



MIDDLESEX  
LEARNING  
PARTNERSHIP

# **Behaviour Policy Belmore**

Behaviour Policy  
Ratification Date: December 2017  
Reviewed: Every 3 years  
Next Ratification: December 2020  
Governor/Director Primary LGB  
Lead Staff Member owner: Head teacher Belmore

**This policy needs to be read in conjunction with the school's:**

- Anti-Bullying Policy
- Allegations of Abuse Against Staff Policy

**It is the legal responsibility of the Head teacher together with the Lead Inclusion Professional (LIP) in the school to manage this policy.**

**It should be reviewed bi-annually by staff and governors.**

### **CONTENTS:**

- The Mission Statement and Vision
- Roles and Responsibilities
- Principles for Promoting Positive Behaviour
- Rewards
- Consequences
- Monitoring and Evaluation
- Anti-Bullying

### **APPENDICES**

- Guidelines for Golden Time
- Incident Report Form

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## **1. Mission Statement**

Belmore Primary Academy strives to provide a safe environment where children are able to achieve their full potential in all aspects of their learning. We will achieve this by creating a learning environment which is stimulating and challenging, inclusive and enjoyable. Belmore aims to promote a sense of belonging to our school and local community.

The purpose of this behaviour policy is to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Ensure that pupils complete assigned work
- Set out the disciplinary sanctions used when a pupil misbehaves

## **2. Rights and Responsibilities**

Every member of our school has rights and responsibilities. Every member of staff has a responsibility to ensure that they and the children are aware of and abide by them.

<b>Rights of children</b>	<b>Responsibilities of children</b>
<ul style="list-style-type: none"> <li>• To feel secure</li> <li>• To be treated fairly</li> <li>• To be listened to (<i>at an appropriate time</i>)</li> <li>• To be treated with respect</li> <li>• To be treated with consistency</li> <li>• To be allowed to learn to the best of their ability</li> <li>• To be able to make mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with respect and consideration</li> <li>• To behave in a way which keeps self and others safe</li> <li>• To attend school regularly</li> <li>• To be willing to learn</li> <li>• To allow others to learn</li> <li>• To own mistakes</li> <li>• To allow others to make mistakes</li> <li>• To listen when it is another person's turn to speak</li> <li>• To give opinions in a constructive manner</li> <li>• To take responsibility for their behaviour</li> <li>• To ask for help when they need it when appropriate</li> </ul>

<b>Rights of staff</b>	<b>Responsibilities of staff</b>
<ul style="list-style-type: none"> <li>• To be treated courteously by all others in the school community</li> <li>• To be allowed to teach without unnecessary interruptions</li> <li>• To be listened to</li> <li>• To share opinions</li> <li>• To be supported by colleagues and managers</li> <li>• To be made fully aware of school's systems, policies and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• To create a safe and stimulating environment</li> <li>• To treat children and colleagues with professionalism, consistency and respect</li> <li>• To communicate effectively with children, colleagues, parents/carers</li> <li>• To ask for support when needed</li> <li>• To acknowledge area of own behaviour management skills which could be developed</li> <li>• To offer support to colleagues and managers</li> <li>• To listen to others</li> </ul>

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<ul style="list-style-type: none"> <li>To receive appropriate training to increase skills in behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>To give opinions in a constructive manner</li> <li>To recognise and acknowledge positive behaviour in others</li> </ul>
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<b>Rights of parents/carers</b>	<b>Responsibilities of parents/carers</b>
<ul style="list-style-type: none"> <li>To be treated with respect</li> <li>To be kept informed about their child's progress</li> <li>To be listened to</li> <li>To have access to information on the school's approach to behaviour and attendance</li> <li>To have concerns taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>To behave respectfully towards others</li> <li>To make sure that child attends regularly</li> <li>To talk to their child about what he/she does at school</li> <li>To talk to teachers if they have any concerns about their child's learning or well-being</li> <li>Listen to others</li> <li>To share concerns constructively</li> </ul>

**3. The fundamental principles for promoting positive behaviour are:**

**Whole school level**

- All staff understand and demonstrate the school's core beliefs and values about behaviour
- Positive out-of-class behaviour is promoted by agreed routines and clear systems
- School assemblies are used to develop children's social, emotional and behaviour skills
- Positive behaviour in corridors, playgrounds, dining room is noted and celebrated
- Parents/carers are aware and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour

**Classroom level**

- Adults model controlled, respectful, verbal and non-verbal behaviours
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development
- Lessons are structured to be interesting and appropriately challenging
- Appropriate behaviours are taught and reinforced on a regular basis
- Children are taught the language of sharing and co-operation, choice and consequences
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- There are clear classroom routines (*e.g. for entry and exit, moving around the classroom, sharing equipment*) to reduce uncertainty and promote an appropriate climate for learning
- There are classroom rules, devised through classroom discussion with children, which promote positive social and learning behaviours
- Classroom rules are displayed in a way which can be understood by all children (photographs, diagrams, cartoons)
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with inappropriate behaviour

**Individual level**

- All children's strengths are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to good or improved behaviour

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- There are systems which allow all children to be 'special' at times
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention

**At Belmore Primary Academy we have high expectations for positive behaviour which supports learning and respectful interaction between peers and adults.**

#### **4. Rewards**

Extrinsic rewards may be used also to celebrate achievement:

- House points
- Table points leading to privileges
- Stickers
- Certificates
- Marbles in the Jar
- Non uniform days
- Golden Time
- Verbal praise and encouragement
- Recognition in assemblies

#### **Golden Time/Key Stage 2 Clubs**

This takes place during Friday afternoons in Years 1 to 6. Each year group provides a variety of activities for the learners to choose from and resource these accordingly. Children understand that this is a privilege and Golden Time or club time can be lost or if they do not meet school and agreed class expectations.

The consequences for children who lose Golden time or Club Time include:

- Time out with a timer for the time they have lost (*when only a small amount of time has been lost*)
- Completing the work not done during learning time
- Reflection time for children to reflect on the behaviour that resulted in them losing the reward time

Minutes lost will be recorded and shared with parents/carers.

Please see Golden Time Guidelines in the Appendices.

The inappropriate behaviours that would result in further consequence include:

- Inappropriate behaviour
- Not following instructions
- Refusal to complete work
- Disruption to learning
- Disrespect to adults
- Unkindness to peers
- Damage to school property
- Physical contact

## **5. Consequences**

Teachers will need to use a variety of strategies to ensure that learners keep the school and classroom rules. Sometimes there will need to be consequences for their behaviour and these should be shared with the learners.

### **Step 1**

- Encouragement to do the right thing

Use of proximity praise, specific praise, state desired behaviour

### **Step 2**

- Warning with specific expectation stated
- Some teachers may write the child's name on the board as a visual reminder to the child that a warning has been given

"This is your first warning, please \_\_\_\_\_"

### **Step 3**

- Second warning given
- Explain the consequence of a purple slip (Incident Report) and sent to the Year Group Leader if correct behaviour is not seen
- State specific action/behaviour expected
- Some teachers will put a cross beside the child's name as a visual cue that a final warning has been given

"This is your second warning. If you do not \_\_\_\_\_ you will receive a purple slip (Incident Report) and be sent to Mr/Mrs/Miss \_\_\_\_\_."

### **Step 4**

- Incident report written and child sent to Year Group Leader with an adult

"You are receiving a purple slip (Incident Report) and going to partner class because \_\_\_\_\_."

### **Step 5**

The Duty Manager will be called if a child is refusing to listen to adult's instructions, disrupting the learning within a class, having already been to the Year Leader's class during the day, persistent inappropriate behaviour over a period of time or the child poses a health and safety risk to themselves or others. This will usually be the Pastoral Manager or the Learning Mentor.

If the Duty Manager is required constantly for a child, the Assistant Head of Inclusion may take responsibility of providing the consequences of this persistent inappropriate behaviour to monitor, assess and determine additional support, or further consequences for this child.

There will need to be a degree of discretion about how staff use these steps. At times a child may need some 'Time Out' in order to reflect on their behaviour or what their inappropriate behaviour could result in. If a child recognises that this would be beneficial, or adults support a child to come to this decision, this should be seen as a positive choice by the child, especially if positive behaviour follows the 'Time Out'. However it is important that a sequence of steps is taken, starting with positive approaches.

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At Belmore Primary Academy we understand that children in Early Years/Foundation Stage and Key Stage 1 may need extra support in understanding and demonstrating Belmore behaviour expectations. In class, a traffic light system is used as a visual support to show children when behaviour is unacceptable, and will become aware of consequences once they are on the 'red light'. The consequence is a 'Time Out' in the Year Leader's class, to sit and reflect on behaviour or to complete set work.

This system works broadly in line with the steps for the older Key Stage, therefore children are well aware of behaviour expectations and consequences once they are in Key Stage 2.

Our aim is to ensure that all learners **take responsibility for their behaviour.**

### **Being sent to Year Leader's class**

If children need to be removed from the class they will be sent to the Year Leader's class with an Incident Report explaining the inappropriate behaviour being displayed.

It is hoped after one 'visit' to the Year Leader's class that the child would have had the time to think about their behaviour, and modify their behaviour in order to not require more Time Out and/or see the Duty Manager.

The child will spend approximately 15 minutes within the Year Group Leader's class or the time it takes to finish the set task. The purpose of this is to give the child the opportunity to have some 'Time Out' and complete the work within a different setting, and hopefully for the child to reassess their behaviour ready for the next lesson.

If a child continues to display inappropriate behaviour within their class in the next lesson, they will be removed by the Duty Manager, and will work in seclusion to ensure the learning within the class is not continued to be disrupted.

### **Incident Report (Purple Slip)**

A child can receive an Incident Report (purple slip) for not meeting behaviour expectations after encouragement and warnings have been given. Incident Reports will be written when the behaviour has been observed by an adult, or if after further investigation and discussion with the children involved, that it is evident that inappropriate behaviour has taken place. An Incident Report will automatically written for intentional physical contact and for racist/homophobic incidents.

Teachers will record the date, time and location of the incident. They will write a brief account of the incident resulting in the Incident Report being written, and if any other children are involved. The staff member will indicate the action they took in response to the inappropriate behaviour.

As part of the consequence if the child is sent to the Pastoral Manager or a Senior Leader for more severe behaviour, this is also recorded on the report.

Parents/carers should be notified by the Class Teacher if their child has received an Incident Report throughout the school day.

Incident Reports are collated on a weekly basis by the Pastoral Manager to monitor the number of Incident Reports written per child, class and Year Group.

In a period of two weeks if a child receives:

**3 Incident Reports** – A letter will be sent home to parents/carers describing the behaviour

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and enlisting their support to change the behaviour.

6 Incident Reports (or a further 3 during the next two weeks) – Parents/carers are invited to a meeting with the Class Teacher and Year Group Leader or Assistant Head to discuss their child's behaviour, and next steps to hopefully improve their child's behaviour. Where appropriate, the child may also attend part of this meeting.

### **The role of the Duty Manager**

As far as possible all issues involving children's behaviour should be dealt with by the Class Teacher following Behaviour Policy and Guidance. The Duty Manager is always the last resort.

It is important to remember that a Duty Manager may possibly have no established relationship with a child and may not be successful where others have failed. Certainly if the Duty Manager is regularly called for a child then we have reached the end of the road and it is likely that a child will need to be temporarily excluded or secluded. However we must avoid doing this wherever possible as it rarely resolves the problem.

The Duty Manager should be called:

- When all other steps have been successful, the child needs to leave the room to go to a Year Leader's class or for time out and no other member of staff has been successful

OR

- A child's actions are threatening the health and safety of the children and/or staff
- A child has absconded to go after them or to support in any way possible

The Duty Manager will calm the child where necessary and offer them quiet thinking time. They will then take the child to the appropriate room which may be their classroom, or the Year Leader's room. The child should return to their classroom for the beginning of the next session. It may be important to set up a meeting with colleagues to agree a behaviour plan if this is happening repeatedly.

### **Reporting Serious Incidents**

A serious incident report form should always be completed for:

- Violent behaviour
- Abuse of a member of staff
- Damage to school property

This form must be:

Completed by the person witnessing or directly dealing with the incident

Copied to the Class teacher and the Lead Inclusion Professional

Shared with the parent/carers, usually by the Class Teacher

The Consequences section of the form may need to be completed after discussion with the LIP, Headteacher and Class Teacher depending on the severity of the incident.

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## **Outside the classroom – Routines and Expectations**

### **Break Times**

- The staff on duty must be sure to be out on the playground as soon as children are released from classes. Please ensure that a member of staff is on the playground before the class is sent out
- Children should be sent individually (*not in pairs or groups*) to the medical room if they need attention or if the Welfare Assistant needs to be sent for. They must go via the playground and not through the halls
- Staff must go immediately to the playground when the bell is rung so that classes are not left waiting unattended on the playground and there is a prompt start to lessons
- Remind children regularly that only fruit and vegetables are allowed as snacks
- Remind children regularly that they should always go to the toilet and get a drink of water at break times
- Remind the children to wear a coat during cold weather

### **Lunch Times**

- Packed lunch crates must be taken by monitors to the set place for their class
- Those children who are first into lunch must be taken down to the hall by their teacher and lined up at the hall door where they will be received by the SMSA on duty
- Children will be split into school dinners and packed lunch lines after they have washed their hands
- Children are dismissed into the playground until they are called into the dining hall
- When the next class are due to come into the dining hall the SMSA will ring the bell and hold up the class card. Children will come to the door and line up there ready to be taken into the dining hall. Children must never run to or in the dining hall
- Children must take all they need for the lunch break with them. Coats etc. can be hung on the coat pegs provided in the hall
- The lead SMSA must be informed in advance, of any children requiring to eat lunch early due to clubs, events, school trips or prefect responsibilities to ensure the smooth running of lunchtime
- KS1 toilet doors should be locked on the corridor side
- Use of the field will be decided (*depending on weather*) by the Lead SMSA, as will the use of all playground equipment. Children are not allowed to bring their own footballs etc.
- Children should be sent individually (*not in pairs or groups*) to the medical room if they need attention or if a Welfare Assistant needs to be sent for
- Staff should be in the playground when the bell is rung so that classes are not left waiting unattended on the playground and there is a prompt start to lessons.

### **Wet Playtimes and Lunch Times**

- If children are first into the dining hall they should be taken there by the teacher as usual
- Children must find an activity which is quiet and seated
- Children are not allowed to use computers
- Each class will be supervised by an SMSA or TA at lunch time
- At break time teachers and TAs in each year group should arrange to release each other visit the toilets and get a drink (in thermos mugs only if taken out of the staff room.)
- Children may not leave the room without the permission of the member of staff supervising them
- Duty Manager will be on call

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## **Movement about the School**

- Everyone must walk inside the school and behave in a considerate way, particularly when corridors are busy or when passing through doors
- Children should not walk through halls where lessons or assemblies are being held, unless it is raining or the outside doors are locked at the start of the day, and the end of the day when the school gates are open
- Two children can be assigned to take money to the Finance Officer
- Children must always seek permission to go to the medical room and must always be sent on their own (*unless there is a concern*)
- When changing for interventions or sets, children must always go quietly and line up outside a room if there is no teacher in the room

## **Assembly**

- Class Teachers should attend assemblies. Teachers and Teaching Assistants should attend the Celebration assemblies on Mondays
- All children should attend Celebration Assembly. Children should not be withdrawn for group or individual work
- The expectation is that everyone, staff included, will come into the hall and sit quietly listening to the music. If staff need to discuss something with a colleague they should step outside the hall briefly
- There will usually be a song during the assembly and an attempt to make the subject matter visual and interactive

## **Foundation Stage**

The Foundation Stage will follow the same format as the main school, but with some additions to take account of their ages.

- Parents or carers will be informed verbally if their child behaves inappropriate
- If these incidents re-occur further discussions will take place in order to agree on strategies to help correct the situation. Positive behaviour will be encouraged by both parties, hopefully with an appropriate end result which will be rewarded

## **Playground Rules**

- Be gentle, kind and helpful
- Play well together
- Care for our playground
- Be honest

Though children will still adhere to behaviour expectations in place across the school, simplified playground rules are on display within the playground as a visual reminder of how the children are expected to behave within the playground.

Steps should be followed as with classroom steps above, though there are some modifications due to children being outside such as:

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- Time out on Time Out seat in Key Stage 1 playground
- Key Stage 2 children to be brought in to the Pastoral Office to calm down or to diffuse escalating issues out in the playground
- If a child is continuing to behave inappropriately out in the playground, that child will be brought in to Duty Manager

### **Zero Tolerance to Violence**

An Incident Report will automatically be written for physical contact.

If an Incident Report is written for Physical Contact, the child will spend a lunch time in Internal Seclusion to discuss the incident with the Pastoral Manager or the Learning Mentor, and devise a support plan in the hope that the incident will not occur again.

The parent/carer of the perpetrator, and the person that has been hurt, will be rung to be notified what has happened, to ensure parents/carers are aware of the steps that have taken place to support their child, and the support plan that has been devised with their child.

Records are kept so that repeat offenders can be identified and appropriate action taken.

### **Taking Account of Individual Student Needs**

As required under the school's legal duties under the Equality Act, 2010, the staff at Belmore Primary Academy will take into account the particular needs of more vulnerable students, those with SEN, disability and/or different race, religion or culture. We will ensure that we will:

- not discriminate against particular racial groups in the application of our behaviour policy
- ensure staff members are well informed about cultural differences in behaviour and their implications
- support newly-arrived students in understanding and following the behaviour policy
- make reasonable adjustments in the application of our behaviour policy to disabled students
- make special educational provision for students whose behaviour related learning difficulties call for it to be made
- identify students at-risk in advance
- not discriminate against students with regard to sexual orientation, and gender reassignment
- plan proactively how our disciplinary framework should be applied for each of these identified students
- ensure that every vulnerable student has a key person in school who knows them well, has good links with the home and can act as a reference point for staff when they are unsure how to apply the behaviour policy

### **Supporting Individuals with Behavioural Difficulties**

Belmore is dedicated to supporting all children to be able to access the curriculum and participate within the school events wherever possible, and recognise that some pupils may require a more sensitive and differentiated approach.

Belmore Primary Academy has an Inclusion Team to provide support for children and their families where behavioural difficulties are having an impact on a child attending school and/or accessing the school environment.

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The Inclusion Team consists of:

- Assistant Head of Inclusion
- Pastoral Manager
- Learning Mentor
- Attendance Officer
- EAL Coordinator
- Inclusion Officer
- Inclusion TAs

Two key members of staff that lead on supporting these children is the Pastoral Manager and/or Learning Mentor. Their role is to provide additional support for children that are finding school difficult, especially if concerning behaviour is a barrier to their learning. This support can include the development of individualised support plans or behaviour contracts, mentoring, nurture groups and/or support within the classroom.

When a child's behaviour sees a dramatic deterioration or when support plans and contracts do not appear to be effective for whatever reason, the school will seek advice and/or assistance from appropriate external agencies. These can include:

- Hillingdon Borough Inclusion Team
- Hillingdon Borough Participation Team
- SENDIASS
- Educational Psychologist
- Specialist Provisions – e.g. Willows
- Hillingdon Borough Early Intervention Services
- Social Services
- Springboard
- Child Development Centre

### **Further Actions and Serious Incidents**

Should behaviour not improve after support has been put in place, escalates or a Serious Incident Report has to be completed then parents/carers will meet with the Headteacher and other relevant staff, with the child to discuss next steps in addressing the child's behaviour, and providing any possible further support.

Sometimes this will result in a contract with the child or a Behaviour Support Plan (if one is not already in place).

Failure to show any improvement in behaviour or in response to a serious incident, this could result in:

- Reduced Timetable
- Internal Exclusion
- Fixed Term Exclusion
- Permanent Exclusion

Parents/carers of the child will be informed of any exclusion by telephone and letter and the reasons behind it. The school will endeavour to send work home wherever possible. For Fixed term Exclusions, on the child's return, they will first meet with the Headteacher and a member of the Inclusion/Pastoral Team with their Parents/Carers before returning to class.

Parents/carers have the right to make representations about this decision to the governing body by writing to the Clerk to Governors, at the school as soon as possible. Whilst the governing body has no power to direct

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reinstatement, they must consider any representations made by Parents/Carers and may place a copy of their findings on the child's school record.

### **Pastoral Office**

The Pastoral Office can at times be used as a seclusion/isolation room. If a child has caused disruption to the learning of others, this consequence can be put in place. The length of time will usually be for a lesson. If a child has been required to be in seclusion/isolation for a period much longer than this, the parents/carers will be notified to explain the reasons why this consequence has needed to be put in place. If further seclusion/isolation is required as a result of their child's behaviour on that day, this will be discussed with the parent/carer before this is implemented.

This room is also used at lunchtimes to carry out the consequence as a result of physical contact. The child will remain out of the playground for one lunch time, to discuss the incident and what they will do in future to avoid this consequence again.

### **Teachers can confiscate Pupils' Property**

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items; and
2. Power to search without consent for "prohibited items" including:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article that has been likely to be used to commit an offence, cause personal injury or damage to property
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme pornography will always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

### **Power to use Restraint/Positive Handling**

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Where force can be used authorised staff may only exercise the statutory power to use force where:

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- They and the student are on the premises of a school at which education is provided for the student. The student need not necessarily be a registered student at that school. The power also applies to students from other schools who are on the premises; or
- They are off school premises but are in lawful control or charge of the student (for example on a school visit)

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property.

Employers providing work experience placements for school students only have common law rights to use force.

### **Malicious Allegations against Staff**

All allegations made by a child will be fully investigated. Please refer to the Allegations of Abuse Against Staff policy for further guidance.

### **Staff Training/Support**

All teachers, classroom support staff and lunch time support staff will receive training **at least** once a year on the implementation of the school's behaviour policy. If staff feel they require further assistance with specific children or incidents that have occurred, the Inclusion Team will be able to provide this on an individualised, year group, Key Stage basis as needed.

### **Liaison with Parents/Caregivers**

Belmore Primary Academy recognises the vital role that parents/caregivers play in supporting their child, and the school, in meeting behaviour expectations. The school aims to ensure that parents/carers are made aware of both positive and negative behaviour that their child displays in a timely manner.

Parents/carers will be notified by the Class Teacher, Pastoral Manager or Learning Mentor if their child has received an Incident Report, and will discuss the incident with the parent/carer and the next actions that will happen, be it monitoring, support or consequence. Where a child continues to demonstrate inappropriate behaviour, or there are concerns around a child's wellbeing, or the wellbeing of others as a result of their child's behaviour, the Assistant Head of Inclusion may call parents/carers to discuss this further.

In a period of two weeks if a child receives:

3 Incident Reports – A letter will be sent home to parents/carers describing the behaviour and enlisting their support to change the behaviour.

6 Incident Reports (or a further 3 during the next two weeks) – Parents/carers are invited to a meeting with the Class Teacher and Year Group Leader or Assistant Head to discuss their child's behaviour, and next steps to hopefully improve their child's behaviour.

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## **6. Monitoring**

1. The use of classroom sanctions and rewards will be noted as part of all observations of teaching. In addition all teaching observations will include judgements about pupil progress. This will be an indicator of how well pupils are learning and behaving during the lesson
2. House points will be collated by Year 6 Prefects and revealed at Weekly Celebration Assemblies by Year 6 House Captains, to celebrate as well as to motivate
3. A member of the Inclusion Team will collate the names of children that have received Incident Reports throughout the week, and send out relevant letters and ensure that meetings are completed by relevant staff for repeat offenders
4. Information from Incident Report collations will identify what support the Inclusion Team could provide for these children to improve their behaviour
5. Any incident which involves bullying or racial harassment must be recorded as such on the form. Incidents of racial harassment in particular must be recorded on the official form so that data can be collected for annual returns to the LEA and again included in the report to the Governing Body
6. Children will be asked of their views about behaviour around the school and provide feedback of both the positives and negatives of the implementation of the Behaviour Policy, and about behaviour in general across the school.

## **Appendix 1**

### **Golden Time Guidelines**

1. Golden time is used to reward good behaviour; it operates as a weekly incentive.
2. Children should be encouraged to look forward to their planned Golden Time on a Friday.
3. Each class will run Golden Time at some stage on Friday, most often during the last part of the afternoon for a period of twenty minutes or half an hour (a small amount of additional time may be needed for setting up). These 20 minutes should be seen as special.
4. Some activities and games should be special to Golden time, and kept separate from other resources. It is extremely effective if teachers also take part (*e.g. in a chess challenge, designing a display together, tidying part of the classroom, running quizzes*). On occasions year groups join classes to offer more variety of activity and staffing.
5. Children that do not follow the Golden Rules may have Golden Time deducted. The teacher can decide how these minutes are linked to the Behaviour steps (*e.g. 3 ticks against a name on the board may equal 3 minutes missed or just 1 minute*). A record of this would be made on the laminated class record.
6. It should only be possible to miss up to half of Golden Time. All children should experience some Golden Time, so that they are fully aware of what they miss if they misbehave.
7. We believe that you cannot win Golden Time back; otherwise it is possible for children to be able to manipulate Golden Time.
8. A child who has to miss some Golden Time should sit at a particular part of the class silently watching the clock, then join in for the remaining time. In some cases, Class Teachers may get children to complete unfinished work that may have been the reason is losing Golden Time.
9. Parents/carers should have access to these charts and be able to talk about the reward or loss of Golden Time with their child.

**Appendix 2**

**INCIDENT REPORT**

(Reminder that Incident Reports should be completed only after child has received 2 warnings with reminders of expected behaviour and possible consequences except in cases of physical contact.)

<b>Student Name:</b>		<b>Class:</b>		<b>Date of</b>			
<b>Incident:</b>		<b>Time of incident:</b>		<b>Person completing report:</b>			
<b>Where incident took place: In Class / Break / Lunch</b>							
Did incident occur whilst lining up? <b>Yes No</b>							
Was the incident football/basketball related? <b>Yes No</b>							
Inappropriate language	Not following instructions	Refusal to complete work	Disruption to learning	Physical contact	Disrespect to adults	Unkindness to peers	Damage to school property
Brief description of incident: <i>(see overleaf for detailed account. Attach any supporting information)</i>							
Did this incident have a racist/homophobic element? <i>(Attach separate incident report)</i>						YES / NO	
Other students involved:							
Staff involved:							

Behaviour Policy  
 Ratification Date: December 2017  
 Reviewed: Every 3 years  
 Next Ratification: December 2020  
 Governor/Director Primary LGB  
 Lead Staff Member owner: Head teacher Belmore

Action taken by Self	Action taken by Duty Manager
Warnings given <input type="checkbox"/>	Record of incident on file <input type="checkbox"/>
Sent to Year Group Leader <input type="checkbox"/>	Internal exclusion <input type="checkbox"/>
Sent for Duty Manager <input type="checkbox"/>	Supervision <input type="checkbox"/>
Parent will be spoken to <input type="checkbox"/>	Pupil View collected <input type="checkbox"/>
	Support Plan put in place <input type="checkbox"/>
	Spoke to parent <input type="checkbox"/>
	Support plan sent home <input type="checkbox"/>
	<p><b>Extreme incident</b></p> <p>Notification of incident to SLT</p> <p>For information <input type="checkbox"/></p> <p>For action <input type="checkbox"/></p>

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