



BERKHAMPSTEAD SCHOOL

Behaviour and Exclusion Policy

1. Introduction

This policy was revised and updated in September 2026 and is based on advice from the Department for Education (DfE) on behaviour and discipline in schools; The Equality Act 2010 and The Special Educational Needs and Disability (SEND) code of practice. The behaviour policy should be read in conjunction with the Anti-Bullying Policy and Restrictive Interventions Policy.

2. Ethos and values of the School

Perseverantia Vincit - perseverance wins through.

A belief in this is central to every child's success - in school and in life. This, along with a willingness to learn from mistakes, allows a 'can-do' attitude to emerge.

In partnership with parents, we aim to provide every pupil with an appropriate education, one that is fitting to their individual needs, promotes high standards and the fulfilment of potential. This should enable them to:

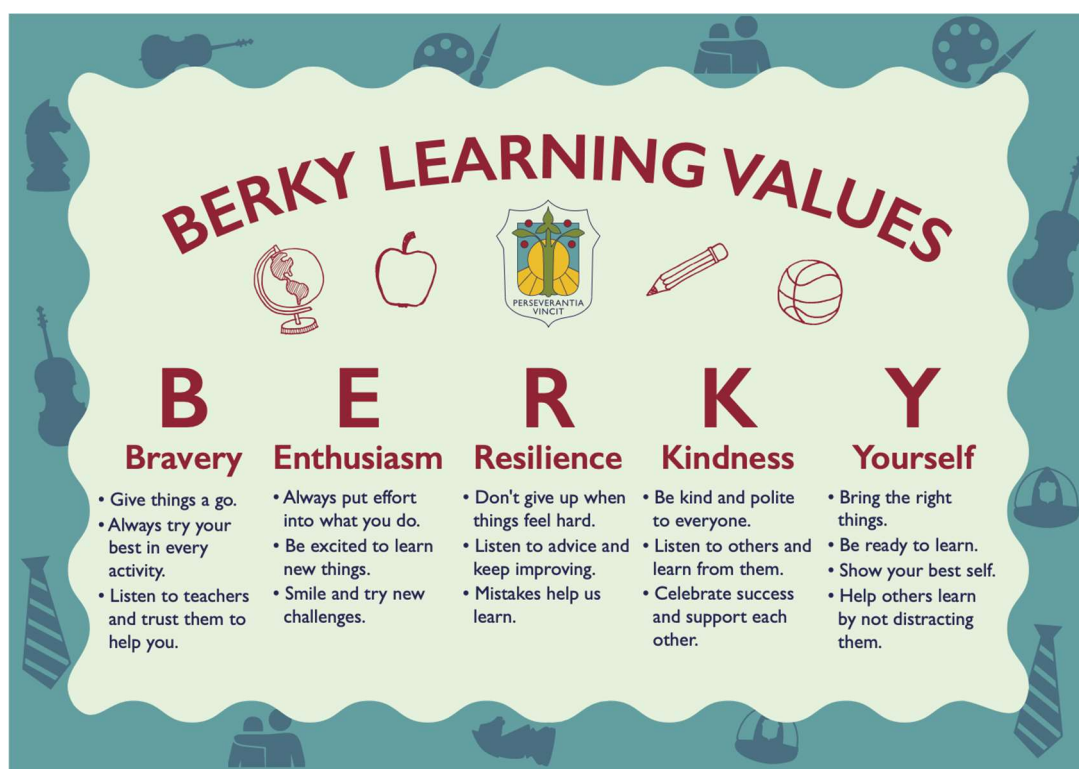
- Achieve their best
- Become confident individuals living fulfilled lives
- Make a successful transition to the next stage of their education

We promote five core values that run throughout the school. These are

- Bravery
- Enthusiasm
- Resilience
- Kindness
- Yourself (being the best you that you can be)

These values are referenced within lessons, during unstructured times (such as during transition daily periods and at breaktimes) and form the basis of our weekly celebration assemblies.

Togetherness and strong family values permeate every area of school life. We are a caring school, and children thrive in our positive and supportive atmosphere.



3. Principles underlying the behaviour policy

- All pupils, staff and visitors have the right to always feel safe while at school.
- Every member of the school community should feel valued and respected and be free from discrimination of any sort.
- The school expects every member of the school community to behave in a considerate and respectful way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- We recognise the importance of positive relationships in ensuring that children grow in a safe and secure environment, where they can become positive, responsible and increasingly independent members of the school community.

4. Aims

This policy aims to

- Promote good behaviour, self-discipline and respect whilst developing an ethos of kindness and co-operation.
- Provide a consistent approach to behaviour management.
- Outline how pupils are expected to behave.
- Define what we consider to be unacceptable behaviour, including bullying.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

5. Roles and Responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing this behaviour policy in conjunction with the Head of School and monitoring the policy's effectiveness, holding the Head of School to account for its implementation.

5.2 *The Head of School*

It is the responsibility of the Head of School to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head of School to ensure the health, safety and welfare of all children in the school.

The Head of School and Senior Leadership and Management Teams support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

5.3 *The Staff*

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour, mutual respect and promoting high expectations
- Challenging behaviour that is unacceptable
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents using CPOMS
- Celebrating and rewarding good behaviour and student achievement
- Recognising and rewarding when pupils are displaying school values
- Consistently applying whole school classroom protocols and expectations
- Working with parents and carers to support behaviour and learning

5.4 *The Pupils*

Pupils are expected to

- Maintain a high standard of behaviour at all times, displaying school values.
- Show respect to members of staff and to each other.
- Behave in class in a way that makes it possible for all pupils to learn
- Move quietly and sensibly around the school
- Treat the school buildings and school property with respect
- Respond appropriately to instructions concerning their conduct or behaviour and accept sanctions when given.

5.5 *The Parents and Carers*

Parents and carers are expected to:

- Support their child in adhering to behaviour and classroom expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Monitor and support their child's progress by attending parents' evenings, meetings and events
- Discuss any behavioural concerns with the class/form teacher promptly

6. School Strategies and Systems

Early Years and Pre-Prep

6.1 The Berky Values, and are prominently displayed in each classroom. They are discussed with the children at the start of each term and referred to regularly. These values underpin our approach to recognising good behaviour around the school.

- Bravery
- Enthusiasm
- Resilience
- Kindness
- Yourself (being the best **you** that **you** can be)

6.2 Staff in Early Years and Pre-Prep uphold the following expectations for behaviour:

In the classroom

- Children use 'indoor voices' within the classroom
- Children take turns when contributing to group or class discussions
- Class teachers introduce different ways to signal to children that they should be ready to listen. For example, in Kindergarten, a tambourine is rung.

At lunchtime

- Children are respectful as Grace is said at the beginning and end of the meal
- Children sit quietly without talking while food is served
- Children can talk quietly to other children on their table during the meal
- Children show good table manners during lunch periods and are supported as necessary

Around the school

- Children walk around school
- They line up and walk in single file during transitions between lessons
- They walk into assembly and sit quietly waiting for assembly to start
- Children hold doors open and give way to adults, if they are able to

On the playground

- Children stand still and are silent when the bell is rung
- They line up quietly in single file
- They walk back into school quietly

6.3 Rewards

We believe that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. This is done in the following ways:

- Praise for positive behaviour and effort both verbally and as part of written feedback.
- Celebration of work using displays, the school newsletter and social media.
- Post cards/emails or phone calls home to parents/carers.

- Pupils sent to another member of staff to reinforce the praise
- Weekly celebration assemblies where pupils can bring in certificates, medals and awards to share successes from outside of school
- Stickers given out as and when appropriate
- Berky values vouchers are awarded in Early Years and Pre-Prep
- In Early Years, Wow vouchers are awarded by both parents and staff to recognise a special achievement. Edna and Andrew Bear (Kindergarten) and Berky Bear (Reception) are taken home by pupils on a weekly basis
- Throughout Early Years and Pre-Prep, pupils are rewarded with pompoms when they demonstrate positive behaviour and effort. These are collected in a class jar. Each week, at the celebration assembly, each class's jar is emptied into the large jar in the hall. When this is full, the whole of Early Years and Pre-prep receive a reward such as extra playtime, party games or a special snack
- Pre-Prep classes can also earn whole class 'stars' for their class star jar

6.4 Sanctions

Although school staff focus on positive praise and reinforcement, the school employs a number of sanctions in line with our Behaviour Policy to ensure a safe and positive learning environment is maintained for all children when required. We employ a sanction appropriate to each individual situation and according to the seriousness of the behaviour. The partnership developed by staff with the children's parents and their families is important to work collaboratively within the best interest of the child regarding their learning and behaviour. All staff will continue to record any incidents on CPOMS, and keep parents informed, as necessary. The use of corporal punishment by staff is unacceptable in any form and is unlawful in schools.

Pre-Prep

1. Reminder of expected behaviour e.g., 'Remember, we listen carefully when we are on the carpet.' Explain the behaviour is leading to Thinking Time.
2. Child to reflect on his/her feelings and actions through Thinking Time and Restorative conversation.
3. Child removed from situation and moved to another classroom – Teacher speaks to parents at the end of day.
4. Playtime – some of it may be missed.
5. Child sent to SMT member – parents informed.
6. Child sent to Head of School – parents informed.
7. Behaviour Record is set up with the child and parents' involvement.
8. Continue to review strategies and involve other professionals if required.

Early Years

- Child displaying unkind behaviour or actions will be given a reminder.
- If continued after this reminder, the child will be asked to change the behaviour, including being given an example of how they can do this, and they will be asked to have Thinking Time.
- The adult will explain to the child that they will sit and have Thinking Time, supported by an adult.
- After the timer has finished (usually 1-3 minutes), there will be a discussion about the reason for the Thinking Time, and help given to support them to resolve the situation.

If a behaviour problem persists:

- Talk to the parents to see if the behaviour is repeated at home or to see if the child needs further support
- Continue to monitor and record behaviour to identify any potential patterns.
- Talk to parents to see if behaviour is repeated at home.
- Agree a strategy of support, both in school and possibly home, sharing with other staff (including SMT) and the child's parents.
- Continue to review strategies and involve other professionals if required.

6.5 Circle Time

All classes use Circle Time as a valuable tool for promoting positive behaviour and supporting children's personal, social and emotional development. Through a combination of games, discussion and shared activities, Circle Time provides a safe, supportive and inclusive environment in which children are encouraged to listen to and respond positively to one another. These sessions offer opportunities to explore feelings and emotions, develop empathy, strengthen relationships and build the social and emotional skills needed to interact positively with others.

6.6 Record of incidents

Any significant behavioural incidents or concerns are recorded on CPOMS, and parents are kept informed as appropriate. Recording incidents enables staff to identify emerging trends or patterns and ensures that appropriate support and interventions can be implemented promptly. These may include increased supervision, targeted pastoral support or, where necessary, the development of an individual behaviour support and safety plan tailored to the child's needs.

Prep

School Values

The Berky Values, and are prominently displayed in each classroom. They are discussed with the children at the start of each term and referred to regularly. These values underpin our approach to recognising good behaviour around the school.

- Bravery
- Enthusiasm
- Resilience
- Kindness
- Yourself (being the best **you** that **you** can be)

Rewards, Behaviour and Care

The Form Teacher assumes responsibility for the care, discipline and welfare of the children. They are responsible for ensuring any serious problems are brought to a member of the SMT's attention and that, if appropriate, parents are made aware of any concerns. Serious incidents should be recorded on CPOMS.

Children of Concern are discussed in open forum on a weekly basis, if necessary, with the staff at the weekly staff meeting.

In lessons, the teacher assumes responsibility for the care and discipline of the children. If any problems arise, they should handle the situation appropriately. If necessary, another teacher or a member of the SMT can be called upon for assistance.

At break time, the Duty Staff assume responsibility for the care and discipline of the children. If any problems arise, they should handle the situation appropriately and communicate with the Form Teacher as soon as possible.

If a child's behaviour is of sufficient concern for the child to need to leave the classroom, or if a child is unwell or distressed, the teacher will ask the child in the first instance to sit quietly in the classroom under supervision. If the child continues to misbehave, to be unwell or is upset, the teacher will send another child in the class for another teacher to collect the child. The Form Teacher will then be able to deal with the situation as needed.

Specific Rewards

Bonus	A bonus can be awarded to a child for a piece of good work, kindness, good manners or helpfulness. They are given to the child as colour coded pieces of card (house dependent).
Commendation	A commendation is a certificate that is presented to the child in assembly. They are for exceptional work or behaviour. They are kept by the child as a record of achievement. They are worth 3 bonuses.
Every week children hand in bonuses and commendations to Form Teachers to be recorded. All the results are tallied towards individual and House scores. A running House total is announced, and bonus badges are presented to any child who has amassed enough bonuses (see below)	
Class Bonus	A class bonus can be awarded to a whole class for a number of reasons such as a good working ethic, the whole class has remembered something (such as reply slips or reading books) or great behaviour. These are forms that should be passed from the class to the form teachers for recording.
Once the class have reached the agreed class number the class will be rewarded with a free break (a session when the class can use the playground) or other reward.	
Postcard Home	Any staff member may write a postcard home congratulating the child on outstanding behaviour – worth 5 bonuses.
Head of School's Sticker	The Head of School may award these for outstanding behaviour/contribution.

Sanctions

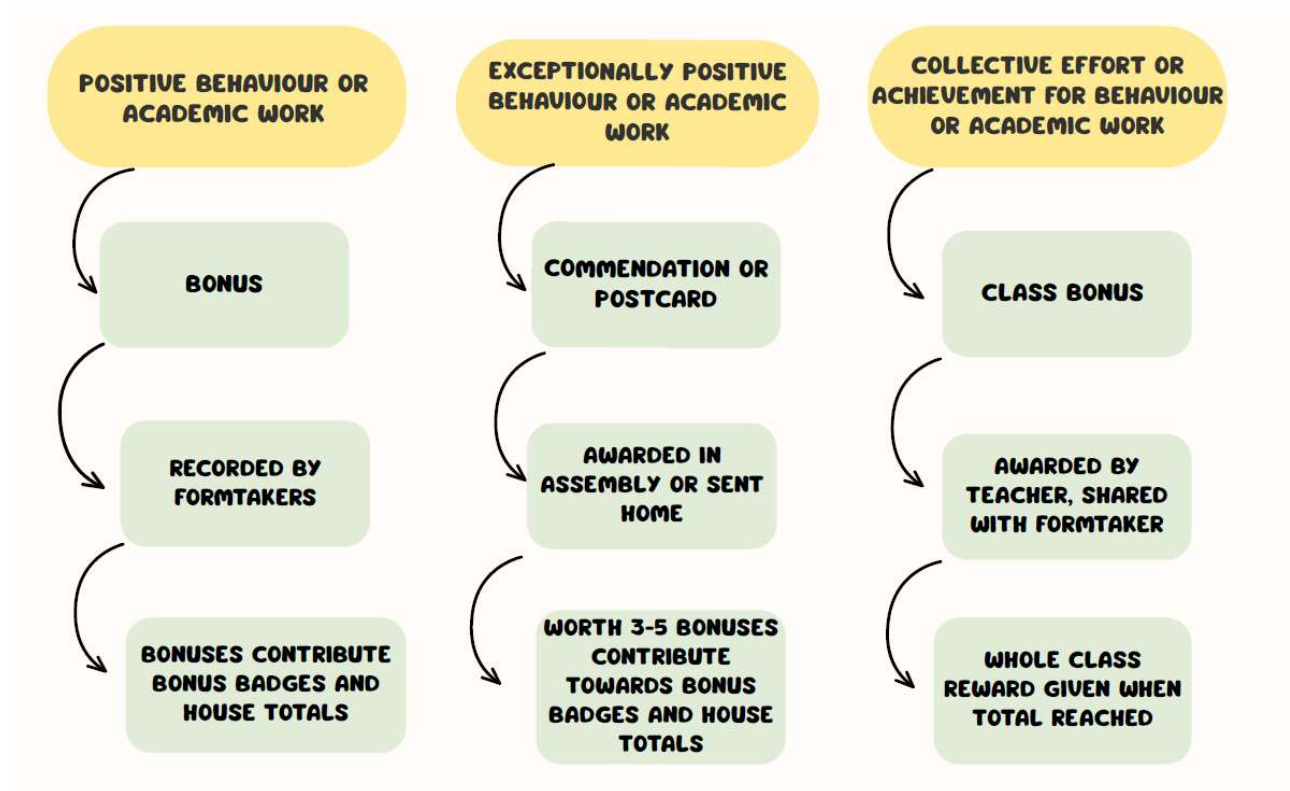
Verbal Warning	The first phase of discipline is to remind the child that the action they have taken is wrong and offer alternative ideas (Education). Depending on the situation, discussions may happen, either directly with a teacher, or between pupils, facilitated by a teacher, to allow a problem to be addressed.
Specific Sanction	This may be a specific sanction to address the misbehaviour - for example, redoing work, missing a break time or a restorative task. This sanction can be administered by individual teachers.
Minus	If a child repeats the offence or displays behaviour that is inappropriate, then a minus may be given. The minus is worth -3 bonuses.
Reflection	For a more serious sanction or for persistent poor behaviour, children will have a formal reflective conversation/time with their form teacher or a member of SMT. This may also include the child missing their break or lunch time. Parents would be informed and this would be recorded on CPOMS.
Suspension/ Exclusion	In exceptional circumstances, the Head of School reserves the right to suspend or exclude a child.

Report Cards

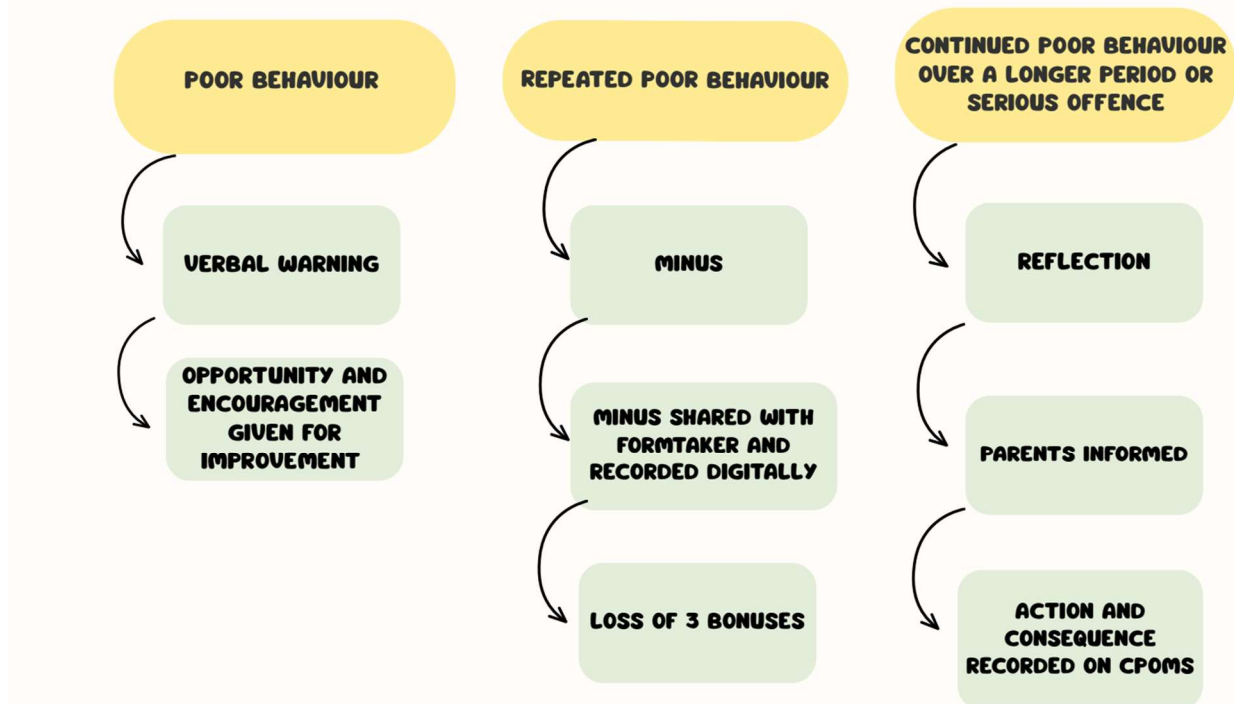
For some children an alternative course of action is to give them a report card. These can be for specific targets and should be signed by class teachers at the end of each lesson and by parents each night.

If there is no improvement or a recurrence of bad behaviour then the parents should be asked to come into school to discuss the matter with the Form teacher. It is good practice to keep parents in the loop from the outset. Such incidents should be recorded on CPOMS.

REWARDS AND CONSEQUENCES



REWARDS AND CONSEQUENCES



7. Playground Rules

Early Years and Pre-Prep

General Rules for children playing in the main playground

- The form tutor or a member of staff on duty decides whether the children need to wear a jumper/coat/ raincoat outside.
- There are three members of staff on duty to cover Reception, Year 1 and Year 2.
- Children should be led out to the playground and never left unattended.
- The first aid box, containing the Accident Forms, should be easily accessible on the bench; any injuries that are more than just superficial are recorded on an Accident Form - for example, a cut, a broken tooth or a bruise. (See also First Aid Policy Document)
- Any bumps to a child's head are reported to parents with a 'head bump' letter along with the Accident form. (See also First Aid Policy Document)
- Children are taught 'No pulling, no pushing and no climbing on top of each other.' Children are encouraged to resolve minor differences.
- Poor or dangerous behaviour will result in a child being asked to sit on the bench to reflect on their actions for a period of time decided by the duty staff. Sometimes, a child has to be brought in to be spoken to by a member of staff indoors; they may then spend the rest of their playtime away from the playground.
- The door to the Andrew's Gym toilets is left open so that children can access the toilets; they must always ask permission to do so. A teacher will be in sight/hearing to assist.
- Children must not play on fences, flower beds or the fire escape and, when the ground is wet, they are not allowed on the grass.
- If it is wet or frosty, children may be stopped from playing on the equipment if it has been made slippery and dangerous.
- At the end of playtime, a member of staff on duty will ring the bell or whistle; the children stand still until they are told to walk to their lines. They should line up quietly and in register order.
- The children are led into school by the staff, including a member of staff at the front and rear of each year group line.
- It is the responsibility of the duty staff to ensure that all doors are closed at the end of playtime.
- A member of staff is always in sight and hearing of children in the toilets and available to support children with toileting, if necessary.

General Rules for children playing outside the Andrews Centre

- Children only play on the grass (weather permitting) or paved/rubberised areas.
- All balls kicked outside the boundary line must be retrieved by an adult.
- Children are asked to stay away from Gym windows if a lesson is taking place.
- Children use Gym/Kindergarten toilet but must ask an adult first and an adult must be in sight and hearing of the child.
- Children are encouraged not to touch Early Years equipment when passing to the main building or to the playground.
- No Early Years equipment to be played with after school, including the climbing frame.

Wet Playtime

- If it is too wet to play outside wearing a raincoat, the Early Years and Pre Prep children are taken by the duty staff to the Library or to their classrooms for quiet games and activities.

Prep Playground Rules

General Rules

- Be kind to everyone
- No game is exclusive
- Show kind hands - do not push, shove or grab anyone
- Ask a member of staff if you want to go to the toilet, and return the playground promptly afterwards.
- Tell a member of staff immediately if someone is hurt or upset
- When the bell rings, line up quickly and quietly
- While returning to the school building, place equipment back into the box where it belongs
- Do not drop litter
- Do not stay indoors without a teacher
- Do not enter the changing rooms

Large Playground

- All equipment to be used appropriately
- Netballs may be used to practise shooting but only in the D

Small Playground

- Look at the rota to see which year group's turn it is
- Football may be played with the following rules:
 - Only a school ball is to be used
 - If the ball goes over the fence, it is the end of the game
 - Play fairly by the rules of football
- Cricket may be played in the summer term
- On some days, no ball games are allowed and the area is used for social activities

Trim Trail

- No balls, hoops or skipping ropes allowed
- No running
- Respect the equipment
- Do not climb on top of the wall

Outdoor

- Do not go behind the signs or the chess sheds
- Keep the chess sheds tidy

Jubilee Garden (during Summer months)

- A quiet area
- Must ask permission
- No running

Wellbeing Pod

- A quiet area
- Children only enter while under the supervision of an adult
- Maximum 5 children at one time

Wet Playtime

- Go to your own classroom
- Play quietly
- Do as the monitors, or the teachers on duty, ask
- No running around inside

8. Special Educational Needs and Disabilities.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to managing behaviour may be differentiated to cater to the needs of the pupil.

The Head of Learning Support (SENDCo) will meet with staff and parents to discuss concerns regarding behaviour and will carry out observations to determine whether a pupil may have underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

Additional strategies and systems may be put in place to support the behaviour of an individual pupil. When acute needs are identified, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Off-site behaviour

High standards of behaviour are expected at all times including when pupils are off site. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or at sports event.

10. Remote learning

During any period of remote learning, expectations for behaviour will be clearly communicated to pupils. Reward systems will continue to be used to celebrate work and behaviour.

During any time of partial closure or a phased return to school, we will continue to follow the guidelines set out in this policy. We will use a consistent and calm approach, reintegrating routines and using circle time and the CWB curriculum to guide children back into school life.

11. Physical restraint/reasonable force

In exceptional circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Engaging in behaviour that causes disorder
- Self-injuring or placing themselves at risk
- Injuring others or placing them at risk
- Causing significant damage to property, including that belonging to the pupil
- Committing a criminal offence (even if the pupil is below the age of criminal responsibility)
- Staff will always use preventative and de-escalation strategies in the first instance

More information can be found in our Restrictive Interventions including use of Reasonable Force Policy.

12. Exclusion

Exclusion, whether temporary or permanent, is a last resort and used only in the most serious of circumstances.

A non-exhaustive list of the sorts of behaviour that could merit exclusion includes the following:

- Physical assault against pupils or adults
- Verbal abuse/threatening behaviour against pupils or adults
- Bullying
- Abuse on the grounds of race, religion/belief, disability, Special Educational Needs
- Sexual Misconduct
- Drug or alcohol misuse
- Damage to property
- Theft
- Persistent disruptive behaviour
- Unreasonable or otherwise inappropriate parental behaviour

The school always offers the right of appeal to a pupil excluded from the school. Any appeal against exclusion will be dealt with under Stage 3 of the school's Complaints Policy and should be made in writing to the Head of School within one week of the pupil's exclusion.