

Goldenhill Primary Academy



Behaviour Policy (September 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.

Date	Review Date	Coordinator	Nominated Governor
September 2026	September 2027	Miss Emma Pitt	Mrs. Bradshaw

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.

Ethos:

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the academy.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as an academy community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Aims

- To create an ethos that makes everyone in the academy community feels valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among pupils.
- To prevent all forms of bullying among pupils by encouraging good behaviour and respect for others.
- To work with other academies to share good practice in order to improve this policy.

Effective Behaviour for Learning

At Goldenhill Primary Academy we believe that effective behaviour for learning is achieved by following the '3 C's':

- **C**lear routines
- **C**oncise instructions
- **C**onstructive praise

And that in order to achieve and sustain outstanding behaviour for learning we need to adopt the 6 qualities of the most outstanding teaching and staff.

- 1) Firm, fair, clear boundaries and routines
- 2) Excellent interpersonal skills
- 3) Engaging lessons that stretch and challenge learners
- 4) High level performance consistently
- 5) Exude assertiveness and confidence
- 6) Reflective

Effective Behaviour for Listening

- Three, Two, One for Focus
- A consistent routine to transition pupils from talking to silence and attention. Teachers position themselves, model focus, narrate positives and insist on 100%. This builds self-regulation and calm classroom transitions.

Developing Independent learners

We aim to develop independent learners through a range of strategies, including:

- Engage all learners through a 'No hands up' policy. E.g. Avoid spectators / have players
- KS1: SNOT (Self, Neighbour, Other, Teacher)
- KS2: 6 B's (Brain, Book, Board, Bits and bobs, Buddy, Boss)

Our Golden Rules

Goldenhill pupils follow 6 Golden rules

- We are gentle - *We don't hurt others*
- We are kind and helpful – *We don't hurt anybody's feelings*
- We listen – *We don't interrupt*
- We are honest – *We don't cover up the truth*
- We work hard – *We don't waste our own or other's time*
- We look after property – *We don't waste or damage things and other people's property.*

Our Core Values

Goldenhill pupils follow 6 Core Value

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

But we also expect children to;

- come to the academy every day
- wear their school uniform
- come to school wearing agreed school PE kit (on agreed days)
- move around the academy building calmly and quietly.
- play sensibly, safely and cooperatively outside
- follow all safety measures outlined in the academy's risk assessments.

Rewards (appendix 1)

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.
- 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 **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.

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:**

<i>MVP</i>	<i>MIP</i>	<i>TP</i>
Most Valuable Pupil	Most Improved Pupil	Target Pupil

Sanctions (see appendix 2 for behavior flow chart)

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

- Time out from the classroom (if unacceptable behaviour continues during the same session)
- Time-in – either break or lunch time minutes missed as a sanction of unacceptable behaviour.
- Discussions with the academy's Extended Services Manager linked with a phone call to parents
- Discussions with a member of the Senior Leadership Team
- Discussions with the Head Teacher

Letters will also be sent home to parents relating to:

- Inappropriate uniform
- Incomplete/late homework
- Inappropriate language
- Aggressive behaviour
- Healthy schools

Behaviour points

Pupils who do not demonstrate acceptable or appropriate behavior will be monitored through the In Class System:

1. Warning.
2. Second warning.
3. Third warning: move to orange on the behaviour chart.
4. Fourth warning: move to red on the behaviour chart and a behaviour point or is issued.
5. Fifth warning: another behaviour point or is issued. The pupil will be asked to take some 'time out' in another classroom.
6. Time-in minutes will also be administered by the class teacher for the next available break / lunchtime.

If the child, following their return to the class setting, continued to demonstrate inappropriate behaviour, a member of SLT may be called to remove the child from the class to have 'time out' with them.

Time In

Children behaving inappropriately may require a short period of time to calm down, or consider their actions. It is crucial that the use of 'time in,' is constructive, that children fully understand the reason for the seclusion and are encouraged to reflect and take responsibility for their actions. 'Time in' periods should not be excessive. Staff should take account of the circumstances surrounding the incident, and consider the age and needs of the child before deciding on an appropriate 'time in' period; this should only be extended beyond ten minutes of each session in extreme circumstances, which is sanctioned by a member of the SLT.

In more serious instances, it may be necessary for a child to miss break-time periods. During these times, children should be given specific tasks around school, or in cases involving disruption in class, they may be required to complete work from lessons.

✿ Time-In at Goldenhill Primary Academy ✿ *Learning from Mistakes | Restoring Relationships | Living our Values*

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. 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 behaviour points they've received (maximum of 30 minutes per day). 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.

Positive Behaviour & Consequences: Behaviour Points and Minutes.

Behaviour Points System (1–5 Scale)

Reflect. Restore. Move Forward.

At Goldenhill, we promote high expectations and shared responsibility. Behaviour points are used to help children understand the impact of their actions and encourage positive choices.

Points = Minutes of Time-In to be completed.

Each behaviour point equals minutes lost from Golden Time (or Time-In). A maximum of 30 minutes can be lost per day to ensure time for reflection and restoration.

1 Point = 1–2 Minutes Time-In

Low-level behaviour – a learning opportunity

- Deliberately rude to an adult or peer
- No homework (no parent note/discussion)
- No PE kit (no parent note/discussion)
- Name-calling

2 Points = 3–5 Minutes Time-In

Behaviour beginning to affect others or learning

- Repeated low-level behaviour after a reminder
- Disrespectful tone (eye-rolling, tutting)
- Mildly hurtful or exclusionary language

3 Points = 6–10 Minutes Lost

Mid-level behaviour needing reflection

- Not telling the truth
- Threatening behaviour (non-contact)
- Shouting/screaming at peers or adults (no swearing)
- Refusing adult instructions
- Ignoring safety rules (e.g., distancing when required)

4 Points = 11–20 Minutes Lost

High-level concern with emotional or social impact

- Repeated defiance
- Aggressive/intimidating behaviour
- Offensive comments (not involving protected characteristics)
- Damaging property (without full intent)

★ ★ ★ ★ ★ 5 Points = 21–30 Minutes Lost

Severe behaviour – serious or unsafe

- Verbal abuse (swearing or deeply offensive language)
- Physical abuse of others
- Racism
- Theft
- Intentional damage to property
- Coughing/spitting or inappropriate health-related comments

🧘 Reflection and Restoration

Every behaviour point will be followed up with a restorative conversation. Our goal is not just to give consequences, but to support children in understanding and improving their behaviour.

☑ Maximum of 30 minutes lost per day.

Every child deserves a fresh start after reflection.

For pupils who receive 2 or more behaviour points / s in one day, a text / App message will be sent to parents informing them of their behaviour. In certain circumstances and dependent on the nature of the behaviour a phone call to the parent will be made.

At Goldenhill we firmly believe in focusing on positive behaviour / achievements in the classroom (Praise in public: PIP) and sanction inappropriate behaviour (Reprimand in Private: RIP)

Reporting and tracking incidents

Incidents of unacceptable behavior are recorded on the academy's online software tracking and reporting system (Arbor). It is essential that any incidents of unacceptable behavior are reported to the class teacher or member of staff in charge of the class, or a member of the senior leadership (Mr. Andrew Bagley (Acting Head Teacher), Miss Emma Pitt (Acting Deputy Head Teacher), Mr Nicholls (Assistant Head Teacher) or Mrs. Sam Arnold (Extended Services Manager).

Tracking

To ensure that we meet the needs of all pupils and ensure that all children are following the school rules, we track behaviour to ensure that the appropriate support is in place.

- Behaviour points / s are imputed onto the behaviour system using Arbor.
- Class teachers to send **behaviour letter 1** for pupils who have gained **12 behaviour points or s**
- **Behaviour letter 2** sent out (inviting parents to discuss behaviour concerns with the class teacher) for pupils who have gained **20 behaviour points or s**
- **Behaviour letter 3** sent out, for pupils who have gained **26 behaviour points or s** for a meeting with the Head of School and Extended Services Manager to discuss the child's behaviour and starting the child on a **behaviour report**.
- Behaviour points / s are restarted every half-term.

The class teacher will track the number of behaviour points and type of letters sent home to children during a ½ term.

The Behaviour Lead (Acting Deputy Head Teacher) will monitoring the amount of behaviour points being issued and analyse the types of behaviour's that are occurring.

Suspension / Exclusion

The Governing Board has decided that in exceptional circumstances that exclusion will be used as a sanction either as a:

- Suspension or
- permanent exclusion

These include:

- Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- Physical abuse of adults
- Persistent and deliberate hurting of other children
- Persistent defiance to adults, both verbally and non-verbally
- Persistent disregard of other people's/school property
- Racist behaviour
- Bullying – including homophobic bullying
- Serious breaches to the academy's risk assessments

SEN Pupils

In our Academy, we believe in creating a safe and inclusive environment where every student feels valued and supported. Our behaviour policy is designed to ensure that all students, including those with special educational needs (SEN), can thrive and succeed. We understand that each student is unique and may require different strategies and support to manage their behaviour effectively. Therefore, our policy promotes understanding, empathy, and individualised support for students with SEN. We work closely with SENCOs, teachers, parents, and external professionals to develop personalised behaviour plans and interventions that meet the specific needs of each student. By fostering a culture of respect, understanding, and collaboration, we aim to create a positive learning environment where all students can reach their full potential.

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure that these systems run smoothly.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- educational psychologist;
- educational welfare officer;
- school health nurse and from
- Social Services

Anti-Bullying:

Please refer to the Anti-Bullying Policy.

Online-safety:

Taken from the academy's Online-safety policy

The potential that technology has to impact on the lives of all citizens increases year on year. This is probably even more true for children, who are generally much more open to developing technologies than many adults. In many areas technology is transforming the way that schools teach and that children learn. At home, technology is changing the way children live and the activities in which they choose to partake; these trends are set to continue.

While developing technology brings many opportunities, it also brings risks and potential dangers of which these are just a few:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files

The potential for excessive use which may impact on social and emotional development and learning.

We believe we have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

We believe that used correctly Internet access will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information and business administration systems

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

Online-Safety, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provides safeguards and awareness to enable them to control their online experience.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Searching, Screening and Confiscation

Procedures are followed and implemented using the 'DFE Searching, Screening and Confiscation Advice for schools: July 2022' document.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- knives and weapons
- alcohol
- illegal drugs
- stolen items;
- 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, or damage to property of; any person (including the pupil)
- tobacco and cigarette papers;
- fireworks
- pornographic images
- Mobile phones (which are not in the designated safe box.

Aims

- To provide clear advice and guidance in order to ensure that all Internet users are aware of the risks and the benefits of using the Internet.
- To work with other schools to share good practice in order to improve this policy.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Linked Policies

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Anti-Bullying	▪ Online Safety

Headteacher:	ABagley	Date:	
Chair of Governing Body:	ABradshaw	Date:	

Goldenhill Primary Academy



Goldenhill Primary Academy Behaviour Flow Chart

STAGE 1 (Warnings)

1. Warning.
2. Second warning.
3. Third warning: move to orange on the behaviour chart.

STAGE 2 (1 Behaviour Point)

4. Fourth warning: move to red on the behaviour chart and a **behaviour point**

★ 1 Point = 1-2 Minutes Time-In

Low-level behaviour – a learning opportunity

- ✓ Deliberately rude to an adult or peer
- ✓ No homework (no parent note/discussion)
- ✓ No PE kit (no parent note/discussion)
- ✓ Name-calling

STAGE 3 (2+ Behaviour Points)

5. Fifth warning: another behaviour point or lost golden time minute is issued. The pupil will be asked to take some 'time out' in another classroom. If the child, following their return to the class setting, continued to demonstrate inappropriate behaviour, a member of SLT may be called to remove the child from the class to have 'time out' with them.

Time-in minutes will also be administered by the class teacher for the next available break / lunchtime

2-5 Behaviour Points: Examples

★★ 2 Points = 3-5 Minutes Time-In *Behaviour beginning to affect others or learning*

- ✓ Repeated low-level behaviour after a reminder
- ✓ Disrespectful tone (eye-rolling, tutting)
- ✓ Mildly hurtful or exclusionary language

★★★ 3 Points = 6-10 Minutes Lost *Mid-level behaviour needing reflection*

- ✓ Not telling the truth
- ✓ Threatening behaviour (non-contact)
- ✓ Shouting/screaming at peers or adults (no swearing)
- ✓ Refusing adult instructions
- ✓ Ignoring safety rules (e.g., distancing when required)

★★★★ 4 Points = 11-20 Minutes Lost *High-level concern with emotional or social impact*

- ✓ Repeated defiance
- ✓ Aggressive/intimidating behaviour
- ✓ Offensive comments (not involving protected characteristics)
- ✓ Damaging property (without full intent)

★★★★★ 5 Points = 21-30 Minutes Lost *Severe behaviour – serious or unsafe*

- ✓ Verbal abuse (swearing or deeply offensive language)
- ✓ Physical abuse of others
- ✓ Racism
- ✓ Theft
- ✓ Intentional damage to property
- ✓ Coughing/spitting or inappropriate health-related comments

For pupils who receive **2 or more behaviour points** in one day a text / app message will be sent to parents informing them of the behaviour. In certain circumstances and dependent on the nature of the behaviour a phone call to the parent will be made.

STAGE 4 (Letter 1)

Class teachers will send behaviour letter 1 to parents/guardians for pupils who have reached **12 behaviour points**

STAGE 5 (Letter 2)

Behaviour letter 2 sent out (inviting parents to discuss behaviour concerns with the class teacher) for pupils who have reached **20 behaviour points**.

STAGE 6 (Letter 3) (Pupil on Report)

Behaviour letter 3 sent out, for pupils who have reached **26 behaviour points** for a meeting with the Deputy Head Teacher and Extended Services Manager to discuss pupil's behaviour and the pupil will be put on a **behaviour report**. The pupil will be given targets to achieve in a 2-week period. After 2 weeks a meeting will be held to discuss the report.

STAGE 7 (Suspension / Permanent Exclusion)

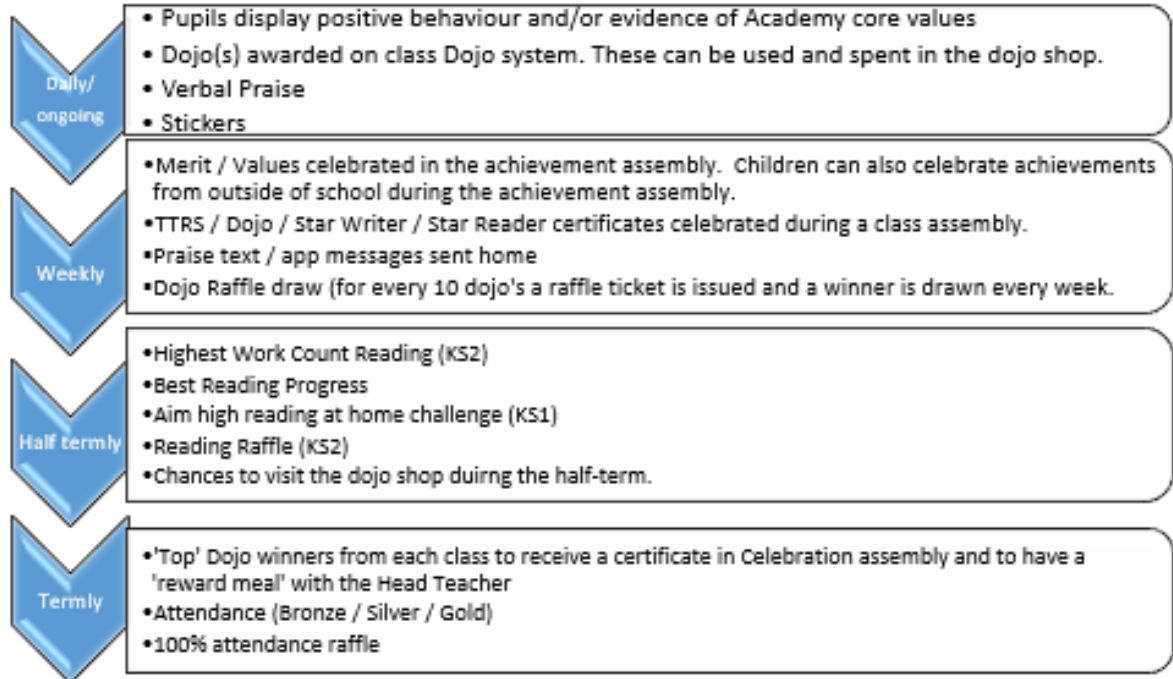
If the report has not improved the pupil's behaviour another **2-week report** period may be issued. Following this, the Headteacher can decide, that in exceptional circumstances, a **Suspension** will be used as a sanction or in extreme cases a **Permanent Exclusion**.

Goldenhill Primary Academy

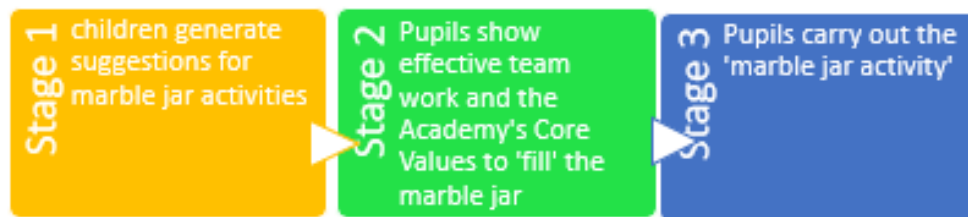
Goldenhill Primary Academy
Positive Behaviour Flow Chart



Individual:



Class:



Team:

