



# Behaviour Policy

**BEDWELL PRIMARY SCHOOL**  
Bedwell Crescent,  
Stevenage, Herts, SG1 1NJ

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## Golden Rules

We believe that our School should be a happy, safe, inclusive environment in which children can learn. Our six Golden Rules support us in achieving this aim.

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 others' time*

We look after property

*We don't waste or damage things*

These rules permeate through our curriculum, assemblies and our interaction with children.

# **Rights and Responsibilities**

Children have a right to learn and teachers have a right to teach.

## **Responsibilities of Children:**

- To follow the Golden Rules to the best of their ability
- To treat adults and other children with respect and politeness
- To help to make the school a clean and pleasant place to be
- To do as they are asked by all adults in the school
- To take increasing responsibility for their own learning and behaviour

## **Responsibilities of Staff:**

- To treat all children fairly and respectfully
- To effectively manage behaviour by using de-escalation and preventive strategies
- To create a safe and pleasant environment
- To provide a challenging and interesting curriculum
- To recognise that each child is an individual
- To enable each child to do their best

## **Responsibilities of Parents/Carers:**

- To ensure children arrive on time for school and ready to work
- To encourage children to sort out difficulties without hitting, fighting or swearing, at home or in school
- To encourage respect for other people
- To help children realise the importance of education and to praise them for their efforts and achievements
- To encourage children to talk about school and listen to what they have to say each day

## Rewards

At Bedwell we believe that good behaviour stems from positive reinforcement, modelling and praise. Our reward system is a pivotal part of the School, in which children are rewarded for using the learning superpowers of curiosity, empathy, cooperation, perseverance, independence and reflectiveness.

### Our Merit System

The children from Year 1 to Year 6 are given classpoints for:

- Completing a piece of work which shows they have achieved the Learning Objective
- Positive interactions with other children, demonstrating collaboration, good listening, effective imitation and respect
- Positive contributions to lessons, asking questions, clarifying language, taking risks and exploring their understanding
- For showing that they are ready, organised, confident and responsible
- Reflecting on their learning and thinking about how they could do it better next time

These classpoints are collected on a classpoint chart which is displayed in every classroom. For every five classpoints the child earns, they receive a Bedwell Merit. Classpoints are exchanged weekly for Merits at a regular time during the week. Merits are collected in a card. For every five Merits, they receive a Bedwell House Point (every child in the School is in one of four houses). Children can be sent to the Headteacher to receive a Headteacher's Golden Merit for work in which they have excelled themselves. Examples of work are displayed in the Headteacher's office.

Children work through this system, achieving Bronze, Silver, Gold, Platinum, Diamond and Alexandrite certificates when they have reached a set number of House Points. These certificates are given out during our Monday Celebration Assembly. At the end of each half term, all the House Points are added-up, towards an overall House total. The winning house receive the House Point Cup.

Merits are given out for behaviour which exemplifies the Golden Rules, for example:

- An outstanding piece of work, above that child's usual level
- Accurately completed homework tasks
- Supporting others

House Points are given, on a rare occasion, for:

- An extensive project
- A sustained contribution to school life

### **Golden Time**

Golden time is directly linked to our Golden Rules. It is earned by adhering to Bedwell's six Golden Rules. During Golden Time, each class selects five activity boxes from the Golden Time store, which is solely used for this special time. Activity boxes contain a range of toys, games and equipment which the children have selected through School Council (such as radio-controlled cars, board games and craft resources) and the children sign-up for one of these activities. Children who have all their Golden Time get to choose first.

Every classroom in Year 1-6 displays a large Golden Time banner, showing how much Golden Time every child in the class has, alongside their photo. All children start the week with 40 minutes of Golden Time. They can lose it for breaking any of the Golden Rules. Children are given a positive reminder (eg. "We are kind and helpful in our School"); if the behaviour continues, they are given a firm warning ("If you continue to do ... you will lose..."); if the child continues to exhibit the behaviour, they are asked to move their photo down the Golden Time ladder. Lost time can be earned back for minor misbehaviour at the teacher's discretion. (For example if a child has lost Golden Time for talking on the carpet, but on subsequent days has improved the aspect they were sanctioned for.) Larger increments of time can be removed throughout the School for incidents of Level 2, Level 3 and Level 4 behaviour (see next section), as well as non-completion of homework.

Children who have lost Golden Time are recorded on a class sheet and are sent to a member of SLT for the duration of their lost Golden Time (see Appendix 3) During this period, the children complete a reflection form, explaining which rule they broke and how they intend on keeping it next week (see Appendix 4). Once this form is complete, the children write-out tables or number facts until their time is over, at which point they return to their room and join in with the remainder of Golden Time, signing up for the activities which are left.

### **Privileges**

We really believe in developing positive role-models to set an example to younger children. Therefore, Year 6 have an additional tier in our rewards structure. Instead of receiving Golden Time on Fridays, they are able to take part in a range of privilege activities (such as games consoles, Ipads, air hockey and table tennis.) These activities are also available during lunchtimes. To earn these privileges, Year 6 must set a positive

example to younger pupils and support staff by giving up their own time to help around the School. Children who exceed this expectation are rewarded with the title of Prefect, which entitles them to do privileges every day.

### **Star of the Week**

Children who have impressed their teacher by demonstrating the learning superpowers of curiosity, empathy, cooperation, perseverance, independence and reflectiveness are rewarded by a Star of the Week certificate. Each class will have one or two pupils who receive these certificates, which are awarded in Celebration Assembly. The child will be asked to show the work or explain the act that has earned them the certificate. If a class have produced a project or piece of artwork, the class teacher is encouraged to share this during Celebration Assembly.

## Sanctions

At Bedwell we teach positive behaviour via a system of logical sanctions, designed to teach children that there is a consequence to inappropriate behaviour, and that they are responsible for their own actions. Golden time can only be removed by a member of the teaching team. Behaviour issues which occur during PPA time or when a TA is covering must be referred to the class teacher or another teacher if the class teacher is not on site to ensure consistency.

### Level 1

Children can lose Golden Time for breaking any of the Golden Rules. Children are given a positive reminder (eg. "We are kind and helpful in our School"); if the behaviour continues, they are given a firm warning ("If you continue to do ... you will lose..."); if the child chooses not to correct their behaviour, they are asked to move their photo down the Golden Time ladder. ( An individual child has received two warning prompts and on the third repetition of the inappropriate behaviour has five minutes golden time removed.)

A record of this lost Golden Time is kept by SLT and collected weekly during reflection time. This record is shared by staff at parents evening, and if specific incidents are frequently occurring, parents are asked to meet with the class teacher to discuss the issue.

#### **Examples of inappropriate behaviour at this level**

Shouting out, failing to keep on task, talking when the teacher is, unkind remarks, bad language (one off), telling lies (low level with an admission of doing so)

### Level 2

A child is moved to another area within the classroom to work in isolation. They have a reflective conversation with a member of staff about which Golden Rule they have broken and the impact it had on their own learning and on others. Ten minutes of their Golden Time is removed. If the child has no Golden Time at this point, this time is taken from their playtimes.

For persistent Level 2 behaviour children are sent out of class to work in another environment. They must be accompanied by a member of staff or responsible child to the assigned teacher. They will remain there until the end of the lesson or until they have satisfactorily completed their assigned task. The child will be sent with a note specifying what they have done and for how long they are to remain in the other environment.

KS1 pupils should be sent to Mrs Jackson / Mrs Devenish; KS2 pupils should be sent to Mrs Draper.

**Examples of inappropriate behaviour at this level**

Rudeness to staff, persistently distracting others from learning, deliberately damaging resources, spoiling others work, minor stealing.

**Level 3**

The child is sent to work in the Deputy Headteacher's class. The child will be sent with a note, accompanied by another adult. The child remains out of class for the entire session. At the end of the session, they will have a reflective conversation with the Deputy Headteacher about which Golden Rule they have broken and the impact it had on their own learning and on others. Twenty minutes of their Golden Time is removed.

Incidents of Level 3 behaviour are recorded on CPOMS with reference to what happened. The Deputy Headteacher will contact the parents / carers at the end of the school day. If other incidents of Level 3 behaviour occur within two weeks, the child is placed on a Level 3 Report (see Appendix 2), requiring them to report to the Deputy Headteacher every lunch time and before the end of every day to reflect on their behaviour during the day. This will continue until there is evidence that behaviour has improved. If the child is choosing not to improve their behaviour at the end of a Level 3 Report Card period, they automatically move to Level 4 Report.

A child on Level 3 or Level 4 report will not be allowed to participate in any extra-curricular activities or represent the school at any sporting event.

**Examples of inappropriate behaviour at this level**

Absolute refusal to follow an instruction given by a member of staff, incidents of aggressive behaviour, abusive language, stealing larger items or from other children.

## Level 4

The child is sent to the Headteacher, accompanied by the class teacher. If the Headteacher is not on site, the child is sent to the Deputy Headteacher. The child remains out of class for the entire session, and asked to work in the Headteacher's office. No adults (other than the Headteacher) will communicate with the child. At the end of the session, the child will have a reflective conversation with the Headteacher about which Golden Rule they have broken, the impact it had on their own learning and on others, and possible consequences if this behaviour should continue.

The incident will be recorded on CPOMS as with Level 3 behaviour. Parents will be informed. Depending on the nature of the behaviour, the child may be placed on a Level 4 Report, requiring them to report to the Headteacher every lunchtime and at the end of every day, until their behaviour has improved.

### **Examples of inappropriate behaviour at this level**

Fighting, racist or other discriminatory comments, sexually explicit comments, vandalism / extreme damage to school property, serious incidents of aggressive behaviour, bullying, leaving the premises without permission, refusal to follow instructions given by the Headteacher

Immediate action will be taken by the Headteacher in the case of serious incidents. These may result in short term internal or external exclusion or ultimately permanent exclusion - see Exclusions Policy for further details on this process. In such incidents parents will be informed verbally and in writing.

Behaviour involving peer-on-peer abuse or other safeguarding issues will be dealt with in line with the school's Child Protection policy.

Foundation Stage and Year 1 follow a similar behaviour system for Level 1 and Level 2 behaviour incidents. Instead of losing Golden Time their sanctions are more immediate with children losing their afternoon choosing time in Year 1 and given immediate time out sanction in Foundation Stage. Level 3 and Level 4 behaviour is dealt with as per the rest of the school.

## Playground and Lunchtime Behaviour

Following our Golden Rules, we expect our children to behave well at all times - both in the building and at playtimes. We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy. We manage behaviour proactively rather than responsively, intervening positively before behaviour deteriorates further.

### Level 1

Children are given a positive reminder (eg. "We are kind to each other. Why don't you move to another area, play with... or alter the game by.... If you continue to do ... you will be asked to have Timeout". " If the child chooses not to alter their behaviour then they will be asked to go to a Timeout Area for five minutes as a consequence.

Once the child has spent five minutes in a Timeout Area, the adult will speak to them and say, "As a consequence of doing... you were put on timeout. What can you now do differently to stop this happening again? Do you think you can do that?" If the child says no, they should move to Level 2. If the child says yes, ask them if they would like to join the other children for playtime / lunchtime.

#### **Examples of inappropriate behaviour at this level**

Bad language (one off), being unkind to other children, not looking after school property, play fighting

### Level 2

Children are sent in (Reception pupils should be sent to their teacher. KS1 pupils should be sent to Mrs Jackson / Mrs Devenish and KS2 pupils should be sent to Mrs Draper.) The member of staff will have a reflective conversation with the child about which Golden Rule they have broken and the impact it had on themselves and on others. The child will be given a 10-15 minute time out. If the child is sent in again they move to Level 3.

**Examples of inappropriate behaviour at this level**

Persistently continuing Level 1 behaviour after time out, deliberately damaging property or the environment, disrupting someone else's game, aggravating other children.

**Level 3**

The Deputy Headteacher is sent for. He will deal with the incident outside and decide on the course of action after speaking to those involved. Children found to have been using Level 3 inappropriate behaviour will be brought in and miss the remainder of their lunchtime. At the end of lunchtime, the Deputy Headteacher will have a reflective conversation with the child about which Golden Rule they have broken and the impact it had on themselves and on others. The incident will be recorded on CPOMS. Parents will be notified of the incident at the end of the School day, and a decision will be taken if the child will lose further playtimes and lunchtimes.

**Examples of inappropriate behaviour at this level**

Refusing to follow an instruction given by any member of staff, incidents of aggressive behaviour, abusive language.

**Level 4**

The Headteacher is sent for. She will gather the children involved together and take them inside to have a discussion about what occurred. Children found to have been using Level 4 inappropriate behaviour will have their playtime and lunchtime removed for a specific period of time. The incident will be recorded on CPOMS as with Level 3 behaviour. Parents will be informed.

**Examples of inappropriate behaviour at this level**

Fighting, racist or other discriminatory comments, sexually explicit comments, vandalism / extreme damage to school property, serious incidents of aggressive behaviour, bullying, leaving the premises without permission, refusal to follow instructions given by the Headteacher.

In the cases of serious incidents these may result in short term exclusion or ultimately permanent exclusion- see Exclusions Policy for further details on this process. In such incidents parents will be informed verbally and in writing.

## **Children with Special Educational Needs & Disabilities**

We are an inclusive school. We expect all of the children in our school to follow the Golden Rules. However, this may be more difficult for some children at certain times. Some children may not comprehend the rules and structures of the School and will be given additional support to enable them to meet expectations.

Children with behavioural difficulties may:

- Have regular meetings with the teacher, SENDCo and parents / carers
- Have specific targets to improve behaviour included in their Assess Plan Do Review (APDR) process
- Receive support from counsellors, family support worker and the SENDCo on Protective Behaviours and developing positive relationships
- Have an individual behaviour plan

All staff will use their professional judgement when managing the behaviour of such pupils, supported by the SENDCo and SLT, and as much as possible the Four Level system will be adhered to.

## **Behaviour during trips, visits and sports fixtures**

Behaviour outside of the school site when engaged on school 'business' - for example on school trips and visits, residential stays, away sports fixtures or while representing the school at events - is subject to the school's Behaviour Policy.

Inappropriate behaviour in these circumstances will be dealt with as if it had taken place in school.

## **Physical Intervention**

At Bedwell Primary School we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of restrictive physical intervention be needed. The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for managing difficult and dangerous behaviour in relation to the whole school, each class, and individual pupils.

## **Exclusions**

In the event of a fixed-term or permanent exclusion, the school will follow our Exclusions Policy and the Hertfordshire County Council Exclusions Guidance, which can be found at:

<https://theqgrid.org.uk/admissions-attendance-travel-to-school/exclusions>

## **Complaints**

If there is a grievance from a parent / guardian that a child has not been dealt with fairly or appropriately by any member of staff the matter should firstly be referred to the Headteacher in order to find a resolution. If parents / carers are not satisfied with the outcome, the matter may be referred to the Governors using the School's Complaints Procedure.

## Appendix 1 - Report Cards

Day	Session 1	Session 2	Session 3	Session 4
Monday	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:
Tuesday	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:
Wednesday	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:	Score: /10 Comments:

Further action:

## Appendix 2 - Record of lost Golden Time

# Record of lost Golden Time

Please indicate the number of the Golden Rule that was broken for each 5 minutes lost:

1 We are gentle	3 We listen	5 We work hard
2 We are kind and helpful	4 We are honest	6 We look after property

Name of child	5	10	15	20	25	30	35	40

## Appendix 3 - Reflection sheet (KS1)

## Appendix 4 - Reflection sheet (KS2)

# Reflecting on my behaviour

Name: .....



How I broke our Golden Rules:

.....  
.....  
.....

Why I chose to behave in this way:

.....  
.....  
.....

What I could do differently next time:

.....  
.....  
.....

Adult response: