




School Behaviour Policy & Statement of Principles

Adopted: December 2016
Next Review Date: September 2017

Signed 
Mrs C G Page
Headteacher

Akeley Wood Junior School

Contact names	
Headteacher	Mrs Clare Page
Deputy Head (pastoral)/Senior Member of Staff	Mrs Geri Anderson
Designated Safeguarding Lead (DSL)	Mrs Geri Anderson
Special Educational Needs & Disability Coordinator (SENDCO)	Mrs Tracey Abbott
Cognita Assistant Director of Education (Chair of Governors)	Ms Danuta Tomasz Tel. no: 01908 396250
Independent Chair of school Safeguarding Governance Committee (SGC)	Pat McDermott
Incident and Accident Books	These are held securely by SLT and the Accident Book kept in the First Aid Room and archived books are kept with the Head's PA
Cognita Head Office	ADE – Danuta Tomasz ADE-James Carroll DE – Simon Camby 01908 369250

Third Party contacts	
ChildLine (NSPCC)	Tel: 0800 1111
MindEd (including online counselling training for staff)	www.minded.org.uk
Young Minds	www.youngminds.org.uk
Place2Be (4-14yrs)	www.place2be.org.uk
Education Endowment Foundation (The Sutton Trust)	Teaching and Learning Toolkit – guidance for teachers
Anti-Bullying Alliance	Mental health and bullying: a guide for teachers and other children's workforce staff
Play Therapy UK (PTUK)	www.playtherapy.org.uk
PSHE Association	PSHE Teacher Guidance: Preparing to teach about mental health and emotional well-being (free)

KEY FACTS:

- ✦ **The Head sets the standards of behaviour in school, as expected by Cognita, the proprietor**
- ✦ **We ensure the welfare, health and safety of our children at all times, seeking; providing help for children at an early stage, and referring to CAMHS those with more severe needs**
- ✦ **We also have an anti-bullying policy and we have a zero tolerance approach to bullying**
- ✦ **Our policy sets out the rewards and sanctions in place which reflect our school ethos**
- ✦ **We safeguard and promote the welfare of children and young people as a top priority, including referring externally to children's social care**
- ✦ **We expect our parent/carer(s) and children to follow the school rules, which we believe are fair and proportionate**
- ✦ **Probable criminal behaviour will be reported to the police**
- ✦ **We do not permit the use of corporal punishment**

1 Purpose

- 1.1. All pupils will benefit from learning and developing in a well ordered school environment that fosters and rewards good behaviour and sanctions poor and disruptive behaviour. In order to help pupils succeed, all staff have a role to play in supporting them to be resilient and mentally healthy.
- 1.2. We are required to ensure the safety and well-being of all our children and staff, and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 1.3. In keeping with The Education (Independent School Standards) (England) Regulations 2014, our policy outlines our code of conduct for children and young people, as well as the use of sanctions and rewards to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 1.4. Every school must have a behaviour policy. Our governance arrangements, from Cognita, set the general principles which form our approach towards behaviour and discipline in

our schools. This is in keeping with the spirit of the Education and Inspection Act 2006, with Cognita as the proprietor.

- 1.5. Our policy and principles have been developed in wide consultation with staff, pupils and parents to ensure that we adopt a consistent approach to behaviour management.
- 1.6. The Headteacher is responsible for developing the behaviour policy within the framework set by Cognita, and in keeping with best practice in schools outlined by DfE; most recently non-statutory guidance, Mental Health and behaviour in schools March 2016. Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- 1.7. This means that the Headteacher decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, any disciplinary penalties for breaking the rules, and rewards for good behaviour. The measures in our policy aim to promote good behaviour, self-discipline and respect, and ensure that pupils complete assigned work and regulate conduct.
- 1.8. Our behaviour policy also refers to our approach towards managing any bullying behaviour and our school strategies to prevent all forms of bullying. To this end, we also hold an anti-bullying policy document, which is available on our website and from the school office.
- 1.9. Our school policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our safeguarding policy, and in accordance with section 157 Education Act 2002, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs.
- 1.10. If any pupil's behaviour is considered by the Headteacher to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our safeguarding including child protection policy and procedures will be rigorously followed and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately* (Keeping Children Safe in Education 2016).
- 1.11. We publish our policy for parents, pupils and staff. It can be found on our website and accessed from the school office. We review this at least annually. This policy is referred to in our parent contracts accordingly.
- 1.12. We will always consider whether any continuing disruptive behaviour might be a result of unmet educational or other needs. In particular, we are mindful that the British Child and Adolescent Mental Health Survey found that 1 in 10 children and young people under the age of 16 had a diagnosable mental disorder (2012).
- 1.13. We support children at times when difficult events happen in pupil's lives, such as domestic violence, bullying, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience which helps to prevent mental health problems from occurring later in life.

2 Applicability

- 2.1. Good behaviour is essential for effective learning to take place. Our school policy presents a fair, consistent and transparent approach towards behaviour management which combines appropriate discipline with support and encouragement delivered within our caring school environment. We also believe that this is what parents want from our school.
- 2.2. We work together with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects this approach in that we balance discipline and sanctions with a strong commitment to encouraging and supporting positive behaviour.
- 2.3. To this end, we have an ethos of setting high expectations of attainment for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the rules of the school and the expectations and responsibilities laid out in our behaviour policy. We expect both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 2.4. It is important that our staff follow the behaviour policy at all times to ensure that we all implement our policy consistently and effectively. We understand that this ensures that our pupils feel they have been treated fairly compared to others.
- 2.5. **We do not permit the use of corporal punishment, nor the threat of any such punishment which could adversely affect a child's well-being, during any activity whether on, or off, the school premises under any circumstances.**
- 2.6. Should any child display severe emotional, behavioural and social difficulties, it is still our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.
- 2.7. Children who are mentally healthy have the ability to:
 - develop psychologically, emotionally, intellectually and spiritually;
 - initiate, develop and sustain mutually satisfying personal relationships;
 - use and enjoy solitude;
 - become aware of others and empathise with them;
 - play and learn;
 - develop a sense of right and wrong; and
 - resolve (face) problems and setbacks and learn from them.
- 2.8. Where severe problems occur, we expect the child to get support elsewhere as well as support in school at an early stage such as via the Common Assessment Framework and early help services, including from medical professionals working in specialist Child and Adolescent Mental Health Services (CAMHS), voluntary organisations and local GPs. We will identify whether individual pupils might be suffering from a diagnosable mental health problem and involve their parents and the pupil in considering why they behave in certain ways. We will intervene early and help to strengthen resilience before serious problems occur, using national and local agencies to support pupils, using evidence-based approaches.
- 2.9. We will make good use of the PSHE Association guidance and lesson plans to support effective teaching on mental health issues. We ensure our PSHE curriculum focuses on

developing and maintaining children's resilience, confidence and ability to learn. We also use these discussions and activities to identify children who require additional pastoral support.

- 2.10. Staff work closely with the SENDCO and designated safeguarding lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

3 Definitions and Scope

Statement of Behaviour Principles

- 3.1. Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.

- 3.2. Our school provides:-

- a committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- an effective strategic role for the special educational needs co-ordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;
- working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are taken into account and that they are kept fully informed so they can participate in decisions taken about them;
- continuous professional development for staff informs them about the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND policy;
- working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and

- a healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.
- 3.3. Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.
- 3.4. The quality of learning, teaching and behaviour are inseparable issues and the responsibility of all staff.
- 3.5. We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting the individual health care plan.
- 3.6. The following principles underpin our approach towards behaviour and discipline:-
- school staff and pupils should all show respect for one another;
 - good behaviour should be rewarded and sanctions should always be applied consistently for unacceptable behaviour, including bullying and violence;
 - appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;
 - pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
 - all pupils should be listened and responded to;
 - all pupils are entitled to learn in a safe and secure environment;
 - pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
 - all school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
 - all members of the school community should understand and accept the principles on which the behaviour policy is grounded.

4 Procedures & Responsibilities

- 4.1. Behaviour is the way we act and respond to people and to situations in which we find ourselves. Our aim is that all of our children should be able to behave in socially acceptable ways.
- 4.2. Teachers have authority in our school to discipline children for misbehaviour which occurs in school and this power applies to all paid staff with responsibility for children; unless the Head teacher says otherwise.
- 4.3. To be socially acceptable, we believe that children should be able to:-

- treat other children and adults with respect;
 - speak politely to other people; and
 - have self-confidence and high self-esteem.
- 4.4. To encourage this, the staff will:-
- treat all children and adults with respect;
 - speak politely to other people;
 - praise children's efforts and achievements as often as they can;
 - explain to children what they should have done or said when they get it wrong;
 - tell parents about their child's efforts and achievements; and
 - avoid using critical or sarcastic language.
- 4.5. We will not accept the following behaviour from children or adults:-
- use of unkind or rude language;
 - hitting, kicking, biting or other such physical responses; or
 - racist or sexist remarks, or other discriminatory comments.
- 4.6. If such behaviour occurs:-
- we will tell the child that it is wrong and explain what they should have done or said, or not said;
 - if the behaviour is repeated, the child will be reprimanded once more as above;
 - if the behaviour continues, we will remove the child from the activity and speak to the parent when the child is collected;
 - we will try to find out why the child is behaving in this way and then treat the situation accordingly.
- 4.7. The role of the teacher:-
- Teachers are responsible for ensuring that the Code of Conduct in our school is enforced in their class, and that their classes behave in a responsible manner during lesson time.
 - Any incidents of anti-social behaviour will be discussed by the teacher with the class, eg during circle or pastoral time.
 - Every teacher enforces the classroom code consistently and treats each pupil fairly.
 - If a pupil misbehaves repeatedly in class, the teacher keeps a record of all such incidents; dealing with the matter themselves in the first instance. However, if the behaviour continues, they should seek help and advice from the senior member of staff named at the front of this document, including where relevant a conversation with the parent to seek improvements and the use of appropriate strategies.
 - The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil.
 - An incident form is used to record in detail any incident involving a child, or anyone employed in the school, which results in personal injury or damage to property. These include loss or theft, deliberate damage, any other serious incident. These are reported to the Headteacher and parents. We record all details fully and accurately. Incident forms are kept in school and records maintained in the child's personal file and the incident book.

- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter.
- Never make racist, sexist or other abusive or humiliating remarks.
- Never resort to physical violence.
- The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used and a critical incident is recorded. Please see our separate policy on the Use of Reasonable Force for further details
- We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including where necessary deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Headteacher only and where there is good reason to do so ie that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way.
- comply fully with the acceptable use of ICT policy, including mobile phones and cameras

4.8. Expectations of pupils in our School:-

- arrive on time to lessons/classes with all the equipment needed for the lesson;
- listen in silence when the teacher is giving instructions;
- follow instructions promptly and accurately;
- raise a hand to gain attention;
- follow the teacher's instructions about moving around the classroom;
- treat others with respect and consideration at all times;
- dress cleanly and neatly in the specified uniform for the activity;
- obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- move sensibly and calmly around the buildings and grounds;
- never make racist, sexist or other abusive or humiliating remarks;
- never resort to physical violence;
- comply fully with the acceptable use of ICT policy, including mobile phones and cameras

5 Policy

5.1. Our rewards

- All staff praise, reward and sanction consistently.
- Younger children are given stars and stickers for good work. They share their work with other teachers and the Headteacher.
- The Headteacher awards for outstanding achievement are presented to individual children during our weekly Awards assembly. Pupils receive a special sticker and their name is added, on a leaf, to the achievement tree outside the Headteacher's Office.

- House points are awarded for good effort, work, helpfulness etc. The points are collected throughout the academic year and the house with the highest points each week is awarded the Housepoint Trophy.
- Achievement assemblies take place to support our positive approach and reinforces good behaviour thereby celebrating all children's achievements, raising self-esteem and self-confidence.
- Each end of term assembly recognizes outstanding behavior and achievements of pupils during the term where certificates and trophies are awarded.
- Golden Time is retained by children who uphold good behaviour and adhere to the golden rules

The following outline a range of strategies in use in school to reinforce desirable behaviour changes in classroom organisation, seating, etc;

- using different resources;
- setting small and achievable targets;
- short periods of supervised time for personal reflection;
- positive rewarding systems with no comments for undesirable behavior;
- use of certificates for positive qualities;
- acclaiming good behaviour when it is seen in class;
- involving parents at an early stage to make an action plan together;
- peer mediation and peer mentoring;
- restorative justice approach;
- school counselling sessions to help pupils with social, mental or emotional health difficulties;
- social skills training;
- referral to CAMHS and/or educational psychology services;
- referral for family support and/or therapy to help the pupil and family better understand and manage behaviour.

5.2. Our sanctions

- The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.
- We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our safeguarding children policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.
- Adults always make it clear that they are upset about the child's behaviour, not the child. They should always use private not public reprimands so that when a

sanction is applied, the child can make a fresh start. **Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.**

5.3. Parents will be involved at the earliest stage, if problems are persisting or recurring. Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

- Changes in classroom organisation/seating etc
- using different resources
- setting small, achievable targets
- short periods of supervised time for personal reflection
- positive rewarding systems with no comments for undesirable behaviour
- use of House Points for positive qualities
- praising good behaviour when it is seen in class
- involving parents at an early stage to make an action plan together
- peer mediation
- restorative justice approach-where appropriate and agreed by both parties
- playtime detention

In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, verbal abuse and persistent disruptive behaviour in class:

- verbal warning by the Headteacher or Deputy Head. For most pupils this will be sufficient and the problem will be rectified;
- withdrawal from lessons for the rest of the day;
- contacting parents immediately;
- meeting with parents and a plan agreed for monitoring the behaviour whereby parents also take responsibility for helping their child to improve;
- parents to be advised that the next stage is a fixed term exclusion (also known as Temporary exclusion or suspension). An individual behaviour contract may be implemented agreeing standards of behaviour to be maintained. This is created by school in liaison with children/parents.
- permanent exclusion is another available sanction (Please see the school's exclusion policy for further details).

5.4. **Allegations of Abuse against Teachers & Other Staff**

- Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and associated statutory guidance.
- Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

5.5. Complaints procedure

- If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Headteacher. You may find it helpful to refer to our formal complaints procedure for guidance. This procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school.
- If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer the matter to the Assistant Director of Education as advised in your exclusion letter.

6 Related Policies, Guidelines, Templates and Forms

- Special Educational Needs
- Safeguarding: Child Protection Procedures
- Safeguarding: Dealing with allegations of abuse against teachers and other staff
- Compliments and complaints procedure
- Learning outside the classroom: educational visits
- Exclusion policy

School Behaviour Policy & Statement of Principles

Ownership and consultation	
Document sponsor (role)	Director of Education
Document author (name)	Rosalind Vahey
Specialist Legal Advice	n/a
Consultation	n/a

Compliance	
Compliance with	ISSR 2014, Keeping Children Safe in Education, Statutory Framework for EYFS 2014, Compliments and Complaints Procedure, Safeguarding and Child Protection Policy, Equality and Diversity, Special Educational Needs and Disability, School Uniform, School Exclusion Procedures, PSHE, SMSC, Anti-Bullying, Use of Reasonable Force, Accident and Incident Recording and Reporting, Learning Outside the Classroom, Whistleblowing, Acceptable Use Policy (mobile phones and cameras).

Audience	
Audience	Heads, DSLs, SENDCOs, pastoral leads in schools

Document application	
England	Yes
Wales	Yes
Spain	Yes

Version control	
Implementation date	September 2016
Review date	September 2017

Appendix 1

The Golden Rules

Do be gentle	Do not hurt anybody
Do be kind and helpful	Do not hurt people's feelings
Do work hard	Do not waste your or other people's time
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do be honest	Do not cover up the truth

Appendix 2

A Positive Approach to behaviour in Early Years & KS1

Children in the Early Years are taught to become responsible and resourceful members of the school community through experiencing a positive approach to discipline. Teaching our children to be mentally strong and resilient is at the heart of our practice. The tools and concepts of Positive discipline include:

Mutual respect. Staff model firmness by respecting themselves and the needs of the situation, and kindness by respecting the needs of the child. All children are also given a job within school, to encourage social responsibility.

Identifying the belief behind the behaviour. We recognise the reasons behind why children behave in certain ways and work to change those beliefs.

Effective communication and problem solving skills. Children are encouraged to talk openly and teachers hold weekly class meetings to discuss problems and work through solutions creating a 'wheel of choice'.

Discipline that teaches which focuses on finding solutions instead of punishment.

Encouragement. Encouragement notices effort and improvement, not just successes, and builds long term self-esteem and empowerment.

Golden Time

Golden Time is a behaviour management system which rewards children for demonstrating positive and responsible behaviour in school. In lessons, children learn about the difference between positive behaviour choices and disruptive or unhelpful behaviour that stops everyone moving forward.

Golden Time is a 30 minute block of time each week, in which our children are allowed to participate in activities of their own choice. Children have the opportunity to earn 5 minutes Golden Time each day. At the beginning of the week the teacher will also agree with the children how the final 5 minutes of their Golden Time can be earned.

Golden Time is introduced in Year 1 and continues throughout the school. The teachers of the youngest classes lay the foundation of promoting positive behaviour and the children become familiar with the rules of the class / school very early in their school life. Golden Time in Key Stage 1 is recorded by the teacher and is displayed visually using the Sun and Cloud displays.

If a child does not earn all of their Golden Time, they are asked to sit aside from the rest of the class, and think about why they have lost Golden Time. There will be an opportunity for the class teacher to talk to the child individually. This is usually referred to as Silver Time. If a child has only lost 5 minutes of Golden Time they can join in for the last 25 minutes.

Children who **repeatedly** lose their Golden Time will be sent to the Head of Year to miss a break time and their names will be brought to the attention of the Headteacher. As a parent you will be informed of this prior to it happening and if necessary, the form teacher will request a meeting with you to discuss further intervention and behaviour management. Where poor behaviour is persistent please see procedures in 4.8 and 5.1.

Going for Gold

Many of our children set an excellent example to others in school and never lose any Golden Time and we want to show them how much we appreciate them. At the end of each week we record which children have earned their 30 minutes of Golden Time. When a child has retained all of their Golden Time for a term, then they earn their first award, a Bronze Certificate. After another term they will earn a Silver Certificate and then they work towards a Gold which is usually presented at the end of the summer term.

To earn a Gold Certificate is a tremendous achievement and to mark this event we give these children a special treat. Each summer, towards the end of term, we will organise a "Going for Gold Day" which will allow our winners to have a full day of fun in school. Children who earn a Silver award will be allowed to participate for the afternoon. Children who earn their Bronze award will participate for part of the afternoon. This allows all children earning an award to participate.

Years 3 & 4

If behaviour is consistent with details outlined in 4.8 & 5.1 children will receive Golden Time.

In Years 3&4 this will occur weekly for half an hour on a Friday and children will suggest ideas and sign up to the activities they wish to enjoy.

In Years 3&4, if behaviour is not consistent with 4.8 & 5.1 then a child will receive Silver Time of 5 minute increments (time dependent on the nature of the incident). They will spend this time reflecting on the Golden Rules and their actions accompanied by a member of staff during Golden Time until their silver time is spent.

Those children who have kept all their break times and not broken any Golden Rules will receive first choice of Golden Activities.

Any children that have an exceptional term and do not receive any Silver Time, will participate in the end of year reward session as well as receiving a certificate at the end of term.

Going for Gold

Many of our children set an excellent example to others in school and never lose any Golden Time and we want to show them how much we appreciate them. At the end of each week we record which children have earned their 30 minutes of Golden Time. When a child has retained all of their Golden Time for a term, then they earn their first award, a Bronze Certificate. After another term they will earn a Silver Certificate and then they work towards a Gold which is usually presented at the end of the summer term.

To earn a Gold Certificate is a tremendous achievement and to mark this event we give these children a special treat. Each summer, towards the end of term, we will organise a "Going for Gold Day" which will allow our winners to have a full day of fun in school. Children who earn a Silver award will be allowed to

participate for the afternoon. Children who earn their Bronze award will participate for part of the afternoon. This allows all children earning an award to participate.

Years 5 & 6

In Years 5&6 Golden Time will occur fortnightly for an hour on a Wednesday afternoon when matches are not held.

In Years 5&6, if behaviour is not consistent with 4.8 & 5.1 then a child will miss 5 minute increments of playtime (also told to the children as red dots). They will spend this time reflecting on the Golden Rules and their actions accompanied by a Head of Year or SLT.

A maximum of 15 minutes will be removed per break time. If more time is required to be lost, an additional day's break time will be used. Parents will be informed if more than 10 minutes of break time is lost.

Those children who have kept all their break times and not broken any Golden Rules will receive first choice of Golden Activities. The children will be involved with deciding what Golden Time activities will be available to them.

Any children that have an exceptional term and do not miss any break times/receive any red dots, will participate in the end of year reward session as well as receiving a certificate at the end of term.

Going for Gold

Many of our children set an excellent example to others in school and never lose any Golden Time and we want to show them how much we appreciate them. At the end of each week we record which children have earned their 30 minutes of Golden Time. When a child has retained all of their Golden Time for a term, then they earn their first award, a Bronze Certificate. After another term they will earn a Silver Certificate and then they work towards a Gold which is usually presented at the end of the summer term.

To earn a Gold Certificate is a tremendous achievement and to mark this event we give these children a special treat. Each summer, towards the end of term, we will organise a "Going for Gold Day" which will allow our winners to have a full day of fun in school. Children who earn a Silver award will be allowed to participate for the afternoon. Children who earn their Bronze award will participate for part of the afternoon. This allows all children earning an award to participate.

What can I do as a parent to help?

As a parent you support our positive behaviour approach by discussing with your child how Golden Time operates in class and in school. Advise your child how you want him/her to behave in school.

- Discuss your child Akeley's home school agreement, which can be found in your child's school planner in KS1 & 2.
- Be positive about the importance of Golden Time and encourage your child to do his/her best.
- Discuss the Golden Rules with your child and explain why they are sensible and fair rules for one and all.
- If your child does end up making a poor behaviour choice, talk to them about what they could have done differently and how tomorrow is a new day.
- Talk to member of staff if you have any concerns or questions. If we work in partnership we can achieve so much more.