



**Lympsham**  
C of E Academy

A Christian Community with Children at its Heart

# Behaviour Management Policy



<b>Date Agreed</b>	January 2026
<b>Review Date</b>	January 2027

## School Vision

We are "a Christian Community with Children at its Heart" and aim to provide an education of the highest quality where children can flourish within a happy, safe, and healthy environment, becoming respectful and self-assured learners.

## Biblical link

The vision links to the **Gospel of John 6.1-13** (Jesus took the lunch of a small boy, multiplied it thousands of times to feed the 5000. In the same way Christians believe that Jesus notices and takes what we offer, our talents, our time and our gifts, multiplying them to make a difference in our communities.)

## Christian Values

Hope, Enjoyment and Aspiration, Respect one another and being Thankful

Just as the children are at the heart of our Christian Community, the named values are also at the **HEART** of our school and remind us all to believe in ourselves, our talents and also the importance of showing respect and giving thanks to one another.

## Introduction

Our school environment promotes harmony and peace within a Christian atmosphere of healthy debate, promoting tolerance for others.

Any behaviour which impedes teaching and learning is unacceptable.

Any behaviour which threatens safety and security, both physical and emotional, is unacceptable. All children have a right to access the curriculum without interruption or threat of insecurity.

All children and adults have a right to feel comfortable, secure and supported in their working environment.

## Aims of the School:

- To establish a school community where socially acceptable and positive behaviour is promoted.
- To provide a safe, secure environment for everyone.
- To ensure consistency, fairness and equality of opportunity for all.
- To support our children to enable them to make a positive contribution to their community.

## Promoting Positive Behaviour

We promote and encourage our children to behave in a consistently acceptable way by using a range of strategies created by the staff, parents and children:

- Linking positive behaviour with weekly Golden Time.
- Acting as positive role models in our interaction with others.
- Involving the children in determining class charters and agreed procedures.

- Setting clear boundaries of expectation and explain why these are necessary. Actively encouraging and supporting the children to take responsibility for their behaviour.
- Encouraging the children to develop ways they can start to sort out problems themselves.
- Teaching the children when it is appropriate to get adult help. (See Appendix 2)
- Planning opportunities for self- evaluation and reflection.
- Always reinforcing the value of sincere apology, both in word and in deed.
- Listening and offering confidential support to parents and children when necessary.
- Providing a stimulating environment and curriculum which encourages positive behaviour.
- Promote strategies for inclusion by encouraging a non- discriminatory culture.
- Liaising with outside agencies and support services, engaging their help when appropriate.

### **We actively encourage and reward acceptable, good and outstanding behaviour in children by:**

- Awarding termly achievement trophies.
- Awarding daily house points and weekly certificates to celebrate achievement
- Awarding weekly certificates for achievement towards weekly Jigsaw (our school PSHE resource) initiatives and work towards Value themes
- Awarding stickers, sending postcards and letters to parents
- Recognising citizens of the week with a special invitation to the Top Table on a Friday lunchtime
- Giving praise, both verbal and written
- Rewarding positive behaviour at play and lunchtime using a 'reward jar' in whole school collectives worship
- Recognising the positive achievements of School Council, House Team Captains Eco-School and Digital Leaders
- Recognising the positive achievements of the Year 4 Play Leaders
- The provision of the Year 4 and Reception 'buddy' system
- Recognising achievement towards Our School Promise (See Appendix 3)
- End of term/year outstanding attendance certificates

### **Golden Time**

Golden Time, an incentive to promote positive behaviour, will be held weekly on a Thursday or Friday afternoon at 2.45pm. The behaviour management system will run from Friday to Thursday. Children will start with 30 minutes of Golden Time each Friday morning. Each class will have a loss of Golden Time behaviour board with the children's names or pictures displayed and will show 5 minute intervals up to 30 minutes. If children fail to respond an initial warning and unacceptable behaviour persists they will lose Golden Time and their name is placed on the appropriate time.

### **Strategy for management of unacceptable behaviour during learning times linked to Golden Time used only by Teaching staff or HLTAs (Higher Learning Teaching Assistant) responsible for covering the class:**

#### **Unacceptable behaviour**

At Lymsham C of E Academy, we have high expectations of how all children should behave.

We expect all children to behave in a responsible manner and to show consideration, courtesy and respect for themselves and others at all times. Unacceptable behaviour is discouraged through the same routes and by the application of sanctions. Rewards and sanctions are applied consistently by all staff, in all year groups across the school. We treat all children equally and fairly to ensure that they are happy, safe and able to learn effectively.

## Strategy for unacceptable behaviour (linked to Wessex Learning Trust Behaviour and Inclusion Stages)

If a child is displaying behaviour that is leading to the significant disruption of learning for themselves or others and cannot be managed by low-level classroom management techniques, then the following steps should be implemented.

**Step 1 (Stage Zero)** Clear verbal warning followed by a statement of what is expected, starting with the child's name so they are clear it relates to them. This should be done in a calm voice. If this does not deter the child, the teacher will proceed to the next step.

**Step 2 (Stage Zero)** Child's name will go on the Golden Time board to show the loss of Golden time and a brief explanation for the constant or significant interruption of teaching and learning. The reason for this should be briefly and clearly explained, again starting with the child's name. It should not interrupt the flow of teaching. No dialogue with the child should be entered into.

The loss of Golden Time progresses at 5 minute intervals from 5 to 30 but can be earned back from the member of staff who issued the sanction if children make better behaviour choices or show they have rectified any inappropriate behaviour.

**It is expected that children will usually respond to the loss of Golden Time. However, if in exceptional circumstances a child continues to disrupt learning, is not responding to the loss of Golden Time and ignores the sanctions already given, the Class Teacher will move to the next step.**

**Step 3 (Stage One) A Yellow Warning card** will be issued. The child should be moved away from other children at this stage and into another class as a strategy to prevent the situation from escalating. The reason for administering all Yellow warning cards are recorded, reported and monitored by the Senior Leadership Team.

**Step 4 (Stage One) A Red Consequence card** will be issued if the previous steps have failed to deter the child's escalating behaviour or for physical/verbal incidents. The child will be sent to the Executive Headteacher/ Head of School, a letter sent home to Parents/Carers and a playtime and/or golden time suspension will follow. The reason for administering all Red warning cards and playtime suspensions are recorded and monitored by the Senior Leadership Team each week. Parents/Carers will also be informed of any child causing significant concern.

## Suspension (Stage Two)

This is issued immediately following any extreme unacceptable behaviour. The child will be sent straight to the Executive Headteacher/ Head of School. Parents/Carers will be contacted immediately and asked to come to school. A formal letter will also be issued to the child's

Parent/Carer and a copy placed on the child's school record.

Unacceptable behaviour includes rudeness and aggression, fighting or physical attacks of any kind, using inappropriate language, refusing to follow instructions, being unkind or using threatening behaviour, any behaviour which is offensive or disrespectful.

Teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

For persistent concerns and a number of suspensions, **stage three** and **stage four** procedures from the Wessex Learning Trust Behaviour and Inclusion stages will be followed.

## Exclusions from School

We will do everything we can to support children in accessing all aspects of school life through early intervention. We will provide additional resources and work in close partnership with families and outside agencies concerned. In rare cases, it may be necessary to permanently exclude a child from school. This will only be considered after all other possible avenues have been explored. A decision to permanently exclude a child will only be taken in response to serious breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

## Play and lunchtime strategy for behaviour management:

The Playground Charter is a summary of children's rights and responsibilities in the playground and is reviewed in consultation with children and staff at the beginning of each year (See Appendix 1). The Yellow and Red card system is also used at play and lunchtime. Children receive a warning for any unsuitable behaviour and given a chance to make better choices. They will be asked to sit on the "Thinking Time" bench for a few minutes to allow some time to calm down and reflect on their actions. If the same behaviour persists then a Yellow Warning card is issued which will result in a five-minute time away from the designated play area. All Yellow Warning cards are reported to the Senior Leadership Team.

If the child ignores the Yellow Warning card having returned to the playground and the same behaviour continues, a Red Consequence card is issued which results in removal from the designated play area for the rest of that play period. The child is sent to the Headteacher. If a child exhibits any of the unacceptable behaviours already listed, a Red Consequence card or Red Card plus is issued immediately and Parents/Carers are always informed and/or called to school.

## Behaviour management record:

A behaviour management record is used to support children who need regular intervention linked to behavioural difficulties. This provides a means of communication to share with parents, SENDCo and appropriate professionals when necessary. In cases where enhanced support is needed, an Individual Education Plan (IEP) will be written in partnership with school and family. An Early Help Assessment (EHA) will also be completed where support from external agencies is required.

## Involvement of the Governing Body:

The Behaviour Management Policy is reviewed annually with the Governing Body. The Executive

Headteacher/ Head of School reports all Red cards and exclusions to the Governing Body.

## Our Playground Charter

At Lympsham C of E Academy

We have the **right** to:

- 🔗 Play and lunchtimes
- 🔗 Play with others
- 🔗 Play with the equipment
- 🔗 Be looked after
- 🔗 Be respected



We have the **responsibility** to:

- 🔗 Use the equipment safely
- 🔗 Share equipment with other friends
- 🔗 Keep ourselves and others safe
- 🔗 Use Stop, Walk, Talk
- 🔗 Respect and listen to others



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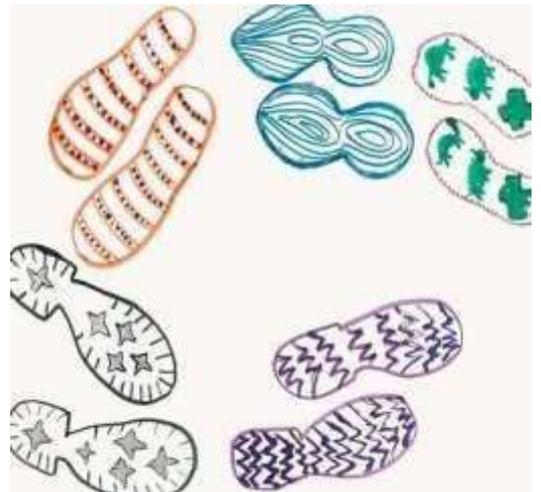
# STOP, WALK, TALK

If you need some help at play or lunchtime, what should you do?



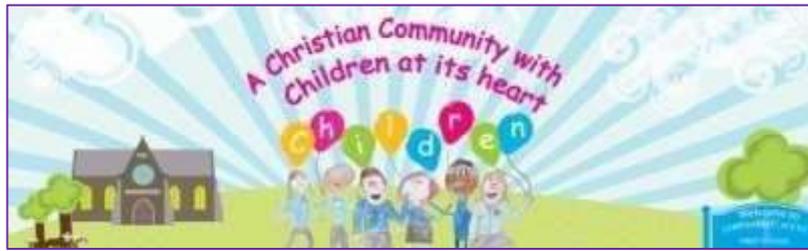
**STOP** (Stop and think about what you are saying or doing)

**WALK** (If you are unsure about what to do, turn around and walk away)



**TALK** (Go and find a grown-up who can help you and talk to you)

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## SCHOOL PROMISE

At Lympham C of E Academy we promise to have:

**H**ope

**E**njoyment

**A**spiration

**R**espect and to be

**T**hankful



Our school values are at the **HEART** of our school reminding us all to believe in ourselves, our talents and also the importance of showing respect and giving thanks to one another. **Gospel of John 6.1-13**

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