

Orrell Lamberhead Green Academy

Behaviour Policy



Policy Review date: September 2019

Rationale

Overview

At Orrell Lamberhead Green Academy the children enjoy a happy, secure environment, which is achieved by all staff exercising a positive but firm discipline within a stimulating atmosphere. The school expects

- All pupils to show respect towards others, property and themselves
- Every teacher to be good at managing and improving pupils' behaviour
- Parents to encourage their children to show respect and support the behaviour policy
- The Headteacher to help create a culture of respect by ensuring that the policy is applied consistently and fairly across the school.
- The governing body and Headteacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is subject of the allegation.

Rationale

All members of our school community have a right to a safe and challenging learning environment. Pupils learn best in an ordered environment and this is achieved when expectations of learning and behaviour are high and where consequences are made explicit and applied consistently.

Orrell Lamberhead Green Academy expects behaviour to be of a high standard throughout the school day, whilst participating in trips and visits and when representing the school in our community.

Good behaviour needs to be recognised, taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned. Positive relationships with pupils are the key to good behaviour; the self-esteem of all pupils is enhanced by praise, reward and celebration.

This policy is based on recognition of the rights and responsibilities of all members of the school community, the importance of clear and consistent routines inside and outside the classroom which are always adhered to and create a culture of success.

The policy will therefore:

- build upon the good practice that exists within the School;
- support effective teaching and learning;
- encourage adherence to an agreed set of school rules
- help members of the school community to distinguish between acceptable and unacceptable behaviour;

- contribute to promoting mutual respect and tolerance in our multi-cultural and multi faith school community;
- develop the inclusive nature of the School.

This policy document has been introduced following consultation with staff, pupils, parents/carers and governors.

The School will

- communicate the Behaviour Policy to all new and existing pupils through its expectations, and website as well as in assemblies, classrooms and within the curriculum, where appropriate.
- communicate the policy to all teaching and non-teaching staff by providing copies of the policy through the staff training programme, electronically and through new staff induction
- communicate its policy to parents and carers annually via the School Website or upon request. •

The Behaviour Policy will be reviewed regularly by the school community and continually revised and developed in response to identified needs.

The Behaviour Policy also links to the following policies:

- Child Protection
- SEN
- Teaching and Learning
- Anti-Bullying

Acceptable and Unacceptable Behaviour

This School defines acceptable behaviour as that which promotes courtesy, co-operation and consideration towards others by all members of the school. These behaviors are exemplified through the Golden rules

Do listen

Do work hard

Do look after property

Do be kind and helpful

Do be honest

Do be gentle

The School identifies name calling, verbal abuse, anti-social behaviour, vandalism, threatening language or behaviour, extremism, intimidation, physical abuse, bullying and harassment (including racist, sexist and homophobic abuse) as examples of unacceptable behaviour. The School also includes any behaviour that disrupts or hinders learning taking place in the classroom or beyond as unacceptable. These behaviors are also identified through the Golden Rules

Don't Interrupt

Don't Waste Time

Don't Waste or Damage Things

Don't Hurt Other People's Feelings

Don't Cover Up The Truth

Don't Hurt Anybody

The School communicates regularly the standards of acceptable and unacceptable behaviour to pupils, parents and carers through newsletters, individual letters, assemblies and lessons.

Recognition and Rewards- See Appendix 1

The School will promote good and improved behaviour by pupils through a rewards system that is consistent and meaningful to pupils.

The School will monitor the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Sanctions – See Appendix 2

Pupils have the right to expect fair and consistently applied sanctions for wrong behaviour choices. An appropriate sanction is one that is designed to put matters right and encourage better behaviour in the future. Thus, it is inappropriate to punish whole groups of pupils for the misdemeanours of a few. The School has developed and will implement a consistent range of strategies and sanctions to deal with inappropriate behaviour by pupils.

The Education Acts of 2006 and 2011 and the Education and Inspections Act 2006 gives all schools the 'Power to Discipline'. Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours.

Teachers can confiscate pupils' property.

Early Intervention

The School recognises the importance of early intervention and preventative work in its positive reinforcement approach to behaviour management. Parents and Carers will be contacted promptly to notify them of any serious incidents of misbehaviour in which their child has been involved or if a pupil's behaviour is becoming a concern

Behaviour Support

The School will regularly review the support available to those individual pupils identified as being at risk of disaffection or exclusion. This will include:

- Mentoring - The School employs Learning Mentors who can work on a 1-2-1 basis with individual pupils or work with small groups.
- Teaching strategies – Senior Leaders or SENCO will devise strategies for staff in order to make reasonable adjustments for pupils should their behaviour be the result of a Learning Difficulty, Disability or Medical Condition.
- Planned "Time Out" - Pupils who experience difficulty with impulsive behaviour may be offered a Time Out card where they will leave the lesson for a short period of time and visit a designated space in either the classroom or an agreed other time out space.
- Pastoral Support Programme (PSP) - The aim of a PSP is to promote social inclusion and help to reduce the need for permanent exclusion. The PSP procedure and process is designed to support those pupils for whom the normal school based strategies have not been effective. A PSP is a structured intervention for pupils at risk of disaffection or permanent exclusion. The PSP must involve the pupil in the shared challenge of improving their behaviour and/or social skills.

Referral to and working with external agencies - The School may refer pupils if our own strategies have not impacted on a pupil's behaviour choices.

The use of force or restraint in order to control pupils

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing an offence;
- causing personal injury to, or damage to the property of, any person (including themselves);
- prejudicing the maintenance of good order and discipline at the school or among pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies is any teacher who works at the school and any other person whom the Headteacher has authorised to have control or charge of pupils. Staff members will not be authorised until they have completed Team teaching Training, unless there are exceptional circumstances.

There is no legal definition of reasonable force. However, **nothing** in the law concerning the use of reasonable force legitimises corporal punishment.

The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

If physical intervention/restraint is used in any manner it must clearly be written and recorded, the pupil's parents and designated Child Protection Officer must be notified.

The Right to Search Pupils

School staff can search a pupil for any item if the pupil agrees. Formal written consent from the pupil is not required, it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers including Shisha pens
- fireworks
- pornographic images including contents of ipads and phones
- any article that the member of staff reasonably suspects has been, or is likely to be, used
 - i. to commit an offence,
 - ii. to cause personal injury to, or damage to the property of, any person (including the pupil)
 - iii. the Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Any search of a pupil must be recorded on an incident form and processed in the normal manner. In addition should any member of staff conduct a search either the Head or Deputy Headteacher must be informed, in their absence a Child Protection Officer. Searches must be recorded even if nothing is found.

Confiscation

Staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If the following items are found they must be given to either the Headteacher or Deputy Headteacher, the designated Officer for Child Protection informed and the police contacted to collect the item and if necessary question the pupil:

- Knives
- Any other object thought to be a weapon
- Illegal substances of any class

If other inappropriate items are found a member of the Senior Leadership team should be consulted in order to arrange for their disposal.

In any of these instances, parents will be immediately informed.

Internal Exclusion

In the rare instances that the usual sanctions are not deemed appropriate, the school may decide to internally exclude a pupil. A full investigation needs to occur with recommendations for the sanctioning of the pupil being discussed with SLT.

Should the decision be an Internal Exclusion then liaison must then go through Deputy Headteacher with responsibility for behaviour or any member of the Senior Leadership Team in their absence. A letter will be sent home on the day informing parents of internal exclusion. Staff who normally teach a pupil who is internally excluded must provide suitable learning for the pupil.

Fixed Term Exclusion

The School will use exclusion (fixed term or permanent) if a pupil has seriously broken school rules, internal exclusion has had limited impact or allowing them to stay in school would seriously harm their education or welfare, or the education and welfare of other pupils.

Only the Headteacher or Deputy Headteacher can make the decision to exclude. Before deciding to exclude a pupil the Headteacher will:

- ensure that an appropriate investigation has been conducted;
- ensure that all the relevant evidence has been considered;
- give the pupil an opportunity to be heard; (this is particularly important if an exclusion could lead to a safeguarding concern)
- Consult other relevant people if necessary.

Having considered these matters the Headteacher will make a decision based normally on the balance of probability, having regard to any current guidance from the DfE

Before deciding to exclude the Headteacher will additionally consult the SENCO should the pupil have a Statement of Special Educational Needs.

Before deciding to exclude the Headteacher will additionally consult the Child Protection Officer should a pupil be on the Child Protection Register.

Before deciding to exclude the Headteacher will additionally consult the Designated Teacher for Looked After Children should a child be in public care or living independently.

The School will make appropriate educational arrangements for a pupil on their 6th day of Fixed Term Exclusion. For exclusion lasting 1 – 5 days Leader of Year will ensure learning is provided.

During a fixed term exclusion parents must ensure their child is not found in a public place during school hours and to attend a reintegration interview with the School at the end of a fixed period exclusion.

The School will notify parents/carers of the decision to exclude by telephone on the day of exclusion. The reason for and length of exclusion will be outlined. This will be followed by a letter which also outlines how a parent/carer can complain or challenge the decision should they wish.

A readmission meeting will occur before the pupil attends school again. A parent/carer must be in attendance. The readmission meeting must always be conducted by a member of the SLT. The purpose of the readmission meeting is for the pupil to reflect on the behaviour which led to exclusion and how they will ensure that it does not happen again. Staff at the readmission should set up strategies in order to aid the pupil make positive choices.

Managing allegations from pupils against staff

Please refer to other School policies (i.e. disciplinary, child protection and managing allegation against staff).

If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. In response to an allegation staff suspension should not be the default option.

An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in references.

Pupils or their parents who are found to have made malicious allegations will be dealt with seriously. In line with DfE guidance the School will consider Fixed Term or Permanent Exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Ensuring Consistency

The School will develop a comprehensive training programme which is reviewed annually to ensure that it is responsive to the needs of its staff and pupils.

The School provides relevant information and training on behaviour management matters to all groups of staff, including:

- Lunchtime Supervisors
- Support staff (e.g. Learning Support Assistants and Teaching Assistants)

- Other school staff (e.g. buildings and maintenance, administrative and technical support)
- Pupils undertaking Initial Teacher Training
- Supply Teachers
- Teachers

Evaluating Effectiveness

The School advises all staff of the need for timeliness, accuracy and completeness in the recording of behaviour management incidents and will advise staff on the correct procedures for recording statements.

The School monitors behaviour incidents in order to identify issues and trends and will evaluate its policy against key improvement objectives which will include:

- General behaviour patterns across the School and Year Groups
- Balance in the use of rewards and sanctions
- Behaviour management trends over time
- Effectiveness of the policy in encouraging positive behaviours

The School provides details of issues and trends to the staff and the Governing Body as a basis for effective future decision-making.

Equal Opportunities

In making and implementing this policy account must be taken of the School's Equal Opportunity Policies.

Appendix 1 Rewards

Golden Time

Golden Time is a special 20 minutes of reward time offered to all children every week, provided they keep to the Golden Rules outlined below.

At the beginning of the week, every child has a range of Golden Time activities they can choose to take part in during the Golden Time session. These are then posted up at the beginning of each week prior to Golden Time, so that children can sign up and be prepared for the 20 minutes in advance.

In addition, every child who remains on the Golden Sunshine will be rewarded with an addition Golden Time session each term. Class teachers therefore, must keep a record of any child moving off the Golden Sunshine over the course of a half-term.

Golden Rules:

DO

Do be gentle

Do be kind and helpful

Do be honest

Do work hard

Do look after property

Do listen to people

DON'T

Don't hurt anybody

Don't hurt people's feelings

Don't cover up the truth

Don't waste time

Don't waste or damage things

Don't interrupt

It is the responsibility of the teacher to:

- Consolidate the above rules on a regular basis
- Display rules within the classroom making them high profile
- Display clearly the minutes of Golden Time available to each child e.g. 'stepping stones'/'ladder reaching to sun'/'clouds' etc
- Provide opportunity for children to sign up to Golden Time activities in advance
- Use the 'Breaking the Golden Rules Checklist' to ensure the minutes lost for various incidents is always consistently applied
- Deduct minutes following receipt of a card from the MDSA using the checklist in appendix
- Use the unhappy face on the board after a warning and deduct minutes from Golden Time for every cross next to the child's name
- Remove the unhappy face from the board by the end of each lesson
- Agree a behaviour contract with children who lose more than 10 minutes of Golden Time during a given week which allows them to earn minutes back for keeping to a specific and agreed rule

Whole School Reward System: Golden Apples

The school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of Golden Apples. Golden Apples may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

A Golden Apple can be awarded by any staff member to any child at any time. All staff should carry Golden Apples at all times to reward and reinforce positive behaviour as it occurs. When awarding the Golden Apple the member of staff should reinforce the good behaviour e.g. 'You can have a Golden Apple for waiting so patiently'.

Once awarded, a Golden Apple can never be deducted.

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff should choose to reward the child on task rather than apply a sanction to the child who is not.

Class Reward System

The teacher must write names of the children in their class as soon as they spot them keeping to the Golden Rules. For example, coming into the classroom calmly and getting their work out at the start of the lesson.

Names must be written by the class teacher or another adult supporting in the classroom. When the child is identified as continuing to keep to the Golden Rules they should be rewarded with a tick next to their name.

Once 3 ticks have been placed next to the child's name in one lesson, they receive a Golden Apple and a tally placed on the class chart

This tally chart must be clearly displayed in the classroom for all to see. The quality of the displayed chart should reflect the great importance it has throughout the school.

Whole-Class Teamwork to Improve Tally scores of Individuals:

If some children are falling behind in the tally chart, the class should be prompted (in SEALS/Circle time) for suggestions as to how they can all help those children to achieve more apples. If, for example, certain children are behaving badly at playtime, the whole class can be awarded an extra tally point if there is a good report about the behaviour of those individuals or if they have been given a Golden Apple.

The sections on the tally chart next to each name have to be large enough to fit a Bronze/Silver/ Golden Apple sticker. The Tally charts must follow the agreed format and be high profile in the classroom.

The reward system is graded as follows:-

Any noteworthy behaviour	1 Golden Apple (recorded on class tally chart)
50 Golden Apple	Prize from the Headteacher
100 Golden Apple	Prize from the Headteacher Bronze Award presented
150 Golden Apple	Prize from the Headteacher
200 Golden Apple	Prize from the Headteacher Silver Award presented
250 Golden Apple	Prize from the Headteacher
300 Golden Apple	Prize from the Headteacher Gold Award presented

Silver and Gold charts will be started as soon as a child completes the preceding certificate

Children should aim to achieve Bronze Award by the end of the Autumn Term, Silver during the Spring Term and Gold by the end of the year. Children achieving awards within this timeframe also receive a letter home informing parents of how well they are doing at school

If all children in a class achieve Bronze they will receive a whole class small reward; Silver a bigger reward and Gold an even bigger reward

Celebration Assembly

Each week, the class teachers make two awards.

Golden Apple - this is awarded to a child who has been a “shining” example to others in terms of their behaviour. It is not an award for good attitude to work

Achiever of the Week- this is awarded to a child who has achieved well in their work.

Only in exceptional circumstances can additional children be given the Golden Apple or Achiever of the Week award during any given week.

These awards are presented in Celebration Assembly each Tuesday. Parents of children receiving awards will be informed by text, no later than the Friday beforehand, so that they may attend the assembly.

Gold awards will be presented in whole school assemblies and parents will be invited to share in their child’s achievement.

Descriptors for Assertive Mentor

Attitude and Behaviour Meeting

<u>Behaviour and Attitude: Colour Code Key</u>		
<u>Green</u>	<u>Yellow</u>	<u>Red</u>
<i>Attendance exceeds 95%</i>	<i>Attendance between 90-95%</i>	<i>Attendance below 90%</i>
<i>Never late for school/lessons</i>	<i>Rarely late for school/lessons</i>	<i>Often late for school/lessons</i>
<i>Excellent behaviour, always gets full Golden Time, trustworthy, responsible, friendly and helpful with peers</i>	<i>Acceptable behaviour- sometimes may lose small amounts of Golden Time, but over the term has at least 50% of Golden Time as full sessions and always tries to rectify behaviour.</i>	<i>Poor/unacceptable behaviour, frequently losing Golden Time</i>
<i>Consistently good effort, self-motivated, tasks completed</i>	<i>Usually good effort, sometimes needs reminders</i>	<i>Rarely good effort, refusal, tasks often left incomplete</i>
<i>Homework always completed and returned on time</i>	<i>Homework usually completed and returned on time</i>	<i>Homework often not completed or returned</i>
<i>Always in uniform, adheres to policy i.e. jewellery, PE kit etc</i>	<i>Usually in uniform and follows school policy</i>	<i>Rarely in uniform, often breaks policy ; jewellery, heels etc.</i>

Assessment Criteria for Attitude

Code	Impaired	Unacceptable	Borderline	Acceptable	V. Good	Excellent
Mark	0	1	2	3	4	5
Attendance	Below 80%	80-89%	90-92%	93-95%	96-98%	99-100%

Attendance							
Attendance exceeds 95%. Always has good reason for any absence i.e. illness and provides written confirmation.	G						
Attendance exceeds 90%. Usually has good reason for any absence i.e. illness and provides written/verbal confirmation with reminders if necessary.	Y						
Attendance is below 90%. Reasons are often inappropriate i.e. 'shopping/slept in'. Confirmation rarely received even with reminders.	R						
Punctuality							
Always arrives on time, is settled and ready to commence the lesson.	G						
Usually arrives on time. When late offers an explanation. After minimal amount of time the pupil is ready to commence the lesson.	Y						
Usually /often late for class. Antagonistic when challenged. Reluctant to settle down to work, compulsive delayer. Will try to disrupt other pupils.	R						
Behaviour: Classroom							
Excellent behaviour, respectful, trustworthy and responsible. No isolations.	G						
Acceptable behaviour, pays attention and concentrates. Few reminders required. Some isolations	Y						
Poor/unacceptable behaviour, distractible, disruptive, aggressive. Requires high level of staff input and reminders. Regular isolation needed.	R						
Behaviour: Non-Classroom							
Excellent behaviour, no isolations, trustworthy and responsible. Friendly and helpful with peers. Respectful of authority.	G						
Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion. Responds to staff input.	Y						
Poor/unacceptable behaviour. Breaks rules frequently and needs high levels of supervision. Can be aggressive, a bully. Disrespectful of authority, rejected by peers.	R						
Effort							
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed.	G						
Usually good effort, sometimes needs reminders to stay on task but completes most	Y						

Conduct Behaviour						
Shows respect for staff e.g. <i>listens, follows instructions, answers politely, does not interrupt, call out, provoke, refuse, tell lies, argue or answer back</i>	1					
Shows respect for peers e.g. <i>interacts politely, listens, takes turns, shares, does not dominate, provoke, push in, take equipment from others etc</i>	2					
Seeks attention appropriately e.g. <i>does not distract or interfere with others, talk over someone else, call out, deliberately disrupt etc.</i>	3					
Is verbally peaceable e.g. <i>is not verbally aggressive, rarely retaliates, does not bully, tease, call names, racially abuse, swear, intimidate etc</i>	4					
Is physically peaceable e.g. <i>is not physically aggressive, avoids fights, rarely retaliates, does not bully, punch, kick, slap, nip, scratch, spit etc</i>	5					
Shows respect for property e.g. <i>cares for books and equipment, does not steal, damage, destroy, vandalise etc</i>	6					
Emotional Behaviour						
Has empathy e.g. <i>is tolerant of others, shows understanding and sympathy, shares with others, is considerate and caring</i>	7					
Is socially aware e.g. <i>interacts appropriately with others, has a circle of friends, does not appear isolated, a loner, is well liked, popular</i>	8					
Is happy e.g. <i>has fun at appropriate times, joins in, smiles, laughs, is cheerful, does not appear unhappy, tearful, depressed, detached etc</i>	9					
Is confident e.g. <i>has self-esteem, positive self image, relaxed, has a go, outward going, robust, does not fear failure, new things or risk taking</i>	10					
Is emotionally stable e.g. <i>has self control, patience, is not easily annoyed by others, does not suffer mood swings, over react, lose control, runaway etc</i>	11					
Accepts responsibility e.g. <i>will own up when things go wrong, accepts mediation, does not blame others, lie, bear grudges etc</i>	12					
Learning Behaviour/Effort						
Is attentive e.g. <i>shows interest, pays attention, concentrates, stays on task, completes work, is not easily distracted and does not try to distract others</i>	13					
Is organised e.g. <i>works systematically and at a reasonable pace, has necessary equipment, does not avoid or delay, forget or lose equipment etc.</i>	14					
Effective communicator e.g. <i>clear, coherent, audible speech, good eye contact, takes part in class discussion, will read aloud, offer answers and ideas</i>	15					

Effective group worker <i>e.g. takes part in discussion, contributes ideas, listens well, works collaboratively, takes responsibility within a group context</i>	16						
Independent learner <i>e.g. requires minimal support, adult intervention and guidance, remembers targets and works towards achieving them</i>	17						
Level of Risk							
Does not appear to be at risk <i>e.g. appears clean, well groomed, well presented, well fed, alert, no disclosures, appointments kept</i>	18						
Presents no risk to themselves <i>e.g. adheres to rules; does not lose control, self harm, engage in substance abuse, runaway behaviour, truancy etc</i>	19						
Presents no risk to others <i>e.g. does not assault staff or peers, or require on-going supervision, limit setting or physical intervention.</i>	20						
Total:							

Appendix 2

Sanctions

Where rules are contravened there must be a system of appropriate sanctions: where possible, sanctions should be seen to match the offence in order to be the most effective. The most powerful sanction is the disapproval of those, whose views the wrongdoer respects, so we should create a climate of opinion in which that sanction will have the greatest effect.

Sanctions to be used in increasing order of seriousness are:

1. Non-verbal (eye contact)
2. A warning
3. The child's name is placed on the board under an unhappy face.
4. If the child continues with the inappropriate behaviour, a cross is placed next to their name
5. If the inappropriate behaviour continues further crosses are placed next to the child's name
6. If the child's name is still on the board by the end of the lesson they lose minutes off their Golden Time which corresponds to the number of crosses by their name
(The child's name must be rubbed off the board by the end of every lesson)

Correct use of the unhappy face following a warning

If a child breaks the Golden Rules they must first receive a warning with clear reference to what was inappropriate e.g. (Name) that's a warning, you are calling out and distracting the class. Please remember that our Golden Rule is to work hard.

Following a warning for breaking the Golden Rules, if the child continues with the same behaviour then an unhappy face is drawn on the board and the child's name is written underneath. The following response is an example of how to address this issue. "(Name) you had a warning, you are continuing to call out and so your name is now on the board. If it happens again, you will begin to lose minutes of Golden Time. I'm watching now to see you making good choices so that I can wipe your name of the board."

Every effort must be made to spot the child behaving positively (e.g. sitting nicely, getting on with work, good eye contact etc) and as soon as possible their name should be wiped off the board and the unhappy face removed. Only if the child continues with the same inappropriate behaviour should a

cross appear next to their name. This indicates 1 minute of lost Golden Time which is shown by moving the child off the sunshine and down the ladder.

In Foundation Stage and Y1 children are moved from the sunshine to the cloud. Every effort should be made to spot the child being good in order to move them back to the sunshine.

At the end of the lesson, the child's name and the unhappy face must be wiped off the board and a fresh start for the child is established. Every effort during the next lesson must be made to spot the child keeping to the Golden Rules and positive praise given in the form of ticks next to their name.

Time out

For some children it may be necessary to provide an opportunity for time out. This must only be entered into following full discussion between teacher and child regarding how they are to be used and only a maximum of two time out cards will be issued per day.

Children who leave the lesson without using a time out card must be made to pay back the minutes lost at playtime. It is the responsibility of the teacher to make sure these children are supervised.

Children must not be sent out of lessons to stand in any area where they are unsupervised.

More serious contraventions of rules and instances of unacceptable behaviour must be dealt with in a more formal and hierarchical way:

1. Class Teacher contacts the child's parents to discuss behaviour and agree upon support
2. Class Teacher and Key Stage Leader meet with the parents and consider referral to the Learning Mentor
3. The Deputy Headteacher and SENCO become involved and support from outside agencies is accessed as appropriate
4. The Headteacher becomes involved and a full Behaviour Programme is put in place

In extraordinary circumstance, it may be judged appropriate to use the sanction of lunchtime or break time detention. In these instances, the class teacher will inform a member of the SLT that such a sanction is to be issued. The member of staff is responsible for ensuring that the pupils are adequately supervised, have purposeful activities to undertake during the detention and, if it is a lunchtime detention, have had sufficient refreshments.

Where a recurrent detention occurs, the parents of the pupil(s) involved will be informed by mail.

Breaking the Golden Rules Checklist

Don't Interrupt

Children are first given the appropriate warning. If behaviour doesn't improve, their name appears on the board, a minute is lost and the behaviour doesn't improve the following additional minutes will be lost

1 extra minute of Golden Time lost for continuing:

- ☹ Interrupting when another child is trying to work
- ☹ Shouting out
- ☹ Being rude (talking when a member of staff is talking)
- ☹ Interrupting when a child is providing feedback (plenary)
- ☹ Persistent silly noises (tapping, pencil cases, water bottles)

2 minutes of Golden Time lost for: (less time for KS1)

- ☹ Interrupting when an adult is speaking/will not wait!
- ☹ Movement, leaving your seat for inappropriate reasons/things

Don't Waste Time

Children are first given the appropriate warning. If behaviour doesn't improve, their name appears on the board, a minute is lost and the behaviour doesn't improve the following additional minutes will be lost

1 minutes of Golden Time lost for:

- ☹ Not lining up quickly
 - ☹ Not settling when in class and at start of the lesson
- 2 minutes of Golden Time lost for:

- ☹ Disrupting others
- ☹ Causing the teacher to stop the lesson
- ☹ Interrupting

Use judgement on how much time has been wasted and match this to pay back time.

More serious if a child disrupts others learning too.

Don't Waste or Damage Things

1 minutes of Golden Time lost for:

- ☹ Wasting paper towels

2 minutes of Golden Time lost for:

- ☹ Snapping pencils/rulers
- ☹ Graffiti
- ☹ Breaking play/PE equipment
- ☹ Kicking doors/banging tables

5 minutes of Golden Time lost for:

- ☹ Damaging others personal property
- ☹ Flooding toilets/breaking school property (building)

Don't Hurt Other People's Feelings

1 minutes of Golden Time lost for:

- ☹ Pulling a face/eye contact/staring/pulling tongue out to annoy/distracting others
- ☹ Name calling/outbursts to upset

2 minutes of Golden Time lost for:

- ☹ Written comments/notes/drawings about a child to upset/offend
- ☹ Moving/hiding/damaging belongings to upset a child

5 minutes of Golden Time lost for:

- ☹ Racist incident
- ☹ Pre-planned intimidation by an individual or group/threats/ignoring/whispering to upset a child

Don't Cover Up The Truth

Definition:

- Not being honest about yourself and others
- Keeping quiet when they should speak about an incident
- Be open about problems

1 minutes of Golden Time lost for:

- ☹ For not speaking up about an incident/when they know something is going to happen (to avoid it)

2 minutes of Golden Time lost for:

☹ Direct lie

Need to reinforce when they do tell you about an incident.

Not telling tales – appreciate

Don't Hurt Anybody

1 minutes of Golden Time lost for:

☹ Tripping

2 minutes of Golden Time lost for:

☹ Pushing

☹ Nipping

☹ Slapping

5 minutes of Golden Time lost for:

☹ Smacking in temper

☹ Biting

☹ kicking

10 minutes of Golden Time lost for:

☹ Broken skin

Golden Apple Award	Minutes lost
Well done you've followed the Golden Rules	I'm very sad that you've broken the Golden Rules and will lose minutes
Do listen Do work hard Do look after property Do be kind and helpful Do be honest Do be gentle	Don't Interrupt Don't Waste Time Don't Waste or Damage Things Don't Hurt Other People's Feelings Don't Cover Up The Truth Don't Hurt Anybody
LSA name:	LSA name: