



BERKHAMPSTEAD SCHOOL

BEHAVIOUR and EXCLUSION POLICY

Behaviour Management

All pupils at Berkhamstead have the right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.

Staff should not use any form of degrading treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation nor is shouting except in the interest of a child's safety.

The use of corporal punishment is not acceptable and is unlawful in schools.

Where children display difficult or challenging behavior, adults must follow this behaviour policy. The use of physical intervention can only be justified in exceptional circumstances. Please see the Physical Restraint Policy.

Discipline - Class & General

- All members of staff are responsible for maintaining good standards of behaviour within the school.
- All members of staff should familiarise themselves with this policy and ensure it is followed at all times.
- Pupils are expected to respond appropriately to all instructions concerning either their general conduct, or learning behaviours and all pupils should be made fully aware of what is expected of them.
- Children are expected to abide by the school code of conduct as set out in the homework diary.

Exclusion

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

Breaches of School Rules which merit exclusion:

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

- Physical assault against pupils or adults;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying;
- Abuse on grounds of race, religion/ belief, disability, Special Education Needs (etc.);
- Sexual misconduct;
- Drug and alcohol misuse;
- Damage to property;
- Theft;
- Persistent disruptive behaviour;
- Unreasonable or otherwise inappropriate parental behaviour.

Please note that exclusion may also be imposed by the school as a sanction for a series of minor misdemeanours.

Appeals against exclusion

The school will always offer the right of appeal to any 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 Headmaster within one week of the pupil's exclusion.

REWARDS, BEHAVIOUR AND CARE

The Form teacher assumes responsibility for the care, discipline and welfare of the children. He/she is 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 we may have.

Children's problems and difficulties are discussed in open forum on a weekly basis if necessary with the staff at the weekly staff meeting.

In lessons the teacher assumes total responsibility for the care and discipline of the children. If any problems arise he/she 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 total responsibility for the care and discipline of the children. If any problems arise, he/she 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.

Pre-Prep Specific

Rewards

Stickers

- All teachers have a supply of stickers to award to children for any positive behaviour, academic or otherwise. Children may have individual sticker charts or class charts on which to put these awards or they may choose to wear them.
- In Kindergarten and Reception, teachers and parents work in partnership to celebrate the achievements of the children by awarding 'Wow!' certificates alongside stickers for rewarding positive behaviour and achievement.
- Each Friday lunchtime in the KSI dining room, a child on each table is chosen to receive a 'Lunchtime Award' sticker; the teacher explains to everyone why that particular child has been chosen.
- In Year 2, children may be awarded a 'Sparkle Statement' for a piece of especially good work or behaviour; these are awarded during the weekly Circle Time session and are displayed in the classroom for a week before being sent home.
- As an incentive to improve the general standard of behaviour in a class, a 'Class Star' system may be used; when ten stars have been gained for good behaviour by the whole class, there is a reward such as additional choosing time.
- Teachers may decide to use a class behaviour chart, displayed on the classroom wall, which shows how each child is behaving that day.

Awards and Birthdays Assembly

- Each week in the 'Awards and Birthdays' Assembly, a child from each class is selected to receive a special award; any criteria can be used by the class teacher for this award. In KSI, this is a 'Special Achievement' Certificate, in Reception a

'Wow!' Certificate and in Kindergarten, there are special cuddly toys that are awarded to children who can take them home for the weekend.

- Other certificates and awards can be brought in and shown during this assembly.
- Teachers should keep a record of which children receive the Achievement or Wow Certificates.

Sanctions

- In Kindergarten, children are given choices and are praised for choosing the correct choice. Children are given "Thinking Time" (2 minutes) if appropriate. It is discussed with the child why s/he has been given this time and how it can be avoided in future.
- Staff are encouraged to use the 'Proximity Praise' idea which encourages children to behave well by seeing someone near them get positive attention and feedback for good behaviour.
- For the Reception and KSI children, a behaviour 'ladder' with designated degrees of sanction can be used should it be necessary to punish bad behaviour. This consists of:
 1. Verbal warning
 2. Name on board
 3. Parents told
 4. Headmaster notified
- The class behaviour chart mentioned above can also be used to show the consequences of bad behaviour.
- Depending on the severity of the offence, steps of the ladder can be omitted.
- Persistent offenders are sometimes given an individual 'Behaviour Card' or Chart as an incentive to improve their behaviour; this is marked by the teacher to show whether they have behaved each day/part of the day and is shared with parents.
- In the playground, persistent bad or dangerous behaviour can result in a child sitting on the bench to reflect on their actions for part of playtime or, if deemed necessary, the child being put outside the staffroom.

Record of Incidents

- Any significant incidents are recorded in staff meeting minutes so that each pupil's behaviour is monitored constantly; this goes with them throughout the school so this is an effective way of uncovering any significant behaviour patterns or problems.
- Records are also kept of the victim in such incidents as there may be a significant pattern there too.

Prep Specific

The aim of the policy is to lay solid procedure to reward children and deliver sanctions, if required. The school has a policy of praising good work and behaviour and rewarding whenever possible.

BERKY BONUS BADGES

BONUS BADGES ARE GIVEN FOR PUPILS REACHING A CERTAIN NUMBER OF BONUSSES DURING THEIR TIME AT BERKHAMPSTEAD - YEAR 3 TO 6.



CREAM BADGE
100 BONUSSES



ORANGE BADGE
850 BONUSSES



BROWN BADGE
250 BONUSSES



PINK BADGE
1000 BONUSSES



BLUE BADGE
400 BONUSSES



GREEN BADGE
1200 BONUSSES



YELLOW BADGE
550 BONUSSES



PURPLE BADGE
1400 BONUSSES



'BERKY' BADGE I
700 BONUSSES



'BERKY' BADGE
1600 BONUSSES

Specific Rewards

BONUS	A bonus can be awarded to a child for a piece of good work, remembering forms, 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.
Every week children hand in bonuses and commendations to form teachers to be recorded. All the results are tallied towards individual and house scores. Each week, a certificate is presented to the individual with the highest score for each year group, a running house total is announced and bonus badges are presented to any child who has amassed enough points (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 a desired total the class may be rewarded with an edible treat or a free break (a session when the class can use the playground).	
Postcard Home	Any staff member may write a postcard home congratulating the child on outstanding behaviour.

Sanctions

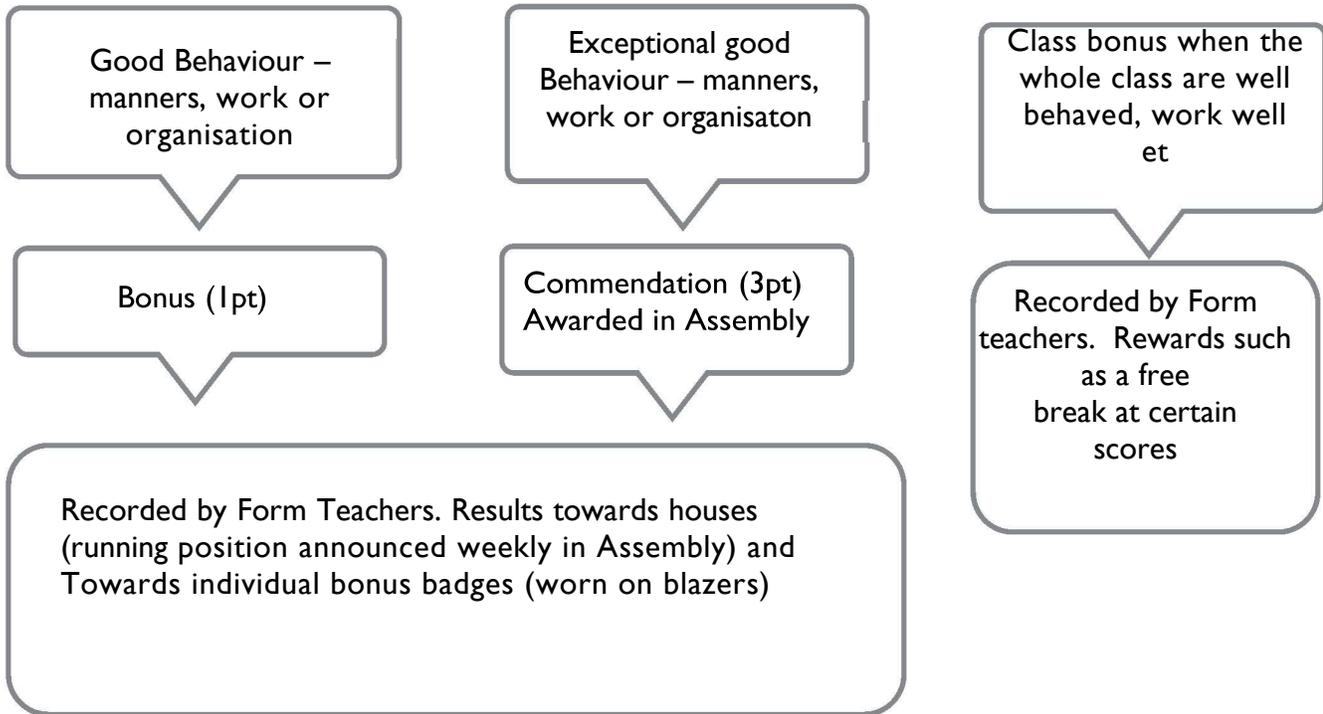
Verbal Warning	The first phase of discipline is to remind the child that the action they have taken is wrong and offer alternative ideas (Education)
Specific Sanction	This may be a specific punishment to fit the crime. For example redoing work, missing a break time or litter patrol. This sanction can be administered by individual teachers.
Minus	If a child repeats the offence or displays behaviour that is inappropriate then a minus card is given. This card should be handed to the form teacher and the child must explain the reason. The offence should also be written on the staff room board. The minus is worth -3 points.
Detention	For a more serious sanction or for persistent bad behaviour children will have a more formal detention. This is supervised by the Head of Prep and takes the guise of detention papers to match individual crimes. Parents may be informed, this should be recorded on School Manager.
Suspension/ Exclusion	In exceptional circumstances, the Headmaster reserves the right to suspend or exclude a child.

Report Cards

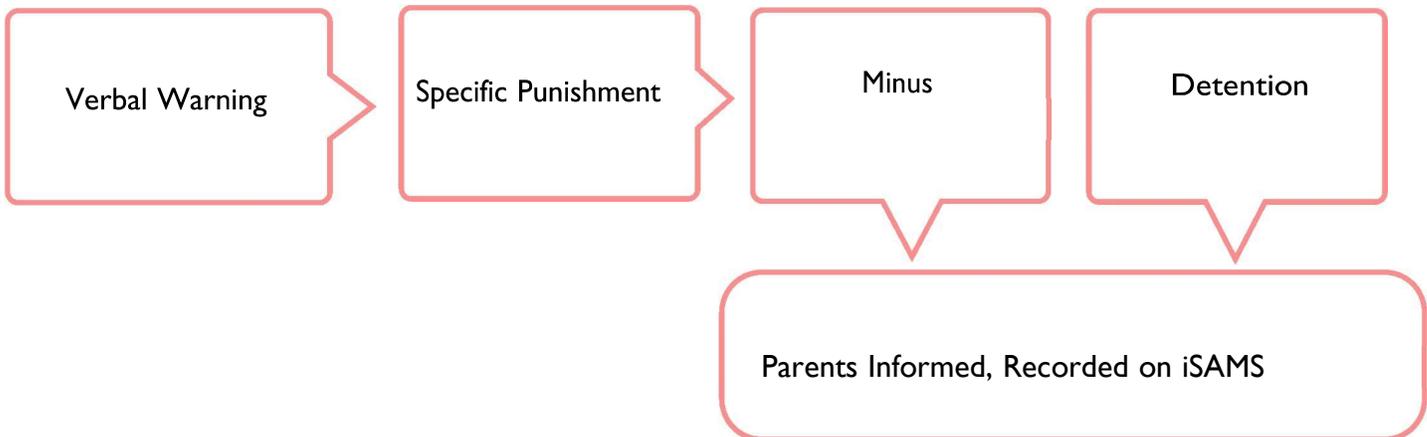
For some children an alternative course of action is to give them a report card. These can be for specific targets and should be signed by class teachers at the end of each lesson and by parents each night.

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 policy to keep parents in the loop from the outset. Such Incidents should be recorded on iSAMS.

Good Behaviour



Bad Behaviour



Playground Rules

Pre-Prep

General Rules for children playing in the main playground

- The member of staff on duty decides whether the children need to wear a jumper/coat/ raincoat outside.
- Two teachers are on duty on a rota basis each playtime; when Reception join Years 1 and 2, there are three teachers on duty.
- 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 told 'No pulling, no pushing and no climbing on top of each other.' They are encouraged to sort out minor differences of opinion through discussion rather than constant tale-telling.
- Bad or dangerous behaviour will result in a child being put on a 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. (See 'Sanctions'.)
- The playground door and the basement door are left open so that children can access the toilets; they must always ask permission to do so.
- 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.
- The high and middle bars are for swinging only but the low bar can be used for doing a roly poly; the middle and top bars can be used by any Year 1s or Year 2s that can reach it safely. Children must never sit on top of the bars.
- At the end of playtime, a member of staff on duty will ring the bell; the children get off the apparatus and stand still until they are told to walk to their lines on the square mat. They should line up quietly.
- The children are led into school by the staff, Year 1 through the top door and Year 2 through the basement door.
- It is the responsibility of the duty staff to ensure that all doors are closed at the end of playtime.

Castle Rules

- Slide – one at a time, always feet first, no climbing up.
- Climbing net – one at a time.
- Climbing wall – one at a time, no jumping out from the top.
- Wobbly bridge – if sitting, legs should be straddling a rope.
- No equipment to be taken on the castle, except puppets in the theatre.

Only one class or year group at a time, as specified on Castle Rota (in First Aid box).

General Rules for children playing outside the Andrews Centre

- Children only play within the building line.
- Children only play on the grass or paved/rubberised areas.
- All balls kicked outside the boundary line must be retrieved by an adult.
- Balls must stay away from equipment and only be retrieved by one child if they go near equipment.
- Stay away from Gym windows if a lesson is taking place.
- Children use Gym/Kindergarten toilet but must ask an adult first.
- Approach slide from the back and only slide down on bottoms.
- Keep bicycles/scooters etc. on the paths.
- Children do not touch Early Years equipment when passing to the main building or to the playground.
- No Early Years equipment to be played with after school.

Kindergarten children

- Kindergarten children play separately at the Kindergarten end of the garden.
- They are sometimes brought up to the older children's playground to accustom themselves to the environment and the equipment.

Wet Playtime

- If it is too wet to play outside wearing a raincoat, the KSI children are taken by the duty staff to the Library to watch a DVD or to their classrooms for 'table' activities.
- Reception children stay in their own building.

Prep Playground Rules

General Rules

- Be kind to everyone
- No game is exclusive
- Do not push, shove or grab anyone
- Ask a member of staff if you want to go inside
- Tell a member of staff immediately if someone is hurt
- When the bell rings, line up quickly and quietly
- Do not drop litter

- Do not stay indoors without a teacher
- Do not hang around in the toilets or changing rooms

Large Playground

- All equipment to be used appropriately
- No rugby or football games
- 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

Trim Trail

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

Quiet Area

- Play quietly
- No running
- Do not go behind the bushes or the chess sheds
- Keep the chess sheds tidy

Wet Playtime

- Go to your own classroom
- Play quietly
- Do as the monitors ask
- No running around inside