

Goldenhill Primary Academy



Behaviour Policy 2025-2026

"Everyone Shines At Goldenhill".

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Approved by:	Governing Board	Date:
Last reviewed on:	02/03/26	
Next review due by:	01/03/2027	
Person Responsible:	Mr Bagley (Head of School)	

Mission Statement

Goldenhill Primary academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Statement of Intent: Goldenhill Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe.'

We believe that effective behaviour for learning is achieved by following the '3 C's':

- Clear routines
- Concise instructions
- Constructive praise

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning takes place
- To provide a clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

- To provide simple, practical procedures for staff and pupils that:
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome pupils at the start of the day
- Be at the door of their teaching rooms at the beginning and end of each lesson
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to 'Be Ready, Be Respectful and Be Safe'

The Head teacher, Head of School and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/certificates/stickers/raffle tickets
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a 'fresh start' every day
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, and has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their

positive mental health. As far as possible, any likely triggers of misbehaviour will be anticipated and support shall be put in place to prevent these. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Behaviour for Learning

Goldenhill Primary Academy: **'Be Ready, Be Respectful and Be Safe'**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our rules 'Be Ready, Be Respectful and Be Safe' are followed by all children and staff. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

The school has 3 simple rules **'Be Ready, Be Respectful and Be Safe'** which can be applied to a variety of situations and are taught and modelled explicitly. These rules are explicitly linked to our six Academy values:

- Kindness
- Bravery/ Resilience
- Honesty
- Respect
- Curiosity
- Independence

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Rewards which must be applied fairly and consistently have been devised:

- Verbal Praise
- Stickers
- Praise text / app messages sent home
- Weekly Merit / Values celebrated in the achievement assembly. Children can also celebrate achievements from outside of school during the achievement assembly.
- Weekly TTRS / Dojo / Star Writer / Star Reader certificates celebrated during a class assembly.
- 'Marble in the Jar': Reward activities- children generate suggestions for activities and carry out the activity once the marble jar has been filled. This is the result of hard work, good behaviour and teamwork.
- The use of a class values board. Children who demonstrate an academy value have their name 'moved' to the corresponding value board in recognition of being a positive role to their peers.
- Dojo Shop

Marble Jar

At Goldenhill, we believe in celebrating and reinforcing positive behaviour, teamwork and perseverance. One of the ways we do this is through our much-loved 'Marble in the Jar' reward

system. This simple but powerful approach helps children to work together towards a shared goal, recognising their efforts in a visible and motivating way.

Each time a class demonstrates excellent behaviour, shows resilience, works well as a team, or goes above and beyond in their learning, a marble is added to the class jar. These moments can be big or small—from holding the door open for others, to outstanding collaborative work in a lesson. What makes it special is that it's earned together, and every marble added is a celebration of the group's shared success.

As the jar begins to fill, a real sense of anticipation builds. Children are involved in generating their own reward suggestions, adding to their excitement and ownership. When the final marble drops in, it signals more than just a full jar—it marks the achievement of collective hard work, determination, and positive choices made consistently over time.

Importantly, marbles are never removed. This reinforces a culture of encouragement, where children aren't demoralised by setbacks but are instead inspired to keep going, knowing that every positive act moves them closer to something special. Once the jar is full, the chosen reward activity—be it a movie afternoon, sports games, or a creative treat—is scheduled within the week, ensuring a timely and meaningful recognition of their efforts.

'Marble in the Jar' is more than just a behaviour system. It builds a sense of unity, reinforces our high expectations, and shows pupils that working together brings positive outcomes for everyone.

Whole Academy Reward System: 'Class Dojo's'

As well as the rewards listed above the academy has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'dojo's'. Class Dojo's may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Following the Academy's 'Golden rules' and/or core values
- Demonstrating on or more of the Academy values
- Staying on task etc.

Once awarded a Class Dojo it can never be deducted

They are intended to help staff focus on positive rather than lost behavior e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

The reward system is graded as follows:-

Any noteworthy behaviour or work, Dojo's are given (up to 5) and recorded on their class Dojo page.

10 Dojos = A Weekly Reward Opportunity!

At Goldenhill Primary Academy, we love recognising and celebrating positive choices, kindness, effort, and living our school values. One of the ways we do this is through our Dojo Points system. When a pupil earns 10 Dojos in a week, they receive a raffle ticket as a reward for their fantastic effort and positive behaviour. Each class holds a weekly raffle draw, and one lucky winner from each class gets to choose a prize from the class prize box! This system encourages consistency, effort and pride in every positive action—and celebrates the fact that every child has the chance to shine.

Weekly: Top Dojo award winners- The pupil in each class to gain the highest numbers of Dojo's that week will receive a certificate to acknowledge their behaviour, effort and attitude. A text / App message will also be sent home to inform parents of their achievements.

Termly: Top Dojo award winners- The pupil in each class to gain the highest numbers of Dojo's during that term will receive a certificate to acknowledge their behavior, effort and attitude. They will also be invited to have a meal with the head teacher (Mr. Martin)- **when circumstances permit.**

Dojo's are refreshed at the end of each week. There is total accumulation over the term and year.

A 'Dojo' can be awarded by any staff member to any child at any time. Staff that do not have access to computers should carry 'Dojo's' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

Dojo Shop

Here at Goldenhill, we believe in fostering a positive and motivating environment where every pupil is encouraged to exhibit good behaviour and strive for personal excellence. As part of our commitment to promoting positive behaviour, we have implemented a Dojo Shop system within our behaviour policy.

The Dojo Shop allows pupils to earn points for demonstrating behaviours that align with our school values, such as respect, responsibility, and kindness. These points can be accumulated and later exchanged for rewards in our Dojo Shop, which offers a variety of items and privileges designed to motivate and engage pupils.

The Dojo Shop is an integral part of our behaviour policy, serving as a tool for positive reinforcement. It not only rewards pupils for their efforts but also teaches valuable life skills such as goal setting, responsibility, and delayed gratification. All pupils have equal opportunities to participate in the Dojo Shop, ensuring that our system is fair, inclusive, and supportive of every child's individual journey.

We regularly review and update the Dojo Shop to maintain pupil interest and to ensure that it continues to support our broader educational goals. Through the Dojo Shop, we aim to create a positive, respectful, and vibrant school community where good behaviour is recognised and celebrated.

Focus: Positive communication with parents		
- We call / text / send postcards to parents to celebrate success of individual pupils with specific achievements, providing parents with a descriptive praise. - Minimum of 3 phone calls / texts per week using the following criteria:		
MVP	MIP	TP
Most Valuable Pupil	Most Improved Pupil	Target Pupil

Focus: Relentless Routines	
Praise in Public (PIP) Remind in Private (RIP)	Consistent Language TIME IN not TIME OUT
Suggested verbal instructions. (Staff will vary these messages to suit their own personality)	
Gentle approach, use child's name, child level, eye contact, deliver message	

1. REMINDER x2: I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening **Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'**

2. WARNING

I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (learner's name), Do you remember when (Model of previous good behaviour)?

That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

TIME IN not TIME OUT that counts. *DO NOT describe child's behaviour to other adult in front of the child*, this can be looked upon as sarcasm.

3. FOLLOW UP, REPAIR AND RESTORE

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently? *Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important

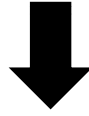
Language around Behaviour

At Goldenhill Primary Academy, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on Arbor at the staff member's discretion.

BEHAVIOUR PATHWAYS

Pathway 0 – Focused

Ready to learn



Pathway 1 – Low-level

Minor off-task behaviour (Managed in Class)



Pathway 2 – Repeated low-level

Ongoing disruption (Managed in Class)



Pathway 3 – Defiance

Refusal / attitude (1-5mins)



Pathway 4 – Disruptive

Learning impact (5-15mins)



Pathway 5 – Non-Physical Aggression

Intimidating behaviour (15-30mins)



Pathway 6 – Physical Aggression

Intimidating behaviour (Internal Suspension)



Dangerous

High-risk behaviour
(Fixed term suspension, Permanent exclusion)

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skillful staff to build relationships with each individual child. The school will record all serious behaviour incidents on MyConcerns.

Suspensions will occur following extreme incidents or continuous low-level incidents at the discretion of the Headteacher. A suspension will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Permanent Exclusion or Out of School Transfer Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavor to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied but the same principles of promoting good behaviour through the policy will always apply. In particular areas of school, we adapt our behaviour policy according to age/needs.

Adaptative teaching

All the staff at Goldenhill use adaptive teaching within their classroom. This is the same with the behaviour policy. We understand that there are some children that need this policy adapting slightly for them. For example, they will be given more verbal warnings before getting a level 1, then a level 2. All students are respected, valued and understand their role in cultivating positive behaviour for learning.

Behaviour Expectations by Phase

At Goldenhill Primary Academy, we recognise that pupils' understanding of behaviour develops over time. Therefore, while our core expectations of Be Ready, Be Respectful and Be Safe apply to all pupils, these are adapted to reflect the developmental needs of each phase.

EYFS (Early Years Foundation Stage)

In EYFS, behaviour expectations are taught explicitly through modelling, routines and play-based learning. Pupils are supported to understand expectations through:

- ✓ Clear, simple language and visual prompts
- ✓ Consistent routines and structured environments
- ✓ Adult modelling of positive behaviours
- ✓ Immediate praise and reinforcement of positive choices

Expectations focus on:

- ✓ Learning to share, take turns and play cooperatively
- ✓ Beginning to follow simple instructions
- ✓ Developing early self-regulation and emotional awareness
- ✓ Building positive relationships with adults and peers

Staff use high levels of support, guidance and repetition. Behaviour responses are adapted to meet developmental needs, with a strong emphasis on teaching behaviour rather than sanctioning it.

Key Stage 1 (Years 1–2)

In KS1, pupils begin to develop a greater understanding of responsibility and independence. Expectations are reinforced through:

- ✓ Clear routines and consistent adult responses
- ✓ Structured reminders and reteaching of expectations
- ✓ Opportunities to reflect on behaviour with adult support

Expectations focus on:

- ✓ Following instructions promptly
- ✓ Developing independence in learning
- ✓ Showing respect to others and property
- ✓ Beginning to understand the impact of their behaviour on others

Pupils are supported to engage in simple restorative conversations and begin to take responsibility for their actions. Behaviour pathways are introduced with clear guidance and support.

Key Stage 2 (Years 3–6)

In KS2, pupils are expected to demonstrate increased independence, responsibility and self-regulation. Expectations are embedded through:

- ✓ Consistent routines and high expectations across all areas of school
- ✓ Clear use of the Behaviour Pathways system
- ✓ Opportunities for deeper reflection and restorative practice

Expectations focus on:

- ✓ Taking responsibility for their behaviour and learning
- ✓ Demonstrating resilience and perseverance
- ✓ Showing respect in all interactions
- ✓ Understanding the wider impact of their actions

Pupils are expected to engage fully in restorative conversations, reflect on their choices and make positive changes. Behaviour pathways are applied consistently, with increasing accountability as pupils progress through the key stage.

Consistency Across All Phases

Across the school, all pupils are supported to:

- ✓ Understand and follow the expectations of Be Ready, Be Respectful and Be Safe
- ✓ Reflect on their behaviour through restorative conversations
- ✓ Be given a fresh start following any incident
- ✓ Develop the skills needed to make positive choices

Staff will use adaptive approaches where needed to ensure all pupils, including those with SEND or SEMH needs, are supported effectively in meeting behaviour expectations.

Behaviour expected in different areas of school

Throughout the school day:

- Pupils come to school dressed in the correct uniform be it school uniform or PE kit
- Pupils arrive at school on time
- Pupils have their reading diary signed at least 3 times week

In lessons:

- Pupils are ready to learn and take an active part in lessons
- Pupils treat the classroom and resources with respect
- Pupils work hard, persevere and challenge themselves
- Pupils should listen attentively and respect others' ideas
- Disruptions and distractions are dealt with swiftly to ensure lesson pace and purpose are maintained

In corridors and assembly:

- Pupils are to walk in an orderly line
- Staff and pupils must show respectful behaviour by using their manners, keeping areas tidy and holding doors if necessary
- When attending assembly, staff must ensure pupils arrive in silence and settle quickly on the floor

At lunchtime:

- We line up calmly
- We walk carefully
- We speak quietly to those around us
- We keep our table tidy
- Staff encourage pupils to make healthy choices and use cutlery correctly

At playtime:

- Staff supervise pupils to ensure they are safe and supported
- Staff and Playground Leaders support any pupils by playing games, resolving conflict and encouraging friendly behaviour
- There will be no rough play. Staff to be vigilant.
- All equipment will be used safely and appropriately. Pupils take turns
- Pupils will stand still when it is line up time and then walk in silence to their designated area

Special Educational Needs

We recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Our approach to challenging behaviour may be adapted to cater for the needs of the pupil. The school's SENCO (Miss Woodward) will evaluate a pupil who exhibits challenging behaviour to

determine whether they have any underlying needs that are not currently being met. Support and advice will also be sought, where necessary, from specialist teachers, educational psychologists, medical practitioners and/or others to identify or support specific needs.

Sanctions

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Sanction system:

0 – Ready to Lean

Specific praise, Dojo points / rewards, Public recognition (PIP), Positive narration, Celebration in class / assembly

1 – Reminder

Non-verbal cue, proximity praise, quiet reminder, name on board for focus, point to rules, praise nearby pupils, reset countdown, positive narration.

2 – Reteach Expectation

Clear verbal warning, re-teach expectation, move seat, tactical ignore then reinforce, remind of choices, behaviour tally, brief private check-in.

3 – Time in (1-5mins): Restorative Chat

Choice language ("You can choose A or B"), restorative chat, 30-second reset, consequence reminder, de-escalation script, reflection question.

4 – Time-In (5-15mins): Restorative Work

Time-In, structured reflection task, Time-In issued, remove audience, SLT check-in, record on Arbor, calm-down space.

5 – SLT support (15-30mins): Restorative Work

Immediate removal, SLT intervention, safety plan, restorative meeting later, parent contact, internal exclusion.

6 – Internal Suspension: Restorative Work

Safeguarding procedures, senior leadership response, safety plan, Immediate removal, restorative meeting later, parent contact

Extreme / Dangerous (Fixed term suspension, Permanent exclusion): High Risk

Immediate removal, risk assessment, safety plan, external agency referral, exclusion process, safeguarding procedures, parent contact

N.B.

- Consequences/Sanctions must follow our behaviour system. SLT may agree to 'reasonable adaptations' for pupils with specific needs, in order to support their behaviour.
- Staff should only engage in discussions with pupils about their behaviour when the child is calm and ready to do so.
- Pupils should always have a voice during an incident and all sides of the story heard before a decision is made on the sanction
- Any sanction given should be clearly explained to the pupil and where possible the pupil should be involved in the discussion so they are clear as to why it has been given.

Tracking

This outlines how Behaviour Letters 1, 2 and 3 are triggered using Goldenhill's Behaviour Pathways (0–6). Thresholds are based on frequency, escalation and impact rather than behaviour points.

Behaviour Letter 1 – Early Concern

Example Trigger Thresholds:

- 3 × Pathway 3 incidents within a half term
- 2 × Pathway 4 incidents within a half term
- Persistent Pathway 2 behaviours despite reminders

Purpose: To inform parents of emerging patterns, outline strategies already used, and establish partnership support.

Behaviour Letter 2 – Continued Concern

Example Trigger Thresholds:

- 5+ Pathway 3 incidents
- 3 × Pathway 4 incidents
- 1 × Pathway 5 incident
- No improvement following Letter 1

Purpose: To invite parents to a formal meeting, implement monitoring or a behaviour report, and agree consistent strategies.

Behaviour Letter 3 – Serious Concern

Example Trigger Thresholds:

- Continued Pathway 4 behaviour after Letter 2
- Any Pathway 5 or 6 incident
- Internal suspension
- Safety concerns or repeated escalation

Purpose: Senior leadership intervention, Behaviour Support Plan, possible external agency referral, and formal warning regarding suspension risk.

Escalation Overview

Pathway 0 – Praise and Recognition

Pathway 1–2 – Managed in Class

Pathway 3 – Time-In (May trigger Letter 1 if repeated)

Pathway 4 – Time-In + SLT involvement (Letter 1 or 2)

Pathway 5 – SLT Intervention (Letter 2 or 3)

Pathway 6 – Internal Suspension (Letter 3)

Time-In at Goldenhill Primary Academy 🌟

At Goldenhill, we believe that every child can make positive choices—and when things go wrong, it's an opportunity to reflect, restore and grow. That's where Time-In comes in.

🕒 What is Time-In?

Time-In is a calm, structured consequence used when a pupil's behaviour does not meet our expectations or goes against our school values and or rules. Instead of isolating a child or removing them from learning unnecessarily, Time-In allows space for:

- ✓ Reflection on the behaviour
- ✓ Restorative conversations with an adult
- ✓ Reconnecting with our values
- ✓ Planning for how to move forward positively

Children lose a number of minutes during Time-In based on the 'level' of their behaviour. During this time, they are supported to think about their actions and repair any harm caused.

Restorative Conversations

A key part of Time-In is the chance to talk things through. Children are encouraged to reflect on questions like:

- ✓ What happened?
- ✓ How were others affected?
- ✓ What could you do differently next time?
- ✓ How can you make things right?

These conversations are not about blame—they are about understanding, empathy, and making better choices in future.

Our Values in Action

Time-In is rooted in our Goldenhill values, such as:

Respect – for ourselves, others, and our environment

Responsibility – for our actions and words

Resilience – learning from mistakes and bouncing back

Kindness – even when it's hard

Teamwork – knowing we all play a part in a positive school community

☒ **A Fresh Start**

Once Time-In is complete and reflection has taken place, children return to class with a clean slate and support where needed. Mistakes don't define us—how we respond to them does.

At Goldenhill, we are not just helping children be good—we're helping them grow into great people.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff

will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.

- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed **termly** by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **March 2027**

