying Report Form' which gathers information about alleged incidents including perpetrators, witnesses and any bystanders which may be appropriate to use. This supports us in our investigation and in determining appropriate steps.

Our broad definition of bullying which is understandable for all is "Several Times On Purpose" (STOP) but the form explains this in greater detail.

All negative behaviour will be dealt with appropriately but it is always important to clearly determine whether incidents are categorised as bullying or isolated incidents. Considerations when determining that bullying has occurred would involve the following 3 criteria being met:

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience or the involvement of a group
- Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

Cyberbullying is defined as: messages of an intimidating, humiliating or threatening nature, sent or left on a social networking site or social media platform.

Factors which may suggest that the negative behaviour would not be categorised as bullying include the following features:

- It was the first hurtful incident between these children
- The incident was teasing between friends without intention to cause hurt
- Falling out between friends after a quarrel, disagreement or misunderstanding
- Conflict that got out of hand
- Activities that all parties have consented to and enjoyed although we would investigate whether there was an element of coercion

Exclusions

We aim to include, not exclude, and we endeavour to approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour and we strive to never 'give up' easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this.
We also recognise that children with identified/complex needs may have associated behaviours that require specific support and intervention. We acknowledge that all children have a right to attend school and we are an inclusive school. However, it is often necessary to work with outside agencies e.g. Education Psychologist, Schools and Families Specialist Services in order to meet individual needs and support staff. Children with extreme behavioural difficulties will be placed on the Special Needs Register. Individual behaviour plans will be written with parents/carers and reviewed regularly.

Despite our inclusivity, exclusion, internal, fixed term (suspension) or permanent, may be used if;

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- The reasonable safety of a member of staff cannot be guaranteed
- There is a serious incident involving physical/verbal abuse

Internal exclusion will result in the child spending a specified amount of time working away from their classroom under the supervision of a member of the SLT. The decision to issue a fixed-term exclusion will be taken by the head teacher in consultation with senior leaders and relevant staff. Statements and records of incidents are recorded on CPOMS (Child Protection Online Management System) and are used to support the investigation of incidents and decisions as to what consequences are put in place.

Following a suspension (fixed term exclusion) parents and carers will attend a meeting with a member of the SLT, and any relevant staff, prior to the child being readmitted to school.

Appendix 1: Pupil has received 3 **R.E.D.s** this term

Parents Address

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Berry Hill Primary School
Black Scotch Lane
Mansfield
Nottinghamshire
NG18 4JW

Date:

Dear ############

I am writing to inform you that your child, ############, has received 3 **R.E.D.s** during this school half-term. A R.E.D. is typically given either for repetitive negative or disruptive behaviours or for more serious isolated incidents. Receiving 1 R.E.D. is something which we would hope all pupils were disappointed to receive so we do need to impress upon everyone that 3 in a term is a situation that needs to be rapidly improved.
In line with Berry Hill's behaviour policy, we would like you to come in for a meeting so that we can work together to help ########## to make better choices and uphold the Berry Hill values of 'be kind, work hard and be brave'.

Please contact the school office to arrange a meeting at your earliest convenience.

Yours sincerely

Mr Ben Trenowden, Headteacher