



Berkswell C of E School Behaviour Policy – May 2026

‘Inspiring all to Shine’

This policy has been written in consultation with the DFE document; behaviour and discipline in schools advice for Headteachers and staff.

‘The school’s commitment to living its vision has fostered a nurturing culture built on love and togetherness. This culture of deliberate care, described as ‘deliberate botheredness,’ ensures recognition that everyone is part of the Berkswell community. The school provides timely and effective support, including regular emotional wellbeing check-ins, particularly at times of increased need. The impact of the vision on pupils is evident in the consistent language of kindness embedded from early years. Pupils demonstrate the vision through exceptional behaviour both in classrooms and on the playground. Interactions demonstrate care and love throughout the school day.’

SIAMS Report 2026

‘Pupils are happy at Berkswell Church of England Primary School. They are ‘inspired to shine’. Pupils, parents and staff speak with pride about belonging to the ‘Berkswell family’. This makes pupils feel safe and confident. Pupils work and play together happily. Their behaviour is exemplary. Pupils are confident that, should bullying happen, adults would deal with it.’ **OFSTED Report 2022 behaviour rated as outstanding**

Our Christian Vision

**Love
Togetherness
Aspiration**

Love is at the heart of our school. Rooted in God’s love, it shapes our relationships and inspires children to act with compassion, challenge injustice and become courageous advocates for change.

Togetherness reflects God’s community of love; we celebrate individuality, embrace diversity and nurture belonging. Even in disagreement, we encourage forgiveness and restored relationships.

Aspiration recognises that each person is uniquely precious and called to flourish. We nurture talents, resilience, and self-belief so children can become who God created them to be, contributing positively to our school, community, and world.

Matthew 5:16 ‘Let your light shine.’

Behaviour in school

We focus on the school vision at the start of the year. Each class reviews their learning charter thinking about rights and responsibilities, rewards and consequences. As part of this, we look at the three school rules of responsibility, respect and being ready to learn.

Positive Behaviour Strategies

Through the work of Paul Dix, the school recognises the importance of a consistency and a calm, adult response to behaviours.

We have four visible consistencies of:

- Meet and Greet
- Wonderful Walking
- Marvellous lining up
- Cracking Cloakrooms

The school rules are simplified and able to be understood:

- Ready to learn
- Be respectful
- Be responsible

Staff respond to poor behaviour with 'deliberate calm', where possible behaviour is corrected in private with the focus on the immediacy of consequence rather than the weight of punishment. We focus on positive recognition and a sense of belonging.

The school focuses on 'deliberate botheredness,' this is a deliberate act that is dripped across the day:

- Building rapport
- The power of words
- Acknowledgment – 'How was your birthday?'
- Smiling
- Recognise and comment on changes 'You look especially smart.'
- Developing emotional currency
- Meet and Greet

Recognition is given to those who go above and beyond: this is heavily praised.

Rights and Responsibilities

In order for members of our community to flourish and achieve their aspirations, we all have the right to:

- Feel safe in a school where there is a strong sense of togetherness
- Be free from discrimination, celebrating individuality and diversity
- Learn together, pursuing our talents and dreams
- Be respected and treated fairly within our community, rooted in love

Responsibilities of the Headteacher

The Headteacher at Berkswell School ensures that the vision is embedded and outlived in the school. They are responsible to the governors for discipline in the school, under the Schools Standards

Framework Act 1998. This will include the health, safety and welfare of children in the school, including their emotional well-being and mental health.

The Headteacher supports the staff in implementing the policy. Within this they make, and from time-to-time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst children.

Responsibilities of Senior Leadership Team

The Senior Leadership Team supports and advises all staff in behaviour matters.

Responsibility of Governors

The governing board are responsible for ensuring that all decisions regarding behaviour management, including policy documentation, are rooted in the school vision.

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Within this, from time-to-time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils

Responsibilities of staff

It is the responsibility of all members of staff to help to provide a calm, supportive and purposeful atmosphere in school. They focus on creating a positive learning environment which enables the children to flourish. Staff comply with section 7 of the Teacher Standards 2012. This is facilitated by:

- Staff acting as positive role models.
- Staff having high expectations of achievement and behaviour.
- Children being taught an effective curriculum which takes account of the needs of all children in the class.
- Children clearly understanding what is and is not acceptable behaviour. This is reinforced through the school rules of behaviour and the outliving of the school vision.
- Children understanding the school routines and the part they play in them.
- Rules for behaviour being shared with the children and regularly being re-visited.
- Good behaviour constantly being praised by the staff.
- Poor behaviour being corrected quickly.
- Encouraging children to take increasing responsibility for their behaviour and learning, via zones of regulation and Growth Mindset approaches.
- Children understanding their own responsibilities within school and being given the opportunity to take on responsibility through roles such as Play Heroes, School Councillors and House Captains etc.
- Providing opportunities for group or class discussions for children to share concerns.

At lunch time the children are expected to continue to behave in an appropriate and safe manner both in school and on the playground. Younger children are supported by older children in various settings, for example Play Heroes and KiVa leads. This encourages the building of relationships throughout school, reinforcing the importance of togetherness and love.

Responsibilities of parents

Parents play a vital role in partnership with the school, supporting on matters relating to behaviour.

Should any child's behaviour be a cause for concern, parents are contacted:

- informally – possibly at the end of school.
- formally – at parent consultation evenings.
- by telephone.
- by email/letter.

In addition, parents can share concerns with staff, both formally and informally. Parents may be asked to make specified appointments with the class teacher to discuss behaviour or strategies to improve behaviour, which can be put into place. In some circumstances, school may instigate a home/school behaviour log.

Children can be referred to the school's Child and Family Mentor, who can work with the child on an individual or group basis.

If appropriate, parents may be offered support from other services to work with their child and the school.

Responsibilities of children

Children are expected to play an important part in helping to create and maintain a happy, hard-working and caring school community. This is reflected in the importance the school holds in consulting with children. The School Council have played an active part in writing this policy. Children also worked to develop our school vision and understand that they have a responsibility in helping to create and maintain this vision. In order to achieve this, high levels of good manners and behaviour are the expected norm.

Children take ownership through the understanding of Zones of Regulation and Growth Mindset approaches.

Children are given positive reinforcement and rewards through:

Values

The school talks about values regularly, each term several values are identified and promoted through school. Children are rewarded for showing the values across the school week and they are reinforced in worships, the curriculum and in all aspects of school life.

Responsibility

Children are given responsibility in class and around school in a variety of ways ranging from Head Boy and Girl, House Captains, Play Heroes, Worship Leaders, Classroom TAs, Eco Warriors, as well as through the School Council.

Curriculum

At Berkswell we strongly believe that the curriculum plays a very positive approach towards behaviour management. A stimulating and enjoyable curriculum with well-planned, interesting and challenging activities promotes independence and good behaviour.

Positive Behaviour

Positive behaviour is rewarded by:

- Praise from an adult or peers
- Self-praise through Growth Mindset
- Stickers
- Special responsibilities
- Star Worker
- Class Dojos
- Good manners tokens
- Star Worker tea party
- Values rewards
- Special achievement badges
- Team or house points
- Headteachers award
- Assistant Headteacher award

Golden Time is used as a means of reinforcing school and class rules and rewarding good behaviour. This can be implemented in various forms appropriate for their age.

The Importance of Self-Esteem

Enhancing self-esteem is a key factor in the promotion of positive relationships. Helping to raise the self-esteem and confidence of all adults and children in the school is of key importance. A range of classroom strategies are used to develop this through PSD lessons, Circle Time and the general positive ethos of the school. Our PSD curriculum is based around the Jigsaw program, which has the developing of self-esteem and positive relationships at its core.

Recognising individuality and appreciating one another's differences, encourages understanding and builds a community of acceptance.

As staff we recognise the power of positive and negative comments and how they can impact on behaviours within the classroom and playground. Positive communication with pupils is very important.

Nurture area (The Hub)

All children have the ability to access the nurture area, which has sensory resources including a blackout tent. This is used when children display early signs of needing help with their emotions and behaviours. This is a place where children can go to take 'time out' in a positive way. Children are encouraged to spend time reflecting on their actions. The Peace Garden also provides a place for time to reflect and self-regulate in a quiet environment.

Behaviour as Communication

We understand that behaviour is often a form of communication, especially for pupils with SEND or emotional needs. Staff respond with compassion, curiosity and a desire to understand the child's experience.

Graduated Response

Behaviour concerns may trigger a graduated response (Assess–Plan–Do–Review) in line with the SEND Code of Practice, involving the SENCO, parents and external agencies where appropriate.

Our approach is grounded in support, belonging and aspiration, ensuring that all pupils are supported to succeed.

Reasonable Adjustments

Under the Equality Act 2010, the school has a duty to make reasonable adjustments for pupils with SEND needs where a policy, practice or rule places them at a substantial disadvantage.

Reasonable adjustments may include (but are not limited to):

- Adjusted routines or expectations
- Visual timetables or prompts
- Movement or sensory breaks
- Modified sanctions or alternative consequences
- Access to the nurture provision or quiet spaces
- Time to regulate emotions before reparative conversations
- Adapted communication methods
- Adult check-ins at key points in the day

Adjustments are tailored to the individual and reviewed in line with behaviour plans, SEN support plans or EHCP outcomes.

Inappropriate behaviour

At Berkswell, we will not tolerate behaviour which impacts on other people's safety and learning.

Incidents of inappropriate behaviour are dealt with promptly and fairly. Sanctions are used in a considered and careful way to ensure that children are not embarrassed or humiliated.

If a child's behaviour is unacceptable and a verbal warning fails, the following consequences are available for members of staff to use as they think appropriate. It is important that we view behaviour through the lens of our vision. Children need the opportunity to have time to reflect and to have the chance to 'put it right.' Children understand that they are loved and that forgiveness is at the core of this.

Inappropriate behaviour is sanctioned through:

- Loss of minutes of Golden Time
- Loss of part of a playtime or lunchtime

- Moving position in class
- Modification of task/activity where appropriate
- Carrying out a task to make amends
- Sending work home to be completed
- Yellow/ Blue /Red cards
- Withholding participation in extra-curricular activities
- Involvement of colleagues, Assistant Headteacher or Headteacher
- Involvement of Child and Family Mentor
- Involvement of parents
- Use of home-school book
- Loss of lunchtime privileges

Examples of inappropriate behaviour:

Level 1	Level 2	Level 3
Teasing	Persistent Level 1 behaviours	Persistent Level 2 behaviours
Interrupting the teacher	Shouting out	Fighting
Avoiding work	Lying	Swearing
Telling tales	Answering back	Racial abuse
Swinging on chairs/misusing equipment	Being disrespectful to teachers/staff	Derogatory language
Poor use of manners	Preventing others from working	Stealing
Running in corridors	Pushing and barging	Physical abuse
	Rough play	Verbal abuse
		Refusal to follow instructions (defiance)
		Bullying
		Intentionally damaging school property
Examples of sanctions Level 1:	Examples of sanctions Level 2:	Examples of sanctions Level 3:
Reinforcement of Learning Charter	Time out in class	Half/whole day internal exclusion
In-class sanctions	Short period internal exclusion	KiVa team involvement
Encourage to make right choices	Missed privileges e.g. Golden Time, playtime	SLT involvement
Model good behaviour	Headteacher/SLT made aware	Parent consultation meeting

Verbal warning/reminders	Parents contacted CPOMS completed Red/blue/yellow cards	Involvement of CFM Pupil Behavioural Plan in place Exclusion procedures followed CPOMS Completed Involvement of external agencies
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A red triangle is available in all classrooms to access further adult support.

Any incident of inappropriate behaviour is recorded on CPOMS. Where repeated behaviour is displayed or concerns are identified members of the Senior Leadership Team will implement, an individual behaviour plan. This will involve an agreed set of target.

Through early intervention identified members of staff will also work with individual children or groups of children to develop self-esteem and promote positive relationships.

Searching, Screening and Confiscation

In line with DfE guidance, authorised staff may search pupils when there is reasonable suspicion, they possess prohibited items. Searches are conducted with dignity, respect and safeguarding oversight. Parents are informed and records kept.

Staff may confiscate items that are unsafe, disruptive or prohibited.

Use of Reasonable Force

Reasonable force may be used as a last resort to prevent harm or serious disruption. Any use of force is recorded, shared with parents and followed by reflection and relationship repair.

Mobile Phones and Smart Devices

Berkswell is a mobile-phone-free environment. Devices must be switched off and handed to staff. Misuse results in confiscation and return to a parent.

Child-on-Child Abuse

We do not tolerate bullying, sexual harassment, harmful language or intimidation. All incidents are treated as safeguarding concerns and responded to in line with the Safeguarding Policy.

Exclusions

The school will refer to and comply with the statutory guidance, 'School suspensions and permanent exclusions.'

Before any serious sanction, internal exclusion, suspension or permanent exclusion, the school will consider and document:

- Whether behaviour is connected to SEND or disability

- What reasonable adjustments have been made
- Whether further support or intervention is required

A child may be excluded for a fixed term period for:

- Repeated level 3 behaviour
- A serious violation of acceptable behaviour
- Repeated refusal to conform to the requirements of the behaviour policy
- Persistent behaviour detrimental to the learning and well-being of others

In circumstances deemed necessary by the Headteacher, any of the above forms of misbehaviour could result in permanent exclusion.

Support

At Berkswell, we are very willing to seek support as necessary in dealing with any aspect of Behaviour Management. The Services, which are available to us are:

- Child and Family Mentor
- Local Authority Advisory Teachers
- Special Inclusion Support Service
- Social Services
- Social Emotional and Mental Health Team
- Governors
- Police
- Rector
- School Nursing Service
- Diocese

Monitoring

The Headteacher and Senior Leadership Team monitor the implementation and effectiveness of the policy. Any changes or recommendations will be made to the governing body.

All level 2 and 3 behaviours are recorded on the CPOMS system, this is monitored by the Headteacher and the Child Family Mentor. The system records any incidents across the school day. This may lead to meetings with parents where necessary or further intervention.

The Headteacher keeps a record of any pupil who is excluded for a fixed term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term exclusions and to ensure the policy is administered fairly. The Safeguarding Lead Governor is reported to termly by the Headteacher around behaviour in school.

Next policy review date – May 2027

