

Behaviour Policy Appendix 2018-2019

The Golden Rules

The school's golden rules are on display around the school and in all classrooms. The rules are regularly referred to in assemblies and throughout the school day.

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

They support the pupils' understanding of the *PUPAC* values:

Passion, Urgency, Positivity, Aspiration and Commitment

Colour Behaviour System

- All pupils begin each day on the green circle and they can move their names either way across the colour chart throughout the day.
- In the morning, if a child feels that they are not ready to learn (for whatever reason) they may move their card to the 'sad' face. It is then the teacher's duty to discuss the reasons behind this move and ensure that the pupil is ready to engage in learning activities.
- A pupil can be rewarded for continuously demonstrating one of the Golden Rules or PUPAC values in any aspect of school life
- Similarly clear sanctions will be given to a pupil for inappropriate choices made in relation to their work, attitude or behaviour.
- All members of staff have the responsibility to encourage a pupil to reflect on their inappropriate choices made in order for them to improve their progress on the colour behaviour chart at the earliest opportunity.
- A pupil may also be 'fast tracked' to the **pink or red** stages depending on the incorrect choices made in relation to their behaviour.
- All classrooms and shared areas will have the coloured stages clearly on display.

Special Educational Needs and Disability (SEND) and vulnerable individuals

We fully appreciate that some children will find it more difficult to respond to the rewards and sanctions in this policy. These individuals require a carefully planned response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Individual behaviour plans
- Small group work or 1:1 support to develop self-esteem and social skills
- Lunch time nurture group sessions
- Additional literacy or mathematics support where an identified barrier to learning impacts on the pupil's behaviour
- Alternative curriculum provision or a reduced timetable
- Referral to outside agencies such as: Education Support, Behaviour and Attendance Service (ESBAS), South Downs outreach service, the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the Virtual School for Children in Care or Dragonflies Bereavement Service.

Positive choices for work, attitude or behaviour:

| Example of behaviour | Colour | Reward steps |
|-------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A good demonstration of a PUPAC value or a golden rule | Bronze | <ul style="list-style-type: none"> Praise from the staff member Bronze sticker from the class teacher |
| Repeated demonstration of a PUPAC value or golden rule | Silver | <ul style="list-style-type: none"> Praise from a parallel class teacher Silver sticker from the parallel class teacher |
| High quality demonstration of a PUPAC value or a golden rule, e.g. an exceptional piece of class work | Gold | <ul style="list-style-type: none"> Visit to an Assistant Head teacher, Mrs King or Miss Marshall Phone call home Gold sticker and Gold award pencil Photo on the Celebration Board Name included in the next newsletter |
| Going above and beyond any previous demonstration of a PUPAC value or a golden rule | Platinum | <ul style="list-style-type: none"> Visit to Mrs Hughes Platinum Badge Phone call home Name written in Celebration Book Photo on the Celebration Board Whole school celebration in assembly and on newsletter |

Inappropriate choices for work, attitude or behaviour:

| Example of behaviour | Colour | Sanction steps |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Lack of cooperation or poor attitude Ignoring instructions Interrupting or interfering Shouting out Ignoring health and safety rules Breaking any golden rule | Blue | <ul style="list-style-type: none"> Verbal warning / reminder given Name moved to blue, reminder given about the consequences of further poor choices Links made to Golden Rules and PUPAC |
| <ul style="list-style-type: none"> Repeated 'unsatisfactory behaviour' from blue stage Dangerous or rowdy physical play Harassment or discriminatory behaviour of any type towards other children or adults Neglect causing damage to other pupil's or school property Unsatisfactory attitude towards staff | Purple | <ul style="list-style-type: none"> Verbal warning Pupil's name moved to purple, reminder given of consequences CT to decide on the most appropriate time for time out- this may be time out in the classroom (supported by a TA if needed) or supervised by the CT during playtime or lunchtime Links made to PUPAC and Golden Rules |
| <ul style="list-style-type: none"> Repeated 'unsatisfactory behaviour' from blue or purple stages | Pink | <ul style="list-style-type: none"> Verbal warning Pupil's name moved to pink and reminder given of consequences Lunchtime detention put in place with a member of the SLT team During detention, links made to PUPAC and Golden Rules |

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| | | <ul style="list-style-type: none"> • SLT member to log the detention and letter to be sent home at the end of the day • CT to inform parents of the reasons for the detention at the end of the day and hand them the detention letter. |
| <ul style="list-style-type: none"> • Repeated behaviour examples from purple or pink stage • Bullying through deliberate and hurtful behaviour, repeated over a period of time • Theft • Physical or violent behaviour • Leaving the class/area without permission • Racist remarks or behaviour • Wilfully damaging, breaking or destroying other children's, staff or school property | <p>Red</p> | <ul style="list-style-type: none"> • Verbal warning • Pupil's name moved to red stage, reminder given of consequences • Pupil to visit the Head of School/AHTs or a member of the SLT may be called to the classroom • The HoS/AHTs will discuss the incident or events with the child linking these to the Golden Rules/ PUPAC values. • HoS/AHTs will decide on the appropriate sanction • The HoS/AHTs will phone the parents to discuss the move to red • If there are 3 occurrences of red behaviour within a 4 week period HoS will invite the parents in for a meeting • Following on from the meeting possible next steps may be: a behaviour action plan, an individual behaviour chart, a meeting with the SENCo, an internal exclusion or a fixed term exclusion |

*HoS Head of School

*AHT Assistant Head teacher

*SLT Senior Leadership Team

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Reviewed and updated: September 2018