At Badgemore all staff and pupils share a common vision for behaviour across the school: to build relationships based on mutual respect and appreciation.

The main aims of the school are to:
- develop pupils’ appreciation of their rights and associated responsibilities
- develop in pupils the understanding and skills that will enable them to work and play within an atmosphere of mutual respect and co-operation
- encourage pupils to act with courtesy, tolerance and consideration for others at all times
- promote pupils’ resilience, independence and self-discipline and develop their confidence to accept responsibility for their actions
- foster in pupils a sense of responsibility as members of a community and encourage a sense of ownership of their environment
- develop appropriate learning behaviours and attitudes
- raise pupils’ aspirations, self-confidence and self esteem
- foster the development of pupils’ social, moral, spiritual and cultural development

These aims will be best achieved when:
- staff, pupils, parents and governors are aware of this policy
- all adults set consistently high expectations and actively model appropriate behaviours
- there is consistency of response to appropriate and inappropriate behaviour, including behaviour for learning
- rights and responsibilities and the school Code of Conduct are known, understood and valued by all
- the school’s atmosphere is friendly and caring
- praise and reward are key elements of the school’s approach to discipline
- sanctions relate directly to misdemeanours
- the consequences of inappropriate behaviour, including behaviour for learning, are clearly understood
- teachers’ planning reflects the different skills and aptitudes of individual pupils
- a partnership with parents is fostered and their involvement in school encouraged
- training and guidance on the policy is provided as necessary

Code of conduct

In our school we:
- act with courtesy and consideration to others at all times
- try our best at all times and take pride in what we achieve
- are tolerant and respectful of each other and their beliefs, values and faiths
Badgemore Primary School

- are kind and helpful
- move sensibly and quietly about the school
- speak politely to everyone
- are silent whenever necessary
- make it possible for the pupils to learn and the teacher to teach
- take care of the school environment and resources
- accept responsibility for their own behaviour

The Code of Conduct will be the focus of a whole school assembly at the beginning of each long term (Autumn, Spring and Summer) and will be displayed in all classrooms and in prominent places around the school.

We strongly disapprove of the following types of anti-social behaviour:

bullying, racism, homophobia, sexism, fighting, kicking, name calling, rudeness, inappropriate or abusive language, deliberate defiance and non-co-operation, provocative behaviour, stealing, swearing, interrupting/calling out, spitting, destruction of property (either personal or educational), climbing over/throwing furniture, throwing stones, graffiti, dropping litter and any behaviour which demonstrates a lack of respect for others, property and the environment.

Rewards and Sanctions

Rewards

- rewards cannot be removed;
- each child will be assigned to one of four buddy groups named around a forest theme – Sherwood, Amazon, Sequoia and Daintree - and can be awarded points for their team;
- pupils in the team which has the most points at the end of each term will be rewarded with an activity arranged in advance so that children understand what they are aiming for;
- all staff can award stickers, praise pads or team points for appropriate behaviour and/or attitudes to learning, a particular example of or consistent examples of good behaviour or attitude in the classroom or in the playground; lunchtime staff will give children a raffle ticket to take indoors if they award a team point at lunchtime so that teachers are aware that they have a point
- points will be recorded on laminated team sheets in classrooms and counted up each week so that the winning team can be announced in Friday’s assembly
- whole-class rewards may be awarded for whole-class effort in a particular area, for example consistently sensible and silent lining up or similar
- whole-class rewards are organised by the teacher and TA for that class and may be awarded on collection of ten reward points
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- lunchtime controllers are encouraged to identify children who behave well in the canteen or on the playground at lunchtime; they will be rewarded with a certificate at the end of the week;
- staff and pupils recommend two pupils in each class to be recognised for a ‘Star of the Week’ certificate, a weekly award given during a whole school celebration assembly on Friday afternoon;
- a Headteacher’s award may also be given at Friday’s celebration assembly for pupils who have been singled out for a particular achievement which is outside the norm; these can be suggested by any member of staff
- all pupils who receive an award at the Friday celebration assembly will have their name recorded in the Celebration Book by Thursday lunchtime; parents will be informed by text message and invited to attend the assembly

Sanctions

- failure to follow the school Code of Conduct will result in a sanction;
- children will always be warned three times before a sanction is applied, unless the behaviour is extreme or unsafe, and their name placed in the appropriate ‘zone’ on the traffic light system in the classroom;
- there are four traffic lights; pupils will start on green each day and will move to amber on a third warning and red on receipt of any further warnings. Gold may be awarded for exceptionally good behaviour or attitude.
- KS2 – children who receive three warnings during any teaching session are moved to the red traffic light and will have their name, class, misdemeanour and duration of sanction recorded in the playground withdrawal book. Children will be withdrawn at playtime in 5 minute slots, up to 15 minutes, at the discretion of the member of staff awarding the sanction, and supervised in the junior hall by a member of staff. Children who are removed from the playground for inappropriate behaviour during playtime may be added to this list and their name recorded onto the sanction sheet. On Friday the headteacher will total up the number of times pupils are withdrawn and follow this up as appropriate.
- children who demonstrate inappropriate learning behaviour or attitude may be asked to complete or repeat work in their own time, ie. at playtime or lunchtime, with the classteacher
- if a child is withdrawn from playtime 3 times or more in one week, a letter will be sent to the child’s parent or carer to invite them in to discuss the behaviour with the classteacher. The headteacher or an additional member of staff may support the classteacher if required.
- if a child is withdrawn subsequently at playtime and a second letter is sent to parents within a short term (six weeks) the child will be entered into the You Choose book for half a session and parents informed.
- for pupils who demonstrate behaviour which poses a serious disruption to learning or if pupils are unable or unwilling to correct previous lower-level behaviour, then children’s names may be entered into the ‘You Choose’ folder and children will be withdrawn from the playground at lunchtime and supervised by staff. Key Stage 2 children will be in You Choose for either one session or all of lunchtime. Pupils who behave inappropriately on the
Badgemore Primary School

playground at lunchtime may be sanctioned and removed to You Choose, if required, by any member of staff.

- Key Stage 1 children will miss lunchtime in 5 minute slots at the discretion of the member of staff as above.
- children who repeatedly fail to follow the school Code of Conduct may be issued with a ‘report card’; a letter will be sent to parents by the headteacher to inform them that this is in place and to invite them in to discuss it.
- all serious incidents or repeated instances of poor behaviour must trigger an incident form and a letter to parents, followed by a report card.
- in extreme or unsafe cases, children may be immediately withdrawn from the classroom/playground, parents informed and an incident card and report form issued.
- a copy of the misdemeanours and related sanctions will be displayed in each classroom and the school office.
- all staff are empowered to issue a sanction in line with the guidelines
- some children who are on the SEN register for behaviour difficulties may have an alternative programme as identified on their Individual Education Plan or Pastoral Support Plan. These should be made clear to all staff.
- in rare cases it may be necessary to exclude a child from school on a fixed term or permanent basis. This may only be authorised by the Headteacher.

This policy will be reviewed on a regular basis by the school council, staff and Governors and will form part of the induction programme for any new staff.
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STAFF GUIDELINES FOR PREVENTATIVE AND CORRECTIVE ACTION

Preventative action

- model the behaviour you expect from the children
- address the children in a polite and calm manner
- acknowledge positive and on-task behaviour and attitude
- agree to the school Code of Conduct, rights and responsibilities and state them clearly and positively
- explain/discuss reasons for Code of Conduct and related consequences if broken
- develop and embed a range of formative assessment practices to promote positive attitudes to and behaviours for learning – refer to Assessment policy
- avoid unnecessary confrontation
- be aware of spatial proximity
- position yourself to allow sight of the whole class and monitor frequently
- ensure classroom is aesthetically pleasing, well organised and functional
- prepare and utilise appropriate materials
- plan interesting and fast moving lessons
- match teaching and task to ability
- ensure support staff are aware of their role in maintaining discipline
- make routines clear and apply consistently
- organise seating and movement round school to minimise opportunities for disruption
- arrive at class and line on time
- be vigilant and take responsibility for movement round school

Corrective action

- establish regular eye contact
- remind child/children of the expectations, Code of Conduct and rights and responsibilities
- give simple, brief directions and choices
- make consequences clear
- apply sanctions according to the behaviour policy
- be consistent
- use respectful but assertive tone of voice
### MISDEMEANOURS AND RELEVANT SANCTIONS

<table>
<thead>
<tr>
<th>Misdemeanours</th>
<th>Sanction Level</th>
<th>Year Group - Sanction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent non-disruptive off-task behaviour or poor attitude to learning –</td>
<td>1</td>
<td>three warnings; name moved onto appropriate traffic light and entered into the</td>
</tr>
<tr>
<td>day dreaming, non-participation etc./Disruptive off-task behaviour or</td>
<td></td>
<td>playground withdrawal book or child works with teacher at playtime/lunchtime. Three</td>
</tr>
<tr>
<td>inappropriate learning behaviour – singing / giggling / talking /</td>
<td></td>
<td>entries into the log in one week will trigger a letter home to parents. No need</td>
</tr>
<tr>
<td>hairdressing / bottom shuffling / shouting out answers / name calling/</td>
<td></td>
<td>to record on behaviour incident form.</td>
</tr>
<tr>
<td>refusal to cooperate or to engage/making faces / swinging on chair / using</td>
<td></td>
<td></td>
</tr>
<tr>
<td>equipment inappropriately/ walking round the room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hurting others intentionally, e.g. poking or pulling / inappropriate</td>
<td>2</td>
<td>at the discretion of the teacher either the level 1 sanction may be applied or the</td>
</tr>
<tr>
<td>language /Taking or destroying property belonging to others or the school /</td>
<td></td>
<td>child’s name is entered into the You Choose log. An incident form MUST be</td>
</tr>
<tr>
<td>one-off instance of physically aggressive behaviour/spitting / running round</td>
<td></td>
<td>completed. Three entries into either log within one week will trigger a letter home</td>
</tr>
<tr>
<td>the room / leaving class without permission</td>
<td></td>
<td>to parents.</td>
</tr>
<tr>
<td>Disobedience / rudeness or defiance to adult / bullying/repeated instances of</td>
<td>3</td>
<td>immediate withdrawal at playtime and lunchtime; name entered into both logs; an</td>
</tr>
<tr>
<td>Level 1 or 2 behaviour</td>
<td></td>
<td>incident form MUST be completed and, if appropriate, parents informed. In the case</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of repeated instances of Level 1 or 2 behaviours, a report card will be issued and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>parents informed by letter.</td>
</tr>
<tr>
<td>behaviour causing significant injury or disruption / failure to correct level</td>
<td>4</td>
<td>immediate withdrawal to Headteacher/parents informed/incident form MUST be</td>
</tr>
<tr>
<td>3 behaviour after sanction</td>
<td></td>
<td>completed/work must be provided by the classteacher for supervision by Headteacher</td>
</tr>
</tbody>
</table>

- It is the responsibility of any adult issuing a sanction to report it to the class teacher as soon as possible.
- It is the responsibility of the class teacher to ensure that children arrive at the hall for supervised playtime withdrawal, or at the Headteacher’s office for You Choose or withdrawal.
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- Teachers will supervise playtime withdrawal on a rotational basis. Headteacher will supervise You Choose.
- In rare cases it may be necessary to exclude a pupil from school on a fixed term or permanent basis.
### Bademore Primary School

#### REWARDS FOR BEHAVIOUR AND ATTAINMENT

<table>
<thead>
<tr>
<th>Behaviour / attainment</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort / good work / progress / neat presentation / helpfulness / good manners / obeying school rules and following class code of conduct / kindness to others / caring for property, etc.</td>
<td>Team points/raffle ticket awarded by any adult on the school staff; pupil nominated to Headteacher for Headteacher award</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviour / attainment</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding effort, attainment or progress / exceptional or sustained effort.</td>
<td><strong>Whole-class reward</strong> – at the discretion of the classteacher/TA; 10 rewards required for whole-class award</td>
</tr>
<tr>
<td></td>
<td><strong>Celebration book</strong> – any adult on the school staff can nominate pupils for special mention in the Celebration Book which is kept on display in the reception area. Pupils’ names will be read out at assembly on Fridays and be awarded a Headteacher’s award. Parents of children who are mentioned in the celebration book will be informed by text message.</td>
</tr>
</tbody>
</table>

- There are four teams based on an international Forest theme: Sherwood, Amazon, Sequoia and Daintree
- Pupils will be given a weekly total of team points and those in the group with the most points at the end of each term will have a reward.
- The above systems are in addition to verbal praise and positive comments written in exercise books, stickers, praise pads, and so on.
- The school follows a positive behaviour management policy. Therefore staff should ensure that positive images are evident in classrooms.

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Policy agreed by PWD Committee 15th October 2014
Review date October 2015, or sooner

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