

BEHAVIOUR POLICY	
Localised School Based Procedures	
School Name:	Poppleton Ousebank Primary Academy
Principal:	Linda Collier
Behaviour Lead:	Vicky Mitchinson
Designated Safeguarding Lead:	Vicky Mitchinson
Implementation Date: <i>Inline with policy approval</i>	June 2025

Introduction

In line with our Trust-wide Behaviour Policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.

The localised procedures for the school/academy setting focuses on the following key areas:-

- Rewards System
- Sanctions System

Should you have any concerns or questions relating to the localised procedures, in the first instance, please contact hello@pop.hlt.academy

Rewards System

Relates to item 4.2 in the Trust Behaviour Policy

At Poppleton Ousebank, we have a consistent approach to behaviour throughout the school which promotes self esteem, self discipline and independence based on our school values. Our school values are developed in discussion with staff and pupils and set out our expectations of pupils' behaviour throughout the school. They are referred to by all staff in school.



Respect: We embrace difference and listen to others. We look after our school and belongings. We are polite and appreciate all that we have.

Kindness: We look after one another. We treat ourselves and others with care and thought. We are honest.

Resilience: We have a positive attitude. We approach every challenge with energy and optimism. We take pride in what we do and keep going.

Capturing the imagination of young minds

Pupils are rewarded for displaying consistently good behaviour. Praise is also used to help raise pupil achievement and will be given for progress and effort, as well as high quality work. All staff use positive feedback to reinforce and reward good behaviour, effort and attitude. The following systems are used:

WELL DONE POPPLETON PRIDE	Respect We embrace difference and listen to others We look after our school and belongings We are polite and appreciate all that we have	- Verbal praise - Written praise - Dojos will be used to give individual recognition
	Kindness We look after one another We treat ourselves and others with care and thought We are honest	- Stickers are used to recognise excellent behaviour during lunchtimes and are added as dojos in class - Class dojos will be used to give whole class recognition The winning class will be rewarded with an additional play time the following week
	Resilience We have a positive attitude We approach every challenge with energy and optimism We take pride in what we do and keep going	- Headteacher stickers and are given for pupils who are sent in recognition of exemplary behaviour or work (5 dojos) - Star of the week, postcard home (5 dojos)

- Termly hot chocolate/breakfast with the Headteacher for children who are exemplary all term

A weekly assembly is held to celebrate achievements. Class dojo totals will be collated on a weekly basis and the winning class will be rewarded with an additional play time the following week. The class teacher will be responsible for the management of this. Totals will return to 0 at the beginning of a new week

Sanctions System

Relates to item 4.3, 4.4 and 5 in the Trust Behaviour Policy

Unfortunately, there are times when children make the wrong choices and may not uphold our school values. This can result in sanctions. If sanctions are necessary, they will be applied fairly and consistently and be appropriate for the age and stage of a pupil's development. Consequences will be discussed with the individual with clear explanation.

THINK ABOUT IT

- Distracting others from learning
- Not working to the best of our ability
- Not following instructions
- Shouting out in class

- A reminder of our school values and expectations are given
- You will be moved to work alone in class for 5 minutes
- You will continue to get praise and recognition for making good choices

DISAPPOINTING

- Repeated 'Yellow' behaviour
- Deliberately being unkind to others
- Damaging school property
- Being disrespectful or rude

- A reminder of our school values and expectations are given
- You will be asked to work in a parallel class for the rest of the lesson
- You will continue to get praise and recognition for making good choices

UNACCEPTABLE

- Repeated 'Orange' behaviour
- Swearing
- Hurting others intentionally
- Intimidating others
- Bullying
- Racism
- Physical Violence / Fighting
- Significant damage to school property
- Refusal to cooperate

- A restorative conversation will be held by an appropriate adult to reflect on the incident;
- What happened?
 - What were you thinking / feeling at the time?
 - Who has been affected and in what way?
 - What do you think needs to happen to make things right?
 - How can we do things differently in the future?
- A reminder of our school values and expectations are given
 - You will continue to get praise and recognition for making good choices
 - You will miss part of your nearest breaktime / lunchtime
 - You may be asked to make up lost learning time or repair damaged property
 - You may be spoken to by HT/DHT
 - Parents will be informed via phone call or face to face
 - Parents will be invited for a meeting if this behaviour continues
 - Additional consequences may be decided by HT/DHT
- These may include: Internal exclusion, loss of privileges ambassador role, representing school in a team*

* All yellow, orange and red behaviours are recorded on SIMS.

* Where behaviours take place in the last session of the day, consequences will roll over to the following morning.

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Every class displays and uses the same behaviour system with a consistent approach from the very youngest children to the oldest in school. The behaviour chart is very visual and has been agreed by the children to ensure it is fair and consistent. Clear routines are put in place at the start of the year by the teacher and are embedded quickly with the children. There is a consistent approach to the teaching and delivery of core subjects so teaching and learning is affected to the minimum when teachers are absent. Positive approach to behaviour management through the use of walkthrus and positive framing and strong relationships are formed early to gain mutual respect from staff and pupils. Seating plans and table arrangements are carefully considered by the teacher in order to get the best

out of the children. Visual timetables are used in every class to enable children to have a clear understanding of the schedule for the day and the expectations throughout.