



## Behaviour Policy

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### Rationale

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

At Lammack School we recognise the right of every child to be happy, safe and valued. In order to achieve this, a disciplined and orderly school community is essential. We are very proud of the high standard of behaviour at our school and we aim to promote a positive ethos based on praise and reward.

### Aims

The chief aims of our approach to behaviour are:

- The maintenance, encouragement and promotion of good behaviour wherever possible.
- The shared and agreed identification of what we consider to be unacceptable behaviour.
- A thorough understanding that we all have a responsibility to safeguard each other from any form of harm – physical and emotional.
- The establishment and shared understanding of class and school rules.
- Agreed sanctions where rules are broken.
- A firm, consistent approach across the school.
- An opportunity at each stage for children to make amends and redeem themselves
- The involvement of parents at an early stage.
- A shared understanding of what will happen if...
- The involvement of children – encouraging children to take responsibility for their actions.
- The discussion with children in circle time and PSHE and HRE about the need for rules and the responsibilities we each have to one another.
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- The use of a multi-agency approach wherever appropriate – especially where there are concerns about peer on peer abuse/sexual violence/sexual harassment.

### Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We are a supportive school with a caring ethos. In order to make the most of this it is expected that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These might include:

#### In class

- Public display of the names of children who have been praised.
- Every class having their own award card for the collection of DHT/HT/AHT stickers



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- Additional group and class rewards decided by the class teacher in conjunction with the children e.g. table points, marbles in the jar etc.
- Extra privileges in class e.g. giving additional jobs or responsibilities
- The use of circle time to celebrate.
- Issuing individual stickers and notes to take home celebrating one-off achievements
- Headteacher wristbands and stickers for exceptional work, attitude or behaviour
- Year 6 wearing red Lammack hoodies on a Friday if they have kept all their Golden Time that week and received no warnings or strikes.

### In key stage assemblies

- Opportunity for children to show good pieces of work and talk about their achievements and interests.
- Opportunity for classes to be recognised when they have kept all of their Golden Time

### On display

- The maintenance of wall displays demonstrating work of which children are proud.
- Praise wall names in the infant or junior hall

### In the Newsletter

- Other children who are to be congratulated for particular achievements, competitions etc.

### Achievement Assemblies

These will take place in Key Stage 1 and Key stage 2 each week.

- Presentation of individual awards. The ‘Star of the Week’ Awards are linked to the school’s Lammack Values.
- The names of each child who receives an award will have their name put on a ‘Wall of Fame’ display in each hall for the following week.
- The winners for the “Top Table” will be drawn and announced each week.
- House Points will be recorded for each team and the winning team celebrated weekly. The winning house team over the half term will get an additional 30 minutes playtime.
- The weekly House Point winners get to play on the Astroturf at the end of the week
- Each teacher will award a Star of the week, and Welfare Award and the names of the children are on display in the KS2 hall
- Assistant Headteacher stickers will be awarded for classes keeping all their golden time, the tidiest cloakroom and class trips/other examples of excellent whole class behaviour.
- Head Teacher Wrist Band Awards are awarded to those children who have completed a particularly impressive piece of work and these children are recognised during the assembly.
- Children are awarded an Oracy certificate as recognitions for showing excellent Oracy skills.

### End of Term



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- Individual children who keep all of their Golden Time for a full term will take part in a reward (party, sports activity etc). Any child who lost any Golden Time during the term will not attend the reward and will instead complete work in class.

### End of Year

- A golden pencil and treat for all children who have kept all their golden time all year.

### Deputy/Assistant Headteacher Whole Class Rewards

- Whole class rewards stickers are given during achievement assemblies and at other appropriate times. Once a class has achieved 6 stickers, they are entitled to a whole class 15 minute reward as determined by the class. These can be 'banked' so that the children can have a longer reward later in the year.

Our behaviour policy is based on the Lammack Values and children are expected to follow these at all times. The Values will be taught to the children and discussed at the start of every academic year and throughout the year, as appropriate, through PSHE, HRE, through Values assemblies at the start of each half term and the wider curriculum.

Additional class positive reward systems such as table points, marbles in the jar etc are encouraged, but sanctions must follow the school policy to ensure consistency and so that SLT can provide teachers with appropriate support.

It is the responsibility of all members of staff to monitor children's adherence to these. There will be reminders in assembly about the rules, rewards and sanctions. The Lammack Values are highlighted to parents on the Curriculum Newsletter each term, the home-school agreement and school prospectus. Each half term a value is highlighted to the children and launched in an assembly together.

### Behaviour During Lessons/Learning Time

The Values will be displayed and understood by every child in the school, through positive reinforcement in assemblies, classes, and general day to day interaction. They will be displayed in every class and in both halls, and all staff will be aware of them – including welfare, support and teaching staff. Children who behave well will be rewarded through various means. Linked to these Values, will be a **Golden Time display** in each class containing a sun, individual name cards for each child, and clouds that indicate missed Golden Time in steps of 5 minutes. Each class will keep a record of the behaviour of each child. In KS2 the Golden Time display chart contains a gold star, a rainbow, grass, and clouds that indicate missed Golden Time in steps of 5 minutes. Children have the possibility of moving up the reward chart onto the Rainbow or Gold Star, making them eligible for Star of the Week in achievement assembly. Each class will keep a record of the behaviour of each child.

In KS1, Golden Time displays consist of a sun, star, warning cloud and clouds in 5 minutes indicating the loss of Golden Time.



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In EYFS the Golden Time display is introduced in the summer term or earlier if deemed necessary.

Unless a serious incident occurs, children should not be sent to team leaders, other classes or the Deputy Headteacher unless they have lost all of their Golden Time. Team leaders must be kept informed about significant or persistent instances of poor behaviour e.g. fighting, disrespect, swearing.

### Children who follow the Lammack Values could be rewarded in several ways:

- Having all of their Golden Time on Friday afternoon
- Being awarded team points
- Being awarded 'in class' rewards
- Being awarded certificates during achievement assemblies
- Being put on the Wall of Fame display in each of the halls
- By receiving special play times/treats and certificates if they maintain excellent behaviour each half term.
- By receiving rewards from the welfare staff and having the privilege of having lunch on the "top table"

The class record sheets will enable us to track children who have missed Golden Time; these will be collected each week and collated. Class teachers will record serious incidents or loses of 30 minutes in their class behaviour log,

Children who achieve 100% Golden Time each term will be rewarded with an end of term treat, followed by an end of year reward for those children who keep all of their Golden Time all year.

In the Year 6 assembly at the end of the year, children who have kept all of their Golden Time throughout their time at Lammack are recognised with a certificate.

### Children who do not follow the rules may be disciplined as follows:

- Losing 'in class' rewards e.g. smiley faces.
- Being given verbal reminders/warning(s). Children need to understand what it is about their behaviour they need to improve or change and should be given chance to do this.
- Moving onto a 'warning' on the Golden Time chart (with the opportunity to move back if behaviour improves).
- If poor behaviour persists, the child will be moved off the warning and put onto the loss of minutes clouds on the Golden Time Chart – therefore being sent to the 'Reflection Room' during Golden Time.
- Once a child has been moved onto the 10 minute cloud, they CANNOT EARN BACK their time.
- Children who have lost 5 minutes of their Golden Time can be moved back to the grass, providing that all adults working with the child agree that there has been a consistent improvement in their behaviour.



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- Any child who is on the red warning cloud at the end of the day, can move back to the grass, ready for a fresh start the following day. (This is monitored by the class teacher to ensure that children are not moving onto the warning cloud every day.) Children cannot have more than 2 warnings per week. Once a child has had 2 warnings within a week, instead of a 3<sup>rd</sup> warning, he/she will move to the 'loss of 5 minutes' cloud.
- Children who have lost any of their Golden Time will see the Head teacher (discipline coordinator) during Golden Time.
- Teachers will ensure that parents are informed if a child has lost any Golden Time via the reading record/homework diary. This needs to set out the amount of time lost and the reason. This should be signed by parents and teachers will check this has happened and follow up as necessary.
- For children who lose all of their Golden Time, class teachers should telephone home or send a letter to make an appointment with parents to discuss the child's behaviour. Team leaders should be informed and a note made in the class log book.
- If a child misses all of their Golden Time for a second time, within a term, parents will be contacted by the team leader, by telephone or letter and an appointment made for the parents to come in and discuss their child's behaviour with the class teacher and team leader.
- If a child misses all of their Golden Time for a third time, within a term, parents will be contacted by the Deputy Headteacher, by telephone or letter and an appointment made for the parents to come in and discuss their child's behaviour with the class teacher, Deputy Head teacher and if necessary SENDCO. At this point additional intervention/strategies may be put in to place.
- During discussions with parents, if the teacher/SLT member feels it necessary, the child will be removed from the whole class Golden Time system. This removal then means they cannot take part in whole class reward times. This enables the rest of the class to still work towards their whole class reward.
- A record of 'Golden Time Loss' is kept by the head teacher in order to arrange end of term rewards and monitor children who regularly lose Golden Time.

### Detentions

Detentions within the school day can be used as a consequence for poor behaviour at lunchtime or if a child has already lost 30 minutes golden time. Any detention given at play/lunchtime needs to ensure the child has enough time and opportunity to eat and use the toilet.

The Golden Time System is used during lesson times only and for break times and dinner times, a strike system is in place. The duty teacher, a member of SLT or the Senior welfare Supervisor will decide if a child's behaviour warrants a strike. After 3 strikes within a half term, the child misses his/her lunch time and spends time with a member of ELT or the Senior welfare Supervisor to reflect upon their behaviour. Children must be given enough time and opportunity to eat their lunches and use the toilet. The strikes are recorded in the school behaviour log and monitored on a weekly basis by the Headteacher and team leaders.



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A detention could also be given by a class teacher for children who persistently do not complete a piece of work within an allocated time, or if the presentation of a piece of work falls below the teachers' expectations for that child. In this instance, teachers can use a 10 minute detention at lunch time or break time to ensure that the work is re-done in the child's time. As a safeguarding measure, teachers should always stay in the classroom with the child to provide adequate supervision and ensure that there is another member of staff or another child in the room with them. Teachers should inform parents that their child has been required to re-do a piece of work in his/her own time. This should be signed by the parent and checked by the teacher. Whenever a child is kept in at lunch time or break time, it is essential to ensure that the child has had the opportunity to go to the toilet, eat a snack and not be late for his/her lunch.

### Class Log Book

All class teachers should keep a log book which records notes regarding any meetings or contact with parents regarding behaviour, PE kits, welfare, homework or other issues and also a log of children being referred to the team leader. This can be a physical log book or electronic.

### Serious Incidents

In instances of very poor or dangerous behaviour, the child can lose all Golden Time and be sent to the Assistant Head teacher in the appropriate key stage. If poor behaviour continues they will be sent to the Head teacher. Both of these situations require parents to be informed.

A serious issue would be where a child is at risk of causing themselves or others harm or damage to property.

A record will be made in the Head teacher Behaviour log and parents contacted. A child will be given an appropriate consequence, depending on the nature and severity of the behaviour. This could include being banned from representing the school in a sporting activity or other events including educational visits

The Head Teacher will consider temporary exclusion if behaviour is deemed to warrant this sanction. In very serious cases permanent exclusion will be considered. Parents have the right to appeal to the Governors' Pupil Discipline Committee.

In any case of peer on peer abuse/sexual violence/sexual harassment, the relevant safeguarding procedures will be followed. Incidents will be recorded on CPOMs and a multi-agency approach will be taken to address the concerns.

### Behaviour at Lunchtime

- Each member of the welfare staff will have a book of raffle tickets and will reward children's positive behaviour with a raffle ticket. The child will then put their name on the back of the ticket and put it in the box in each of the halls.
- Each week welfare staff will choose one child per year group who has demonstrated good behaviour all week and will pass their names to the senior Midday Supervisor. These children will be on the top table. In addition, in the achievement assemblies 3 names (KS1) and 4



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names (KS2) will be drawn out of the box each week. All children chosen can choose a friend to sit on the “top table” – the top table will have a tablecloth; the children will be allowed in straight away.

- Top Table will take place on Monday lunchtime each [week][HG1] (or the first school day of the week, if the children are not in school on a Monday).
- Any negative behaviour, where children are not following the Lammack Values, will first be dealt with by the welfare staff. They will discuss the incident with the child, explain why the behaviour is unacceptable and how it needs to change and will then give the child time out. If they continue to demonstrate poor behaviour they will then be referred to the Senior welfare Supervisor.
- The Senior welfare Supervisor will keep a file logging all incidents of poor behaviour he has dealt with (by class). He will liaise with the team leaders before the end of lunchtime so that team leaders can follow up incidents as necessary by writing in the child’s reading record and explaining consequences to the child. This will ensure children are not late back to lessons and do not miss valuable learning time.

### Discipline Beyond The School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”

At Lammack, instances of all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school will be investigated and appropriate consequences issued. Teachers may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### Confiscation of Inappropriate Items

What the law allows

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

**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. Where possible, any confiscated item should be returned to the child via parents.



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**Power to search without consent** for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items') 5. For more information refer to 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies.

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

### Ability to use Reasonable Force

The legal provisions on school discipline also provide members of staff with the ability 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. Separate advice is available in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies.

### Staff Development and Support

Support is available for all staff as necessary to deal with behaviour management generally or with specific incidents. Professional development support could take the form of observing colleagues, external courses or support from the team leader or discipline co-ordinator.

Regular safeguarding CPD so that staff are fully equipped to deal with any cases of peer-on-peer abuse, sexual harassment and sexual violence.

### Pupil Support Systems

All staff promote positive relationships with pupils and staff and aim to work together to solve any behavioural issues a child may demonstrate. For most children, our positive behaviour system will be effective, however, if a child has continued difficulty following the Lammack Values, additional support systems will be put in place. These could include: a home/schoolbook, regular meetings with parents or an IEP for behaviour. In particular circumstances external referrals of support may be made.

### Allegations Against Staff

Refer to schools' allegations against staff policy.

### Refer also to:

- Anti-bullying policy
- Child protection Policy
- Guidelines for welfare staff at lunchtimes
- Disability Equality Policy
- Foundation Stage Policy
- 'Use of Reasonable Force – advice for school leaders, staff and governing bodies'
- 'Screening, Searching and Confiscation – guidance for school leaders, staff and governing bodies'.
- Safeguarding and Child Protection Policy.





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- Keeping Children Safe in Education (KCSIE 2021)

### **Foundation Stage Behaviour Management Policy,**

#### Statement of intent

Our Foundation Stage believes that children flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

#### Aim

We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

#### Methods

We have a named person who has overall responsibility for issues concerning behaviour. We require the named person to :

- Keep him/her up-to-date with legislation and research and thinking on handling children's behaviour.
- Access relevant sources of expertise on handling children's behaviour, and check that all staff have relevant in-service training on handling children's behaviour. Keep a record of this attendance.
- We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We require all staff, volunteers and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development – for example distraction, praise and reward.
- Familiarise new staff and volunteers with the settings behaviour policy and strategies for dealing with inappropriate behaviour.
- We expect all members of the setting – children, parents, staff, volunteers and students, to keep to the rules, requiring these to be applied consistently.
- We praise and endorse desirable behaviour such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behaviour.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the setting.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- We do not use techniques intended to single out and humiliate individual children.



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- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the manager/Early Years coordinator and are recorded in the incident book. Parents are informed on the same day and sign the incident book to indicate that he/she has been informed.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanation rather than personal blame.
- In the Reception classes all racial incidents are reported to the head teacher and racial incident forms are completed.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by the key worker/class teacher/support staff. We work with parents to address recurring unacceptable behaviour, using objective observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### Behaviour Strategies for children in the Reception Classes.

- Children will be rewarded for good behaviour through certificates during the KS1 Award Assembly (after Autumn half term), team points, stickers, marbles and positive praise.
- Wherever possible, conflicts between children will be resolved through reasoning with them. Where appropriate, the children will apologise and shake hands.
- For more serious misbehaviour, particularly in the classroom, children will be given a warning.
- On a second warning, they will miss five minutes of Continued Provision (choosing time). They will take time out standing in a designated area of the classroom.
- On a third warning, the child is sent to the opposite classroom for five minutes time out. When the child is ready to re-join the class, the teacher uses her discretion and escorts the child back to the class teacher to make an apology. Parents will be informed either orally or by letter, in instances where the pupil is not collected by their parents.
- In extreme cases of misbehaviour, the child will be sent to the KS1 assistant head, who will also inform the deputy/ head teacher. Parents will be asked to come into school to discuss and resolve the incident.

## Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously. If a child bullies another child or children:

- We intervene to stop the child harming the other child or children.
- We explain to the child doing the bullying why her/his behaviour is inappropriate.
- We give reassurance to the child or children who have been bullied.



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- We help the child who has done the bullying to say sorry for his/her actions.
- We make sure that children who bully receive praise when they display acceptable behaviour.
- We do not label children who bully.
- When children bully, we discuss what has happened with their parents and work out with them a plan for handling the child's behaviour; and
- When children have been bullied, we share what has happened with their parents, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

See also – Antibullying Policy