

Addison Primary School



Behaviour & Discipline Policy

Approved
Spring 2026

Purpose

Addison Primary School aims to foster a safe, happy and calm environment in which all children can learn and develop as caring and responsible people. It is a primary aim of the school that every member of the school community feels happy, valued and respected and that each person follows our Values.

We expect all children to grow into self-motivated, self-disciplined, confident and independent young people, who are patient, honest, tactful and sensitive to the needs of all around them.

The aim of this policy is to promote good choices which lead to positive relationships so that everyone can support one another, work together and learn to the best of their ability. Behaviour management should enhance learning through:

- Encouraging children to take responsibility for their behaviour
- Developing good behaviour and attitudes for learning
- Developing a safe and happy environment
- Modelling positive language and encouragement

This policy is formulated in accordance with Addison's statement of principles; it will be a source of guidance for those who seek to enforce the school's behaviour policy.

Fundamental principles

The fundamental principles which underpin the behaviour policy are:

- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). The main reasons for using a language of choice are:
 - Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options
 - Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child
- Recognising, acknowledging and rewarding children for their positive choices and behaviour
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly
- Pupils do not routinely miss a breaktime/lunchtime as a result of poor behaviour choices (instead we plan teaching opportunities through our lunchtime club)

Aims

The aim of the behaviour policy is to establish and maintain a code of conduct to which all staff, children, parents and visitors to the school adhere to when at work and play. We aim:

- For high standards and achievement in learning through positive behaviour and attitudes
- For everyone to understand and accept that choices have consequences
- For all children to take responsibility for their behaviour and to consider how it might affect others around them
- For all members of our school community to live by and be role models of our Values
- To recognise and acknowledge positive behaviour

Whole School Structure & Systems

Addison has a clear framework outlining the way we all treat children, speak to them and the structure of rewards and consequences.

Values Education, Families & Acknowledgement

Values underpin our expectations of behaviour. The Values ethos enables children '*to grow-up being the best person that they can possibly be*'. Values are taught explicitly through assemblies and lessons; implicitly through modelling and are displayed in every aspect of school life.

Our core Addison values are: Respect, Responsibility, Resilience, Honesty and Friendship. The core values are incorporated into the one school rule which is:

‘To be kind and always try my best’

Teachers will promote the one rule in the class and around the school. The rule extends to learning, fostering relationships and respecting the school property.

We strongly believe that encouragement, reward and recognition will lead to pupils developing into positive members of the Addison community.

- Each classroom has a ‘Traffic Light System’ (green, amber and red) to signal to the pupils if they are on track in terms of positive or negative behaviour
 - Complementing the Traffic Light system, teachers can also use Class Dojo’s to support positive pupil choices/behaviour (it’s not a requirement that every teacher implements this)
- Weekly, children from each class are rewarded with a Values and Star Learner Certificate
- Weekly, children will be rewarded with a special treat which is to visit the ‘Values Room’
- At the end of each term pupils will vote and nominate one person from each class to receive the Head Teacher award

Acknowledging Positive Behaviour

Adults use a range of rewards to promote positive behaviour choices – emphasis is placed on *'catching children doing good'*. Each teacher and their class develop their own systems of reward and praise, based on the overall principles set out in this policy. We recognise and acknowledge positive behaviour in a variety of different ways, including:

- Smile
- Comments to parents
- Job/responsibility
- Representing the school in extra-curricular activities
- Verbal praise e.g. "thank-you"
- Extra Play
- Head Teacher award

Classroom Management & Traffic Light Structure

Classroom behaviour is managed through the use of the traffic light/smiley faces system. Each classroom or learning area must display the traffic light/smiley face system.

- Each child starts the day on the green (smiley) face
- In EYFS and Phase 1 there is the opportunity to move from green to even better i.e. Star etc... This is for excellent work or behaviour
- If a child makes an inappropriate choice they move from green to an orange face and potentially miss a few minutes of break (CT decision – and will use this time to talk to the child about expectations). A child may positively change their behaviour to return to green. If a child continues to make inappropriate choices, they move from orange to red (sad) face
- If a child reaches red (sad) face:
 - Child spends up to 10 minutes at the Time-Out table/space in class during break or lunchtime
 - The class teacher uses their discretion to apply this consequence in multiples of 5 minutes
 - After the sanction has been completed, the child returns to green (smiley) face for the next session to start a fresh
 - Pupils with several moves to 'Red' in a week may not be able to represent Addison in extra-curricular activities i.e. sporting or music competitions. This decision will be decided by the class teacher (and recorded on CPOMS) and a senior leader (parents must be informed at this point)
 - No child should ever be sent to the corridor, any shared area, any other class or any other adult

Lunchtime Management & Traffic Light Structure

Behaviour is managed in the same way throughout the school. Lunchtime supervisors refer to the traffic light system and the lead supervisor informs class teachers if pupils reached orange or red for poor behaviour choices. Behaviour is also discussed with the well-being TA or a senior leader if necessary.

Repeated Concerns, Further Consequences & Support

Behaviour Monitoring Chart

The chart operates from day after meeting with parent for two weeks. The class teacher communicates with the parent to confirm successful completion of the Behaviour Chart monitoring period or explain referral to SEND leader. Class teacher signs-off Behaviour Chart and sends completed chart to a senior leader.

Record of Concern

After completion of a Behaviour Chart, if a class teacher feels that there has not been a significant improvement in a child's behaviour then they complete a **Record of Behaviour Concern** for referral to the SEND leader at this time.

The SEND leader will consider the Record of Concern and Behaviour Chart and may:

- Adjust targets and extend the Behaviour Monitoring Chart for a further week
- Escalate intervention and issue a Behaviour Report
- Seek further advice, support and intervention from other agencies

Behaviour Report

The SEND leader, other senior leader or Head Teacher may issue a **Behaviour Report** for any child to improve their attitude and/or behaviour. Any child on a Behaviour Report will report twice daily (morning and afternoon) to the appropriate senior leader. The assigned senior leader monitors and evaluates the impact of the Behaviour Report at the end of a week and meets parents, with the class teacher present, to review.

SEND Support Plans – Emotional & Behavioural needs

It is the responsibility of the SENDCo to work with and through others to establish and monitor the impact of any Support Plan and/or Individual Education Plan for emotional and behavioural needs.

Serious Misbehaviour

Serious misbehaviour at Addison is defined as any wilful act that results in physical or emotional hurt to any adult or child and must always be logged on CPOMS. If a child shows serious misbehaviour:

- The child has cool down time to reflect on the incident
- The supervising adult (usually class teacher) initially investigates the issue, noting responses from the victim and perpetrator, recording children's responses
- If the issues are unclear or require further investigation, a senior leader investigates the issue and checks for accuracy, including triangulating with others
- If appropriate, the senior leader will:
 - Agree time and date for class teacher to meet parents
 - Agree sanctions for pupil:
 - Loss of play or lunch time
 - Assigned playground zones (limiting movement)
 - Seclusion from breaks (morning and lunch for number of days)
 - Seclusion from class (half-day periods)
 - Fixed-Term exclusion (recommendation to Head)
 - Permanent exclusion (recommendation to Head)
- The Class teacher telephones or meets with parents, explains issue, sanctions and records in CPOMS
- Parents must be informed regarding any serious incident

Restraint

See 'Use of reasonable force' – Advice for head teachers, staff and governing bodies – July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf

All staff at Addison Primary School have been directed to not use restraint. It is a last resort and staff can exercise professional judgement to use restraint if a child is at risk to self or poses a risk to others.

Monitoring

Senior leaders are responsible for each area (class, phase etc...) of school:

- Frequency of teachers meeting with parents and issuing Behaviour Charts
- Pupil/teacher completion of Behaviour Charts
- Time Out from playtimes

Supportive / Preventative Measures

Pupil Well-being

We aim for all children to be happy in school and feel safe at all times. Their well-being is of paramount importance. All adults focus on the positive and celebrate children's achievements.

A nominated Teaching Assistant (TA) is employed to support children in this approach. The TA meets individuals and groups to: listen to worries, help with friendships, run mental health workshops i.e. Lego therapy etc... and also support class teachers. This extends to lunchtimes where a dedicated club has been set up to assist those children that struggle to cope in the large playground.

Classroom Layout and Organisation Refer to the 'Classroom Organisation' check list.

- In EYFS children will spend time with an adult to reflect on their behaviour
- Organised for easy movement without children bumping into each other
- Key stage one and two classes a designated Time Out Table
- Time out Table resourced appropriately – sand timer where pupils work
- Clear sight lines for both children and adults
- Well thought out seating plans – and changed on a regular basis
- Clearly labelled and accessible resources

No child will ever be asked to stand outside of the classroom as a result of their behaviour – this is unsafe.

Displays

- In EYFS behaviour expectations verbally shared daily with children in whole class sessions (Traffic Light system used in Reception)
- Class environment always well maintained and organised – tidy and clean reflecting our high expectations
- Class Rules discussed explicitly with children, clearly displayed and used to reinforce positive behaviour (especially the School Rule)
- School Values constantly referred to and displayed – five Addison core values
- Children's names on 'Traffic Lights'
- Reward & consequence systems clearly explained and consistently used

Other

- Consistent approach and high expectations
- Use of language – positive, explicit, consistent and precise
- All adults consistently modelling expected behaviours
- Clear stop and gaining attention signals i.e. non-verbal; hand up for attention etc...
- 5Bs displayed and pupils demonstrate use during learning time
- Clearly understood routines and expectations
 - Classes line up and move around building in double file
 - Pupils always know which line they are when leaving the class or school

Leaving the classroom without permission

- It is essential for a central part of all classroom discipline plans to be that children under no circumstances leave the room without the permission of the teacher
- Children must know that if they leave the room without permission serious consequences will follow (parents being informed as a minimum, exclusion as a significant possibility)
- The ethos of every class must be that all children belong, are valued and will be included
- Teachers have a duty of care for all pupils, and are 'in loco parentis'

Procedure in case of pupil leaving the room

- The teacher should not leave the classroom in pursuit of a child except in exceptional circumstance – imminent danger to self or others, for example
- If a TA is present in the class, s/he should be asked to attempt to retrieve the child
- If this is not immediately possible, the adult in charge must inform the school office explaining the situation
- The teacher's responsibility is, in these circumstances, with the class; responsibility for the missing child is passed to other staff
- Other staff: office staff will immediately inform the head teacher or the most senior teacher available if a child is missing
- One or two support staff (office staff, welfare assistant, site manager, teaching assistants) will search the building
- The office will remain covered at all times
- If the child is found, the head teacher or most senior teacher available will talk to the child and coax him/her back to class
- A meeting between teacher and parents will be arranged to discuss the cause of the behaviour and how to prevent repetition in the future

Leaving the school site without permission

- There could be an occasion when a child leaves the school premises in response to something that has happened in the classroom or elsewhere on the premises. Such behaviour is always to be treated very seriously
- It is essential that our response should not exacerbate an already difficult situation. A measured, calm response is required

Procedure in case of pupil leaving the site

- Staff will immediately inform the office, who will inform the head teacher or the most senior teacher available if a child is missing
- If the child is missing for more than five minutes, parents will be informed in case the child is outside the school premises and at considerable risk
- If not located on school site after 10min of searching, then the police will be informed
- If it is necessary to leave the building a maximum of two adults should normally be involved and a mobile phone should be taken
- NEVER chase or follow – high risk of serious injury to child and liability
- Once the child is found, a meeting between head teacher and parents will be arranged to discuss the cause of the behaviour and how to prevent repetition in the future
- Exclusion is likely to follow any episode of leaving the building without permission

Health and Safety Rules

- No nuts allowed in school
- Children must not leave the school during school hours without the permission of their class teacher and the Head Teacher
- Jewellery should not be worn during PE and games sessions and staff will not accept responsibility for jewellery or other personal items brought into school

Adopted: Spring 2026

Review: Spring 2029

Appendix 1

Addison Primary School expects parents to:

- Share with the school the responsibility for your children's good behaviour and achievement of high standards of work.
- Support the school with all set home learning activities.
- Read the newsletters and other papers that come home from school so that you can talk to your child about what is going on.
- Take care of babies and toddlers while in the building. Prevent children from running around the school unattended, as this may result in accidental injury.
- Help your child to be on time and to remember anything needed for school (PE kit, letters, etc.)
- Be responsible for your children's safety before 8.45am at which time school accepts responsibility.
- Ensure that children do not bring jewellery, footballs, make-up, sweets or toys to school (we do not accept responsibility for such items.)
- Ensure that children are familiar with the school rules and appreciate their importance.
- Contact a senior member of staff or class teacher if you are worried by anything your child tells you about school, before it becomes a problem.
- If you are going to be late collecting your child, please phone the school as soon as possible.
- If children require any medication this should be agreed with the school admin officer and medication should stay in the office until your child requires it.
- Regularly monitor your children's hair for nits and make the class teacher aware so that we can send a letter home to the parents of that class so that they can also check their children's hair.

The following statement of expectations is displayed in the school reception area:

- Children, staff and parents at Addison Primary School are entitled to be in a space that supports good learning and safety at all times. Safety is both physical and emotional.
- Any member of our community who does not support our right to a safe environment, free from aggression or abuse will politely be asked to leave.
- Where this request is not upheld, a school ban will be enforced and/or police will be asked to attend site.

Examples of behaviours and sanctions

The following provides examples of behaviours and sanctions although all incidents are judged on an individual basis and different tariffs can be applied as deemed appropriate by the Head Teacher.

Stage	Behaviour	Consequence	Staff	Record Keeping
A Low level disruption	<ul style="list-style-type: none"> Disrupting lessons by talking Refusal to complete work 	Verbal warning Record of warning to be produced by teacher	<ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> Teacher's own records Teacher's should devise strategies to deal effective with such issues All issues are to be recorded as advised either on CPOMS or in staffroom
B Disobedience Obstructive behaviour and continued Level 1	<ul style="list-style-type: none"> Refusing to follow instructions Aggressive language Inappropriate language 	Time out at break, lunchtime Pupil put on report – Class teacher Time out in another class	<ul style="list-style-type: none"> Teacher / Senior leader 	<ul style="list-style-type: none"> Teacher's own records in Class Behaviour Folder Teacher shares records with appropriate senior leader
C Continued disruption Aggressive behaviour	<ul style="list-style-type: none"> Continued disruption of lesson Damaging equipment Damaging other pupils' work Bullying Rudeness Disturbing/distracting other pupils Aggressive and abusive language to fellow pupils 	Time out in another class Class Teacher to refer to Senior leader Pupil put on report – Senior leader	<ul style="list-style-type: none"> Teacher or teacher referral Senior leader 	'Cause for Concern' completed by teacher <ul style="list-style-type: none"> Senior leader contacts/writes to parents – copy kept on Pupil File

Examples of behaviours and sanctions

<p>D Repetition and extreme Level B and C</p>	<ul style="list-style-type: none"> • Cumulative offences at Level C • Threatening and abusive language • Aggressive behaviour • Causing significant damage • Continued disruption of lesson defiance/disobedience/failure to tell the truth 	<p>Internal Exclusion</p>	<ul style="list-style-type: none"> • Teacher Referral • SEND Leader • Senior leader 	<ul style="list-style-type: none"> • Letter to parents outlining stage D offence – copy kept on pupil file • Parents called to school
<p>E Repetition or extreme Level D</p>	<ul style="list-style-type: none"> • Continued bullying • Racial abuse • Aggressive behaviours • Threatening behaviours • Actual violence • Cumulative offences at Level D • Vandalism • Fighting • Deliberate breaking of school rules or home-school agreement 	<p>Longer internal exclusion</p> <p>External Exclusion</p>	<ul style="list-style-type: none"> • Teacher referral • Senior leader • Head 	<ul style="list-style-type: none"> • Letter to parents outlining stage E offence – copy kept on pupil file • Parents called to school External exclusion. Exclusion letter completed by Head
<p>F Persistent Level E</p>	<ul style="list-style-type: none"> • Physical aggression • Cumulative offences at level E • Bringing the school into disrepute • Harassment/Intimidation of staff 	<p>External exclusion</p>	<ul style="list-style-type: none"> • Teacher Referral • Senior leader • Head 	<ul style="list-style-type: none"> • Letter to Parents outlining stage f offence – copy kept on pupil file • Parents called to school External exclusion Exclusion letter completed by Head
<p>G Repetition or Extreme Level F</p>	<ul style="list-style-type: none"> • Serious physical injury or threatened violence, persistent bullying, including sexual harassment • Cumulative offences at Levels E and F 	<p>Permanent exclusion</p>	<ul style="list-style-type: none"> • Teacher referral • Head 	<ul style="list-style-type: none"> • Letter to parents outlining stage G offence – copy kept on Pupil File • Parents called to school Exclusion letter completed by Head

Examples of behaviours and sanctions

<p>H Sexual - separate 'stand-alone' level (not escalation)</p>	<ul style="list-style-type: none"> • Sexual / sexualised behaviour and / or language* • Refer to, 'Sexual violence and sexual harassment between children in schools and colleges' (DfE May 2018) 	<p>External exclusion (consideration will be made depending on age of pupils)</p>	<ul style="list-style-type: none"> • Teacher Referral • Senior teacher • HT/DHT 	<ul style="list-style-type: none"> • *School will consider any support that should put in place for victim as well as for alleged perpetrator • Letter to parents outlining stage H offence – copy kept on Pupil File • Parents called to school • Exclusion letter completed by HT/DHT
<p>If there is any criminal behaviour, the school reserves the right to contact the police authorities.</p>				

Examples of behaviours and sanctions



	Lesson 1	Lesson 2	See HT	Break	Lesson 3	See HT	Lunch	Lesson 4 & 5	See HT
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Targets:

- 1.
- 2.