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**1. Aims**

The aims of this policy are to:-

- Sustain the outstanding behaviour of pupils at Julian's in all year groups and on both sites and provide a safe learning space in a Covid-19 environment;
- Provide consistency in approaches to behaviour from EYFS to Year 6;
- Provide a clear framework for good behaviour and routines in which pupils understand the importance of keeping themselves, their peers, staff and their families safe in the classroom, playground and around school;
- To respond swiftly and decisively to all forms of bullying and inappropriate behaviour in a way that resolves situations for all involved;
- To engage parents/carers in supporting the school with positive behaviour strategies for their children.

## Promoting Good Behaviour

At Julian's Primary School we aim to promote an environment which supports the school values:

**Respect  
Integrity  
Creativity  
Excellence  
Resilience**

We have high expectations of good behaviour in the school. We believe that all children are entitled to learn in a caring and safe environment where they are treated fairly and equally. We want children to develop as confident individuals with a positive self-image and an understanding and appreciation of their role and responsibilities within the school community.

Good relationships should be actively pursued and encouraged throughout the school. We aim for co-operation rather than conflict. We believe that the management of behaviour is a collective responsibility. All adults and children involved in any way in the life of the school have a duty to uphold the school's policy.

Julian's School is a happy, friendly school and we expect the children to be thoughtful and polite to each other, in and around school and on educational visits and when travelling to and from school. We are very proud of our school and expect all children to take actively take care of our school environment.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It also takes account of the SEND Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

The DfE requires maintained schools to publish their behaviour policy on the school website.

## 3. Definitions

**Our school rules have changed due to the Covid-19 pandemic and are now:**

- Be Safe
- Be kind
- Be a Bubble

They form the basis of our school, classroom and playground rules and inform our system of rewards and sanctions.

<b>In Class</b>	<b>Theme</b>	<b>Around the School</b>
We follow adult direction We take off face masks before we enter school	<b>Be Safe</b>	We follow adult direction We keep our hands and feet to ourselves

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*Resilience*

<p>We wash our hands before entering school, after playtime, before eating and before we go home          We use hand sanitiser in the classroom whenever the adult asks          We keep our hands away from our mouth          We use a tissue or an elbow to cover our mouths when we cough or sneeze          Tissues go in the bin (catch it, bin it, kill it)          We do not touch each other</p>		<p>We line up keeping 2 metres from our classmates          We only use the equipment that has been provided outside the classroom          We use equipment safely          We move calmly around the school with an adult</p>
<p>We are kind and gentle          We listen          We are honest          We work hard          We look after property</p>	<p><b>Be Kind</b></p>	<p>We do not push or pull          We are kind in the playground          We talk to each other and try to work problems out          We look after ourselves, each other and our things</p>
<p>We do not move around the classroom without permission from the adult            We keep a distance from others when we line up in the classroom            We sit at our own desks and use our own resources            We never leave the classroom without permission</p>	<p><b>Be a Bubble</b></p>	<p>We are not allowed to move around the school without an adult without permission            We remain in our chosen zone (we cannot move between zones)            We play non-contact games within our bubble</p>

The rules will be consistently reinforced during assemblies, circle times and discussions with children. The teachers will also discuss the school expectations with their individual classes at the beginning of the year and agree specific age-appropriate rules for the classroom, with expectations being made very clear so that children are never in doubt as to why they are rewarded or a sanction has been given.

### Helping pupils to behave well during the Pandemic

Staff are explicit about what good behaviour looks like when pupils return to school and consistently throughout the day through teaching new routines for:

- Entering the building
- Lining up
- Travelling through school
- Taking the register
- Working in class
- Asking to speak
- Going to the toilet
- Illness
- Starting the lesson
- Lunch
- Entering the classroom
- Exiting the classroom
- Leaving school
- Waiting for parent collection

### Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

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- Non-completion of classwork or homework
- Poor attitude towards adults or peers
- Incorrect uniform
- Not upholding the school values or golden rules

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism or deliberate destruction of school property or the learning environment
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. e.g.:
  - Weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images (including images on phones)
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Teachers will explicitly teach the behaviours they want to see and the new routines that will support this.

Students will be told the consequences for behaviour that threatens the safety of others such as malicious or deliberate acts of transmission (e.g. spitting or coughing.)

Students who usually leave the classroom in order to regulate their emotions and behaviour will be explicitly told that this is no longer possible; alternative strategies such as using a calm down kit in the classroom will be provided for these pupils. Each of these pupils will be identified before they return to school; staff allocated to work with these pupils will call home and explain the new rules and routines. Staff will talk to the pupil and parent directly about how to support their transition back to school and what strategies have been put in place in the classrooms (such as calm down kits, time out zone in the classroom etc.)

**4. Julian’s Approach to Anti-Bullying**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

**What is Bullying?**

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is rare at Julian’s. It is discussed openly and children are supported in taking responsibility for their behaviour, making amends and moving on. Suggestions of bullying are always investigated by senior members of staff.

Bullying can be ....

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Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures, cultural slurs, name calling based on colour/culture (PLEASE REFER TO OUR RACE EQUALITY POLICY)
Religious	using a person's religion as a basis for unkind or aggressive words or actions
Sexual	unwanted physical contact or sexually abusive or intrusive comments
Homophobic	because of, or focusing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	through texts, picture messaging, messaging, email, Facebook, Twitter, etc

## **Why is it Important to Respond to Bullying?**

Bullying will not be tolerated.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

## **5. Roles and Responsibilities**

### **The Governing Body**

The Achievement Committee is responsible for reviewing and approving a written statement of behaviour principles (appendix 1).

The Achievement Committee will also review this behaviour policy in conjunction with the Executive Head Teacher/Heads of School and monitor the policy's effectiveness, holding them to account for its implementation.

### **Executive Head Teacher/Heads of School**

The executive head teacher and heads of school are responsible for reviewing this behaviour policy in conjunction with the Achievement Committee, giving due consideration to the school's statement of behaviour principles. The executive head teacher will also approve this policy.

The heads of school will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **Parents/Carers**

- Uphold this policy and encourage their child(ren) to behave in accordance with the policy.
- Praise children for rewards given
- Support sanctions set by school
- Facilitate and support the completion of homework
- Communicate openly with relevant school staff about any difficulties a child is facing at home or school which may affect his/her behaviour.

### **All school adults**

- Will model the behaviour and language we expect from children and their families,

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- Follow the traffic lights system during class/group time to provide consistent behaviour sanctions,
- Recognise and praise good behaviour,
- Challenge unacceptable behaviour from any child in the school,
- Ensure children have the opportunity to correct poor behaviour and recognise this through the traffic lights,
- Separate the behaviour from the child,
- Speak respectfully to children and to each other at all times,
- Relate classroom behaviour to behaviour for learning,
- Encourage children to reflect on their behaviour choices and present rewards and sanctions for corresponding behaviour choices,
- Refer to the school rules when discussing rewards and sanctions,
- Remain consistent with the way that the traffic lights are presented in class,
- Negotiate with adjacent/partner classes where children are sent for time out and remain consistent with the arrangements.

### **Class teachers**

- Will use traffic light system consistently in accordance with school policy,
- Maintain and hand in weekly tracking sheets to the learning mentor for their site
- Ensure that children fully understand what sanctions are for and that sanctions are given fairly
- Have a system of rewards (stars/smiley faces/postcards) for children who stay on green and who are good role models,
- Keep a log of children who have received achievement certificates and recognise all forms of children's achievements
- Ensure achievement is not just recognised on the basis of parental involvement, but on individual merit and effort.

### **Learning Mentors**

- Share behaviour strategies with teachers and teaching assistants
- Monitor behaviour tracking sheets, contact parents/carers to discuss any issues arising with class teacher
- Mediate in situations which children find difficult to resolve independently
- Share information on behaviour with SLT
- Monitor playground peer mediation
- Monitor dinner-hall behaviour

### **Teaching Assistants**

- Support the class teacher in the consistent delivery of the behaviour policy
- Actively monitor and challenge behaviour outside the classroom - in the playground and when circulating the building
- Complete orange forms in the playground as quickly as possible after an incident and share details with the class teacher and deputy head

### **Year Group Leaders (YGLs)**

- Act as a role model in positively dealing with children's behaviour,
- Take responsibility for general day to day behaviour challenges (including playground related challenges) across the year group,
- Lead on positive behaviour strategies in the classroom,
- Be proactive in advising teachers and support staff,
- Liaise with mentors and pick up on behaviour trends in relation to attendance, attainment and progress

### **Inclusion Managers**

- Review patterns of patterns to identify any links with SEND,
- Liaise closely with YGLs and Deputy Heads to share information,
- Advise on any adjustments for children with SEND,
- Ensure appropriate provision for children with SEND to mitigate negative behaviour.

### **Deputy Heads of School**

- Meet parents/carers to discuss behaviour issues arising,
- Offer support/advice/strategies to class teachers on challenging behaviour,

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- Act on more serious behaviour incidents or direct to HoS if necessary,
- Co-ordinate playtime/lunchtime behaviour support and sanctions,
- Liaise with Learning Mentors to ensure they are kept up to date,
- Monitor the attainment of children with identified behaviour or attendance concerns,
- Co-ordinate TA/LM support for children whose learning is affected by their behaviour,
- Follow up behaviour incidents, transferring information to SIMS and/or CPOMS regularly.

### **Heads of School/Executive Head Teacher**

- Monitor school attendance/punctuality and link to any behaviour issues arising,
- Intervene with serious behaviour incidents.

### **EYFS**

The EYFS follows a modified version of the traffic lights. Children are taught the school rules and are given sticker rewards. Behaviour in the EYFS is closely linked to PSE development within the curriculum and it is acknowledged that children are beginning to learn the norms of school behaviour.

Rewards include stickers, 'star of the day', special jobs etc. A weekly head teacher's award will be given to two children who show good behaviour for learning above what is normally expected of them. Certificates should reflect the school values and positive mindset.

Children who persistently misbehave after they have learnt and understood the golden rules are given time out in their own classroom. If challenging behaviour continues, the child is given time out in another classroom. This should be recorded on a tracking sheet and communicated to parents/carers. Where behaviour difficulties continue, the EYFS leader and the Inclusion Manager will support and work closely with parents/carers.

## **6. Rewards and Sanctions**

It is expected that pupils will follow the school rules and remain on Green on the classroom traffic light system. Good behaviour will be celebrated through incentives such as:

- Remaining on Green
- Praise, verbally given to pupils
- Class dojo points
- Marble rewards for bubble groups (20 marbles)
- Stickers to acknowledge good behaviour
- Well done postcards to take home
- Verbal comments to parents/carers
- Public praise and reward by other pupils and /adults for behaviour

Rewards are used as an incentive for children to behave well and we expect children to take responsibility to keeping the school rules as children are taught that this provides a secure and happy environment in which to learn.

### **Behaviour steps for staff**

- Level 1      Reminder of rules stated to pupil and class
- Level 2      Reminder of rules restated, visual reminder to pupil and de-escalation strategies used
- Level 3      Time out of bubble to work with senior staff
- Level 4      Removal by DHoS or HoS who will make an appointment to see the parents
- Level 5      Phone call home by HoS to collect pupil, removed by DHoS or HoS

### **Communication with parents/carers**

- The policy shall be shared with parents /carers on the school website and newsletter articles.
- Parents are expected to support the school in this new approach.

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- If a pupil is presenting extremely challenging behaviour, we will recommend that external assistance is sought to support them or parents/carers work with the school to find a solution.
- Targets or a behaviour contract may be given or a behaviour contract signed between home and school.
- If physical restraint has been used to prevent a pupil hurting themselves or others, as far as reasonably practicable, the parent/carer of the pupil involved must be contacted on the same day and an individual risk assessment for the pupil will be created outlining the risks this may pose for pupils and staff.

## Inclusion

- Some pupils may require special adaptations to their classroom and outdoor environments in order to fully include and support them in school.
- It can be helpful for staff to explain any reasonable adjustments that have been made to other pupils in the class so they understand the reasons for different behaviour expectations when appropriate.
- If a pupil needs positive handling techniques to be used, the school will decide with the parents/carers if this is the right time for the pupils to return to school.
- Social distancing means that physical touch should be avoided but where essential for intimate care this must still go ahead with appropriate personal protective equipment (PPE) for staff concerned and all hygiene rules followed in accordance with government guidance. Comforting children where possible would be non-contact but staff should use their professional judgement as to other appropriate strategies against the level of the child's distress.

## 7. How the traffic light system works

We have a traffic light system in place throughout the school. It is expected that all children will follow the school rules and therefore stay on Green during the day.

***It is essential that the giving of praise and sanctions is consistent for all children.***

### Consequences of misbehaviour

Level	Dealt with by	Concern examples of unacceptable behaviour	Possible actions
1	Lead adult	Minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, talking over teacher, interfering with others, squabbles	Reminder of school rules Verbal warning given in a positive way
2	Lead adult	Repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, persistent talking, squabbles	Warning to Amber on traffic light system Visual reminder of behaviour expectations to support de-escalation Movement within the classroom, time taken from play/lunchtime or senior staff sent for to come to the room to support within classroom <b>Recorded on classroom tracking sheet</b>
3	Lead adult with Phase Leader or Inclusion	Repeated incidents of 1 or offensive language to peers or low	Move to Amber on traffic light system

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	Manager	level unsafe behaviour e.g. not following instructions in class, pushing or pulling in the playground	To work outside their “bubble” with senior staff, reintegration when appropriate  Parents notified  Isolation from their bubble within school as a preventative approach may be taken.  <b>Recorded on classroom tracking sheet</b>
4	Phase Leader or DHoS	<b>Unhygienic behaviour such as spitting, coughing or refusing to wash hands</b>  Violent or aggressive behaviour including racist/ sexist remarks.	Move to Red on the traffic light system  PL or DHoS immediately remove pupil from their “bubble” to work  PL or DHoS, will make an appointment to see the parents/carers to discuss the possible sanctions and draw up a behaviour plan based on an appropriate reward system with the aim to re-motivate the pupil.  Discuss decisions made by school including exclusion or sending home if required.  <b>Recorded on CPOMS</b>
5	Head of School	<b>Extreme or persistent</b> repeated minor misdemeanours e.g. not following expectations for learning, fiddling with equipment, off task, interfering with others, persistent talking, squabbles  Unhygienic behaviour such as spitting, refusing to wash hands  Violent or aggressive behaviour	Phone call to collect pupil  Letter explaining exclusion or reason for sending home  Meeting arranged for interview before returning to school  <b>Recorded on CPOMS</b>

Each classroom must have a designated Time Out area. This should be distinct from any individual work stations provided for children. This is to be used when children have reached amber on the traffic lights and need to spend 5/10 minutes reflecting on their behaviour. It is also where any children who have reached red on the traffic lights and been sent from another class need to sit. The area must be calm and have appropriate resources for reflection or work completion. If a child is sent to another class, it is essential that they take a red slip completed by their teacher.

If a child reaches red on the traffic lights, the class teacher will send a slip home with the child stating that s/he was on red and what it was for. If a child reaches red three times in a term, the behaviour mentor will contact parents/carers and arrange a meeting to discuss strategies and next steps.

If a behaviour incident is more serious, a letter will be sent home and we may request a meeting with parents/carers to discuss ways of moving forward.

In cases of physical assault against a pupil/adult; verbal abuse/threatening behaviour against a pupil/adult; persistent bullying; racist abuse; damage; theft; persistent disruptive behaviour; the school will consider a fixed term or, in the most serious cases, a permanent exclusion.

A serious bullying incident by a pupil will be immediately referred to the Head of School, who would contact parents/carers and request that the parents/carers visit the school to discuss the child's behaviour and the bullying incident with the Executive Headteacher and/or Head of School, along with the class teacher.

### **Off-site behaviour**

Sanctions will be applied where a pupil has misbehaved off-site when representing the school, such as on an educational visit or around the school locality before or after school.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been untrue or malicious, the executive head teacher/ head of school will discipline the pupil in accordance with this policy.

Please refer to our Child Protection Policy for more information on responding to allegations of abuse.

The executive head teacher will also consider the pastoral needs of staff accused of misconduct.

## **8. Behaviour management**

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the school rules and their own classroom rules
- Develop a positive relationship with pupils, which includes:
  - Treating children respectfully and as individuals
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **Confiscation**

**Any prohibited items found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

***Mobile phones are not allowed in school. Parents/carers may request that their child brings a phone to school. The request must be made in writing and if agreed, the phone will be kept in the school office throughout the school day.***

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

It will sometimes be necessary to introduce an individual behaviour programme which will help the child to learn appropriate social behaviour in school, with the co-operation of parents/carers, e.g. the parent/carer agrees to meet the teacher regularly to be informed about behaviour and progress, or a record book is sent home regularly in which the teacher and parents/carers record positive and negative behavior and/or progress against set targets. A system of sanctions is established with parents/carers for poor behaviour, and a system of rewards is established with parents/carers for good behaviour. This system requires constant review, monitoring and dialogue with parents/carers.

Any behaviour intervention programme must be agreed with the behaviour mentor and Inclusion Manager or Deputy Head of School. The behaviour intervention programme should be monitored in the classroom, with parents/carers, and by senior leader(s) involved. Notes must be kept in case the child requires further intervention and to report back to parents/carers. It is important that any intervention is a positive experience for the child and family. It should not lead to any form of labelling.

If the school intervention programme is not successful, further behaviour support will be sought from an educational psychologist and/or the Kennington Bridge to School (Lambeth Primary AES).

### **Playground Behaviour**

The playground rules are

- I will be respectful to all adults
- I will speak politely to my classmates
- I will take care to look after playground equipment
- Fighting is never allowed
- I will not play in the school building
- I will set a good example for younger children
- I will remain in my bubble and zone

Playground behavior that breaches these rules will result in time out being given. Children will be reminded of the rules before returning to play. Further incidences will result in the child having to complete the playground reflection sheet attached and they will need to sign the playground contract. These are held by the Lead Playground TA.

If there is a lunchtime incident which cannot be dealt with in the playground, the child must be brought in by an adult and a green form is filled in stating the nature of the incident, where it took place and the consequence given. The incident is recorded in a file which is monitored regularly by the Learning Mentors and DHoS. Parents/Carers will be informed if their child's name appears repeatedly. We hope that by working in partnership with parents/carers we can resolve issues quickly.

### **Staff Welfare and Conduct**

It is important that staff remain calm at all times when dealing with challenging behaviour. Using a calm, low pitched voice is the most effective way of getting across a message when working with children who have not followed school rules and it is important that the language of choice is used.

If a member of staff feels unable to manage a situation in a calm manner they must seek assistance from another member of staff and remove themselves from the situation until they are able to continue in a calm manner. It is important to de-personalise the situation and remember that it is the behaviour or an incident which is being challenged and not the child.

Any restraint or manual handling of pupils is in accordance with the Restraint and Manual Handling Policy. Staff are given regular training on this.

Any persistently challenging behaviour, particularly when directed towards one member (or group of members) of staff must be reported to the Leadership Team.

### **9. Monitoring arrangements**

This behaviour policy will be reviewed by the executive head teacher/heads of school and Achievement Committee every 3 years. The policy will be approved by the executive headteacher annually.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Achievement Committee every 3 year

### **10. Links with Other Policies**

This policy should be read in conjunction with

- SEND code of practice
- Inclusion Policy
- Child Protection Policy
- Positive Handling Policy
- Single Equality Policy

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## **APPENDIX 1**

These principles drive the practice described in the behaviour policy. The behaviour principles align with Julian's School values: Respect, Integrity, Creativity, Excellence, Resilience.

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others and free from any form of discrimination.
- Staff and pupils are polite and respectful and set an excellent example at all times, both in school and out in the community (eg on educational visits).
- Julian's is an inclusive school. It is recognised that the use of rewards and sanctions must have regard to the individual. Staff, supported by the inclusion team, consider SEND and the needs of vulnerable children when implementing the behaviour policy.
- Staff are fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated by ensuring that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships;
- To ensure effective management of teaching and learning, classes are well-organised with lessons that are creative and challenging; support is given when needed.
- Expectations are explicit and consistent to ensure that pupils understand the consequences of disruption to learning and that sanctions are applied in a fair and consistent manner;
- Staff are empowered to take prompt and effective action when pupils behave inappropriately;
- Julian's School works in partnership with parents/carers and external agencies to maximise the chances of every pupil behaving responsibly;
- Pupils are helped to take responsibility for their actions; the school takes a restorative rather than punitive approach as much as possible.
- Fixed term or permanent exclusion is used but only in extreme circumstances or when all other strategies have been exhausted.

Agreed by the Achievement Committee on behalf of the governing body on 01.02.2019.

## **APPENDIX 2**

### **THE TRAFFIC LIGHT SYSTEM**

At the start of the day all children will be on Green. It is expected that children will follow the school rules throughout the day.

#### **GREEN**

All children will start the day on Green. It is expected that children will follow the school rules and therefore remain on Green throughout the day. Children who remain on Green for the entire day will be rewarded as above

#### **AMBER**

If a child breaks a school rule, s/he will be given a warning to correct their behaviour before being moved to Amber. This will result in time out within the classroom area. If the child then follows school rules for the next session, his/her name will be moved back to Green.

## **RED**

If a child continues to break school rules, s/he will again be given a warning to correct the behaviour before being moved to Red. This will result in ten minutes time out in another classroom. If the child then follows school rules for the next session, his/her name will be moved back to Green. The child will then miss his/her next playtime. This will be spent with the learning mentor and used as a time to reflect on behaviour and how it can be turned around. Children will then take a note home informing parents/carers that their child has been on red and the reason for it. For older children, the note will be posted at the end of the school day.

## **EXTREME BEHAVIOUR**

Extreme behaviour such as physical aggression, swearing or non-compliance will result in children moving straight to Red.

If after returning to class the child continues to make poor behaviour choices, s/he will be referred to one of the Mentors to discuss ways in which they can turn their behaviour around. This is a time for children to reflect on their behaviour and, with help, work out how to return to class in order to learn more successfully.

Should this be unsuccessful, the child will be referred to the Deputy Head of School and the child's parents or carers will be contacted. If a child is showing racist, bullying or aggressive behaviour then s/he will be referred immediately to the Head of School. In these cases the child's parents/carers will be contacted and the school may have to consider a fixed term exclusion.

## **RECORD KEEPING**

A record will be kept each time a child is sent for time out in another class or is referred to either the Mentors, an Assistant Headteacher or a Head of School. If children are persistently being sent out of class the school will contact parents to discuss the situation and look for a joint way forward.



- I will be respectful to all adults
- I will speak politely to my classmates
- I will take care to look after playground equipment
- Fighting is never allowed
- I will not play in the school building
- I will set a good example for younger children

**COPY OUT THE PLAYGROUND RULES**

I promise to try my to keep these playground rules. If I do not keep the playground contract I will have to complete the Playground Contract Worksheet

**Signed**

**Adult's signature**

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<b><u>NAME</u></b>	<b><u>CLASS</u></b>	<b><u>DATE</u></b>
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**PLAYGROUND CONTRACT WORKSHEET**

- I will be respectful to all adults
- I will speak politely to my classmates
- I will take care to look after playground equipment
- Fighting is never allowed
- I will not play in the school building
- I will set a good example for younger children

**Which Playground Rule have you not kept?**

**Explain what happened**

**Why is the rule you have broken important?**

**What you need to do next time to prevent the same outcome?**

**Signed:**

**Adults signature:**