

Positive Behaviour Policy

October 2020

Policy Approved	06-10-2020
Next Review Date	Autumn 2021

Positive Behaviour Policy

1. Introduction:

Diocese of Ely Multi Academy Trust Policy Statement

This policy underpins every aspect of school life in all Diocese of Ely Multi Academy Trust (DEMAT) schools. At its core is the belief and vision that every member of the community in our schools is valued, honoured and respected. We believe that every child and adult in DEMAT schools has a fundamental right to feel physically and emotionally safe and to be treated with respect and dignity, in order to learn and develop to his or her maximum potential.

Policy Principles for DEMAT and Bury CE Primary School

As adults there is an expectation that we should have respect from the children. This works both ways, however. Respect and good behaviour are defined by example. We have high expectations of the children and the rules within this policy define the boundaries of acceptable behaviour.

"Children have a need to discover where the natural boundaries of acceptable behaviour lie. It is natural for them to test these boundaries to confirm their location and, in some cases, for the excitement of the challenge. The proper answer to such testing is to confirm the existence of the boundaries, and to do so firmly, unequivocally and at once." Elton Report (1989)

We value each child and accept the challenge to show them that compassion, kindness, respect, politeness and helpfulness are qualities to which we can all aspire.

We expect all members of DEMAT and the school community of Bury CE Primary School to be involved in promoting positive behaviour, since our behaviour policy is rooted in consideration and respect for others: Reducing bad behaviour is a realistic aim. Eliminating it completely is not.

It is vital that good relationships exist between all staff members, including DEMAT officers, that staff work together as a team in trust and confidence, demonstrating their respect for pupils and parents. Also that members of the community are made welcome and their contribution to the Christian ethos of the school is valued. Whole school involvement is critical to this approach. At the start of every new school year, the Headteacher discusses and explains the meaning of the school rules with the whole school, involving the School Council. Any agreed changes are then made. Each class teacher also agrees a classroom code for their class, which is displayed on the classroom wall, alongside the school rules.

It is essential that all rewards, sanctions and rules are applied justly, fairly and consistently in DEMAT schools because children are unique individuals and are therefore responded to as such. At Bury CE Primary School, our system is a whole school approach to managing behaviour in a variety of ways through praising and rewarding:

- good behaviour
- work of a good standard (relative to the child)
- politeness and manners
- personal qualities such as helpfulness, kindness, perseverance, consideration to others
- following school and class rules
- anything which is noteworthy

The implementation of this policy is the responsibility of all staff.

2. School Ethos

The school staff, governors and parents work together to create a caring and friendly atmosphere. This eases the child's move from home to school, making it a happy and positive experience. We believe that the active participation of parents and members of the community is vital to the life and work of the school.

3. Aims of the school

The broad aims of the school are:

- to enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge
- to foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- to provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- to foster kindness and understanding between children and their peers in relation to differences of any kind – cultural, physical or intellectual
- to enrich experiences within the variety of cultural, linguistic and social backgrounds within our school and its neighbouring community

- to foster good manners, self-discipline and awareness of the needs of others

These are summarised in appendix 1.

4. Aims for the Policy

- To be consistent and fair and to make it clear to everyone in school regardless of sex, creed and ability.
- To teach the children what is acceptable social behaviour and to teach them the necessary life skills
- Emphasise and reward positive behaviour whilst dealing with inappropriate behaviour.

5. Aims for the children

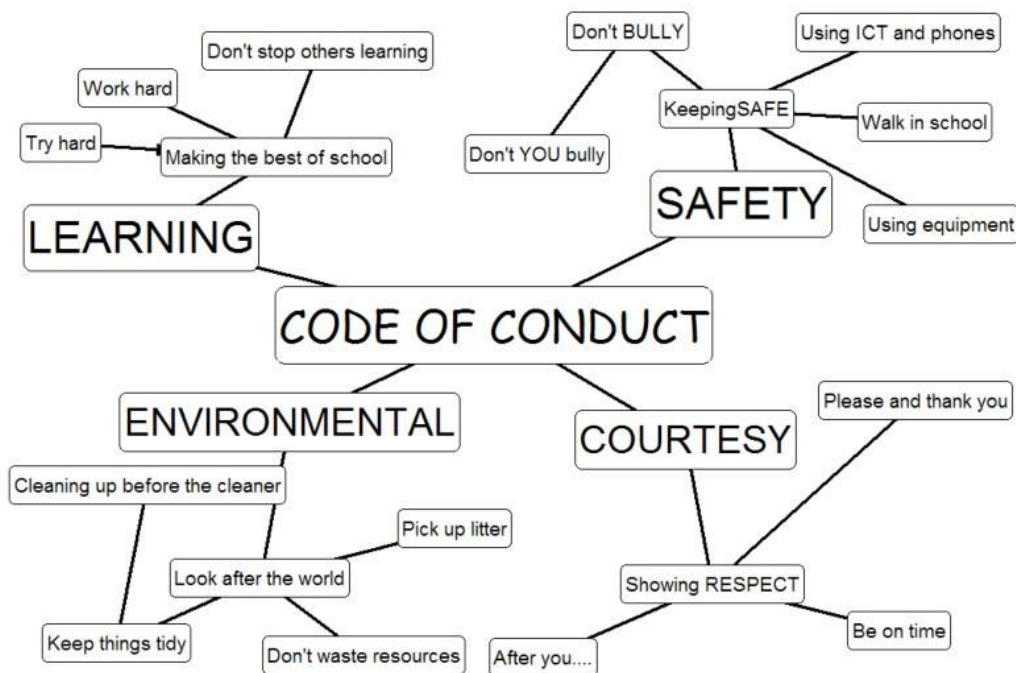
- To value and appreciate one another irrespective of age, gender, creed or ability
- To be courteous and polite at all times
- To work co-operatively
- To listen to each other
- To foster a caring attitude for the school environment, including the buildings, inside and outside areas, equipment and personal effects
- To develop a strong feeling of self worth

6. Whole School Rules

Discipline is basically leading, guiding, encouraging and reminding children to be responsible for their own behaviour, and how theirs may affect others. Disruptive behaviour prevents effective teaching, effective learning and causes distress. Children are learning to accept responsibility for their choice of behaviour and must in turn appreciate the consequences arising from those choices.

The consequences do not have to be punitive but they have to occur **every single time** a known rule is broken. This could range from a verbal warning for the first time, through time-outs, head teacher's involvement, parents being made aware, to seclusion and exclusion in cases of repeated disruptive and extreme negative behaviour.

In Bury School there a Code of Conduct that explores broad rules. This has been developed with children.



These rules are displayed in different ways around the school so that both children and adults can understand the expectations that we have. They are taught thematically, formally and informally in each class and in some school assemblies. They are displayed in key communal areas. Examples of rules and routines are discussed and demonstrated in a class situation, a key stage and a whole school setting. The children are encouraged to discuss the rules with each other. It is ensured that pupils understand the rules through discussion and questioning. When they comply with the rules praise is frequently given.

Subject to the school's behaviour policy, the teacher may discipline a child for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school

- wearing school uniform
- in some other way identifiable as a pupil at the school
- could adversely affect the reputation of the school.

7. Class Rules

At the beginning of each school year individual class teachers discuss with pupils what rules they wish for their class in order to provide a happy working environment. Once agreed, these are displayed in each class and reviewed, and changed if necessary, each term.

8. Playground rules

Playtimes are times for pupils to play and interact in a happy, safe environment. If a child is hurt or upset they are encouraged to support each other and tell the teacher on duty who will deal with the problem. Playtime rules are displayed in each classroom.

The rules are:

- play in the designated area
- if you are told to stop by another child you must stop and leave them alone. It means they don't like the game you are playing.
- ask the adult on duty if you need to leave the playground.
- do not fight or kick or pretend to fight or kick.
- do not lift or piggy back anyone.
- skipping ropes are for skipping games only.
- do not stand on the tables.
- trees and bushes are not to be climbed or used for swinging on.
- you must not bring your own playground games into school.
- only fruit and vegetables to be eaten at playtime
- no bottles outside.

At the end of playtime/lunchtime pupils are expected to follow this routine:

1. A whistle is blown five minutes before the end and all children are expected to move onto the tarmac playground and line up in their classes.
2. Teachers will collect the children and then walk quietly into school.

9. Lunch Hall rules

There are whole school rules for lunch hall and these should be displayed in the dining area. It is felt that lunchtimes are a social time where good manners and behaviour are expected. Members of staff reinforce these regularly.

The rules are:

- walk into the hall and find a table quietly.
- talk quietly to people at the same table.
- eat own food over own lunchbox.
- pick up any dropped food, put all rubbish back into lunchboxes.
- eat with knife and fork, unless it is finger food.
- scrape leftovers into the bin provided.
- ask permission to leave the table.
- not to be in the classroom without permission.

10. Expectations & Routines

To treat others as we ourselves would want to be treated and to respect each other and give our best.

The Staff and Governors of Bury Primary School believe that appropriate behaviour is essential to promote an environment suitable for good learning. We expect all adults working in school, either paid or voluntary, to apply this policy consistently, whilst also considering the needs of the individual child.

Reducing bad behaviour is a realistic aim. Eliminating it completely is not.

“A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities.”

Mental health and behaviour in schools, DfE, 2018

Our expectations and routines for every day can be summarised in appendix 2.

11. How we promote good behaviour

- Offer good role models
- Show respect for children, speaking to them in a polite and reasonable way
- Listen to pupils and encourage them to listen to each other
- Offer encouragement
- Sharing good work with other members of staff
- Reward pupils with house points towards bronze, silver and gold awards which are presented in Friday Celebration Assembly.
- All staff aim to “catch people being good”.
- Encourage pupils to share achievements from outside school at our Friday Celebration Assembly
- Be consistent with children, communicating clear boundaries about what is and is not acceptable.
- Ensure children clearly understand your expectations around classroom procedures such as tidying up, lining up, moving from carpet to places.
- Take opportunities to praise pro-social behaviour, including passing on to parents and involving other members of staff, especially the Headteacher.
- Keep all interactions respectful, avoiding a sense of dominance; and never use humiliation, fear or embarrassment as behaviour strategies.
- Ensure warnings are clearly given before any further consequences (see next section) are actioned.
- Carefully consider the wider effects of any reward system on the full range of learners.
- Ensure escalation strategies are in line with this policy and that parents are informed as necessary.
- Avoid shouting; using clapping, rhyme etc where appropriate.
- Understand that a small number of children will require a bespoke approach, beyond this policy, with carefully considered individual planning for success put in place.
- Manage the behaviour of individuals in a manner that maximises the learning of the rest of the class or group.

In addition to these, teachers may use any of the following:

- giving stickers for good work, effort or behaviour
- praise examples of good work and behaviour
- celebrate achievements in assembly
- certificates, marble jars, etc
- a positive word with parents (after school or by phone)

12. Sanctions and Consequences

All children must be encouraged to consider the consequences of their actions. However, careful consideration must be made as to whether their actions are conscious (e.g. throwing something across the classroom) or sub-conscious (e.g. smiling through embarrassment when being spoken to). This distinction, whilst not always easy to make, should inform how children are subsequently supported to make pro-social choices in future.

Consequences must never be seen as punishments.

“Punishment hardens and numbs. It produces obstinacy, it sharpens the sense of alienation and strengthens the power of resistance.”

Friedrich Nietzsche (1844-1900)

Instead they should be logically considered as one or both of the following:

Protective consequences

Protective consequences involve the removal of a freedom in order to manage harm to themselves or (more likely) to others. Harm could be defined as physical or emotional, or could involve significant disruption to the learning of others.

Protective consequences may require careful planning. They could involve one or more of the following:

- Use of time-out, away from other children, for calming down after an incident and preparing to re-join the class, so that there is as little disruption as possible to learning.
- Limited access to an area when others are there (e.g., the playground, play-house, role-play area, rehearsal time) until the individual can demonstrate they can safely return.
- Increased staff ratio, or focussed adult support covering periods of difficulty.
- Adult escort when moving between locations.
- Differentiated teaching space.

Educational consequences

Children should be given an opportunity to reflect on and learn from anti-social choices made. This could include the following:

- Discussion of events and alternative choices available
- Role-play and rehearsal of behaviour choices.
- Restorative approaches, including saying sorry.
- Completion of missed learning tasks.
- Assisting with repairs and tidying up mess made.

A hierarchy of consequences has been developed by staff in consultation with parents, via Parent questionnaires (Staged Response, see Appendix 3).

If a child reaches Stage 4, parents will be informed and this will be recorded on CPOMS (Child Protection Online Monitoring and Safeguarding system).

All staff on break or lunch duties will also follow the staged responses. Having dealt with an incident the member of staff will report back to the appropriate class teacher when necessary, but must also be mindful of not disrupting learning at the beginning of the afternoon. Serious incidents during the lunch break will be referred immediately to the member of the leadership team.

See Appendix 4 for Guidelines for staff at break times and lunchtimes.

In extreme circumstances, and when all other measures have failed, a form of exclusion may also be an appropriate protective consequence (see Exclusion section below).

Behaviour and Pastoral Support Plans

Repeated and ongoing incidents of inappropriate behaviour may necessitate the involvement of the SENDco who will work with the teacher and parents to draw up a behaviour and pastoral support plan, and the pupil will be identified as having a special educational need with regard to behaviour. This plan will involve targets and will be reviewed regularly by staff and parents, as well as outside agencies if appropriate and necessary. All staff working with the child will be made aware of it.

Intrinsic and Growth mindset reward

Ideally, we aim for all children to be intrinsically motivated to behave well, with an understanding of the consequences of their actions and an ability to empathise with others. However, it is recognised that reward, in some form, is a need that every child has and can foster good behaviour whilst children's understanding and intrinsic motivation develops. There are many occasions when children individually and collectively deserve reward for positive action and endeavour.

All reward systems implemented across the school, or by individual teachers, must be carefully planned to ensure wider effects are positive for all learners. The best rewards are those which are unexpectedly given. For example, "You've all worked really hard this lesson so let's have some golden time," rather than, "You must complete 5 questions to earn your golden time." The latter may not be fair for lower achievers and may limit the motivation of higher achievers.

Any rewards will be in line with the school's belief in the importance of fostering a growth mindset. In essence, this means valuing and rewarding effort rather than innate ability, and giving children realistic feedback about their strengths and areas for development, academic or creative endeavours.

We use a variety of different rewards, including House points & Caught Being Good:

- a smile or similar body language (as frequently as children's responses demand);
- verbal praise (ditto) and specifically focused on the child's efforts and improvements, e.g. "Well done, I like the way you..." not "you are so clever/well behaved". Publically praising the positive behaviour of one child is also a way of bringing into line others who are not conforming;
- positive comments on work, about specific improvements made and usually followed by how they can improve further;
- allowing the child to line up first;
- allowing extra time at an activity the child values;
- allowing the child to share an achievement with another teacher or the headteacher;
- sharing achievements with parents at the end of the day;
- noting actions / achievements in the Commendation Book, to be read out in the weekly Well Done Assembly;

House points

Children collect these on their house point cards. These are displayed in their classroom under their houses Mars (red), Saturn (yellow), Neptune (blue) and Pluto (green). Any staff can award house points for effort, attainment or attitude, etc. When a child has collected 10 house points they receive a bronze award, 25 house points a silver award, 50 house points a gold award and 100 house points a diamond award. On completion of their award they presented with a certificate in Achievement assembly on Fridays.

Caught Being Good

Children will receive a Caught Being Good token for demonstrating excellent behaviour, social skills and manners in and around school. The children will write their name on the back of the slip, and a child will be drawn at random in Achievement Assembly. If their name is drawn they will receive a Caught Being Good prize from the Headteacher.

Parent / Carer involvement

The school recognises that parents and carers have an important part to play in encouraging positive behaviour, courtesy and respect. It is hoped that parents and carers will support the school's positive behaviour policy.

Parents are informed of the school's positive behaviour policy through a summary in the school prospectus, on the school website and via the office. The full version is also available via the website and office.

Communication between the school and parents/carers is a two-way process. Either party should inform the other of any significant concerns or changes in behaviour. In particular, parents should inform the school if they suspect that their child is being bullied or is developing bullying tendencies. (See also Anti-bullying policy.)

13. Exclusion

Many factors will be taken into account when dealing with a possible exclusion and consequences will be appropriate to the offence, each incident being examined individually in light of school expectations, policies and also criminal law. Such factors are:-

- the age and state of health of the pupil;
- the pupil's previous record at the school;
- any particular circumstances unique to the pupil which might sensibly be taken into account in connection with the behaviour;
- the extent to which parental, peer or other pressure may have contributed to the behaviour;
- the degree of severity of the behaviour, the frequency of its occurrence and the likelihood of it recurring; - whether or not the behaviour impaired or will impair the normal functioning of the pupil or other pupils; - - whether or not the behaviour occurred on school premises, if in the charge of staff or on the way to or from the school;
- the degree to which the behaviour was a violation of one or more rules contained in the school's *Positive Behaviour Policy* and the relative importance of the rule;
- whether the incident was perpetrated by the pupil on his or her own or as part of a group;
- whether consideration has been given to seeking the support of other agencies, such as the education welfare service or educational psychology service.

Proper consideration will be given to the possibility that a pupil's behaviour may be an emerging sign of an emotional and behavioural difficulty giving rise to a special educational need.

14. Equal Opportunities

At Bury School we have an equal opportunities policy in which we state our intention to ensure that everyone is offered equal opportunities. We believe it is our duty to promote equal opportunities regardless of gender, racial or cultural differences or differences arising from special educational needs. Within our curriculum policies we bear in mind the following objectives:

- to ensure high quality education for all pupils in each curriculum area
- to support the development of personal and cultural identity
- to prepare the children for full participation in society

These objectives underpin the school's approach to all aspects of its delivery of the curriculum.

15. Self-esteem

Pupils' self-esteem will be enhanced by following a positive behaviour policy, by recognising acts of consideration, older pupils caring for younger ones, teaching time devoted to issues of mutual respect and good behaviour brought to parents' attention.

Strategies for promoting self-esteem :

- planned use of PSHCE Scheme of Work
- circle time, class discussion that promotes children's self-esteem and confidence
- games which encourage taking turns
- games which encourage speaking and listening
- talking about strengths to individual children
- offering praise wherever possible
- allowing time for children to express themselves and talk about feelings
- encourage children to support each other and be willing to help others in difficulty
- avoid situations where failure is inevitable
- encourage children to take responsibility
- equip children with strategies to enable them to deal with situations they feel uncomfortable with
- help children to modify their own behaviour to prevent difficult situations occurring
- be fair and consistent
- work closely with parents, carers and other people at home

16. Support for Staff

Support services

EWO – Educational Welfare Officer becomes involved with children who are not attending regularly

Specialist Teaching Team becomes involved when contacted by the Special Educational Needs Coordinator (SENCO). Involvement can be either advice to class teachers, assistance in creating Individual Education Plans or contact with the child. Parents' consent will be sought prior to any of this taking part and they will be kept fully informed.

Educational Psychologist will become involved when contacted by the Headteacher or SENCO and will be asked for advice and help in setting up a behaviour plan or assessing a child.

17. Arrangements for Review

This policy will be reviewed annually in order to incorporate any changes in legislation or school practice.

Policy Approved at meeting of Local Governing Body on: 6th October 2020

APPENDIX 1 – Expectations of behaviour

Expectations of Everyone

- that we are able to set a positive personal example and give of our best in work and behaviour;
- whilst being aware of cultural differences: greet and be greeted; speak and be spoken to; smile and make eye contact;
- that we give and receive respect;
- that we treat others and are ourselves treated with courtesy and consideration;
- that we will not tolerate harassment and bullying (persistent, purposeful hurt) in all its forms;
- that we praise positive actions (at every opportunity);
- that we take pride in our place of work that we regard others' property highly;
- that we are reasonable in our expectations of others.

Expectations of Adults

- that they set high standards of speech and manner;
- that they apply rules with fairness and consistency;
- that they apologise when appropriate;
- that they take the initiative in fostering relationships;
- that they avoid humiliation, sarcasm and shouting;
- that they avoid over-reaction to inappropriate behaviour;
- that they take responsibility for children's behaviour in any school context;
- that they deal with all misbehaviour (knowing that to ignore it is to condone it);
- that they refute stereotypical responses to inappropriate behaviour (e.g. "boys will be boys", "its part of growing up");
- that they seek support when necessary;
- that they are alert to signs of pupil distress - deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance - symptomatic of bullying and harassment or other problems.

Expectations of Children

- that they accept the responsibilities - appropriate to their maturation - placed upon them;
- that they keep to the rules established for both safety and effective learning;
- that they exercise patience and take their proper turn;
- that they accept choices have to be made to modify their behaviour;
- that they will recognise that some children may have particular difficulties which require action different from the norm. ***of Staff in the Classroom***

- that they create and sustain a positive, supportive and secure place of work;
- that they motivate and challenge all pupils and give clear instructions and guidance;
- that learning experiences are shared and dialogue, where appropriate, is encouraged;
- that they maintain a high standard of order, organisation, presentation and care of surroundings and equipment;
- that they teach in tidiness and encourage tidiness;
- that they communicate the purpose of activities and tasks;
- that the conduct of children is maintained;
- that humour, calm, consistency, firmness and the ability to listen are evident and obvious;
- that they are present before children enter and that the work place is supervised all the while pupils are present;
- that they fully recognise the effect their own personality and predominant style of working and learning has on the individual.



Bury CE Primary - Class Routines & Expectations

ROUTINES	
What we do	Why we do it
Attendance and punctuality: <ul style="list-style-type: none"> We come to school every day and on time 	<ul style="list-style-type: none"> Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back
Walking through school: <ul style="list-style-type: none"> When walking through school as a class, we walk in a straight line in silence When walking through school independently, we walk in silence We remember to say 'excuse me', 'please' and 'thank you' We greet visitors and adults by looking and saying 'Good morning / Good afternoon' 	<ul style="list-style-type: none"> Our school is a calm environment We do not disrupt learning in classrooms Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
Sitting in class: <ul style="list-style-type: none"> We sit with our chairs tucked under the table. When we are working, we sit up straight. When we are on the carpet, we cross our legs and face the front. 	<ul style="list-style-type: none"> It shows us, our peers and our teachers that we are focused and learning We look successful Good posture leads to good handwriting
Handing out resources: <ul style="list-style-type: none"> Allocated child/children hand out the resources 	<ul style="list-style-type: none"> Every second of learning time lost builds to minutes, which builds to hours, which builds to days and weeks of time that you will never get back
Presentation in books: <ul style="list-style-type: none"> See presentation sheet (Appendix A) 	<ul style="list-style-type: none"> We know exactly what is expected of us so we can quickly fulfil this task when instructed and do not waste valuable learning time Our books tell a story about how successful we are An untidy book sends a message that we do not care about learning
Respect for resources: <ul style="list-style-type: none"> We tidy up after ourselves We never vandalise school property or anyone else's property We keep our pencils sharp, whiteboard pen lids on and our glue lids on 	<ul style="list-style-type: none"> We are considerate to other children and our cleaners We need to be able to start learning as soon as we enter the classroom
At the end of a lesson: <ul style="list-style-type: none"> We leave the classroom tidy by putting away our resources We tuck our chairs under our desks 	<ul style="list-style-type: none"> When we return, we need to be ready to learn immediately
Outside school: <ul style="list-style-type: none"> We behave responsibly outside of school. 	<ul style="list-style-type: none"> We are creating an image of ourselves that we want to be positive We are representing the school
LEARNING BEHAVIOURS	
What we do	Why we do it
Learning at our school: <ul style="list-style-type: none"> We work hard We use assessment for learning to identify gaps in 	<ul style="list-style-type: none"> We can see what we don't know and focus on what we need to learn. Having this knowledge makes us successful as we

<p>learning.</p> <ul style="list-style-type: none"> We listen to the person who is talking. We put up our hand to ask / answer questions. 	<p>can engage in conversations, ask and answer questions and become lifelong learners</p>
<p>Reading:</p> <ul style="list-style-type: none"> At home At school 	<ul style="list-style-type: none"> With practice we will improve our decoding and fluency Reading a variety of books improves our writing, vocabulary and general knowledge
<p>Homework:</p> <ul style="list-style-type: none"> We complete it fully We complete homework to a high standard We present our homework neatly If we struggled on a piece of homework, we can speak to our teacher 	<ul style="list-style-type: none"> Homework allows us to consolidate what we have learnt and commit it to long-term memory We work hard and complete the task fully to make it purposeful
UNIFORM	
What we do	Why we do it
<p>Uniform:</p> <ul style="list-style-type: none"> Black/ Grey- skirt, trousers or shorts Polo shirt with school logo School Sweatshirt or cardigan with or without logo Footwear - black school shoes Smartness and high standards of appearance are expected at all times No jewellery except small stud earrings Long hair tied back No nail varnish No make up No head scarves unless for religious reasons 	<ul style="list-style-type: none"> We look smart We have the correct mindset to learn
<p>PE uniform (to be worn on PE days):</p> <ul style="list-style-type: none"> Plimsolls / trainers Plain coloured shorts / tracksuit bottoms T-shirt – White or House colour Black/navy tracksuit top 	<ul style="list-style-type: none"> We look smart We have the correct mindset to learn
PE	
What we do	Why we do it
<p>Outdoor PE:</p> <ul style="list-style-type: none"> When we get to the playground, we stand on the semi-circle in a circle in silence 	<ul style="list-style-type: none"> We are able to track the speaker We do not miss any learning time
<p>Indoor PE:</p> <ul style="list-style-type: none"> When we get to the hall, we take our shoes and socks off, line them up against the wall in the order of our line We sit in a circle in silence 	<ul style="list-style-type: none"> We are able to track the speaker We do not miss any learning time If we stay in a line, it is easier to find our shoes at the end of the lesson
<p>Learning in PE:</p> <ul style="list-style-type: none"> We work hard We use assessment for learning to identify gaps in learning. We listen to the person who is talking. We put up our hand to ask / answer questions. 	<ul style="list-style-type: none"> We can see what we don't know and focus on what we need to learn. Having this knowledge makes us successful as we can engage in conversations, ask and answer questions and become lifelong learners

<p>Responding to the whistle:</p> <ul style="list-style-type: none"> • When the whistle is blown once, we stop what we are doing, put our equipment on the floor and wait for the adult to give us our next instruction. 	<ul style="list-style-type: none"> • Every second of learning lost builds to minutes, hours, days and weeks of lost learning time that you will never get back.
<p>Resources:</p> <ul style="list-style-type: none"> • We take care of equipment 	<ul style="list-style-type: none"> • The equipment belongs to the school and is expensive to replace • We need to look after things so that future year groups get the pleasure of using them
<p>PLAYGROUND</p>	
<p>What we do</p>	<p>Why we do it</p>
<p>Playing:</p> <ul style="list-style-type: none"> • We do not kick, push, or grab other people when we are playing • We walk away or alert an adult if an argument arises • Adults on playground duty will teach us games • We only use kind words when we are playing. 	<ul style="list-style-type: none"> • We do not want to hurt anyone else
<p>Lining up:</p> <ul style="list-style-type: none"> • When the whistle is blown we stand still. We finish our games immediately. • When the next whistle is blown we walk to line up, ready to go in. • The member of staff will direct which line will go in first. • When we arrive in the classroom we follow our classroom routines. 	<ul style="list-style-type: none"> • We go back to our classrooms sensibly so we do not miss any learning time.

APPENDIX 3

Staged Responses

The following **Staged Responses** are in place.

Classroom	Behaviour Staged response	Lunchtime
Verbal Warning	1	Verbal Warning
Verbal warning, name on board	2	KS1 - 3 mins 'time out' standing with an adult KS2 - 5 mins 'time out' standing with an adult
Verbal warning, name underlined, 5 mins break lost to complete work or discuss behaviour choices	3	15 mins 'time out' to be completed with SLT (reflection task)
15 mins 'time out' in another class (with work / reflection task) Parents informed If Stage 4 has been reached x 3 over half a term, meeting with parents and Headteacher to discuss the way forward eg. daily report card	4	15 mins 'time out' to be completed with SLT (reflection task) Parents informed
Taken to HT/DHT Internal seclusion and/or lose lunchtime/break time (with work/reflection task) Parents informed	5	Taken to HT/DHT Internal seclusion and/or lose lunchtime/break time (with work/reflection task) Parents informed
<u>Internal or Fixed Term Exclusion</u> Parents contacted immediately to remove child from school if appropriate. Meeting with parents and headteacher (SENDCo if necessary) to plan for safe re-integration.	6	<u>Internal or Fixed Term Exclusion</u> Parents contacted immediately to remove child from school if appropriate. Meeting with parents and headteacher (SENDCo if necessary) to plan for safe re-integration.

Guidelines for Implementing the Staged Response

- be calm and matter of fact;
- be consistent; provide a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the rule;
- re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule;
- defer action until the session ends if necessary to maintain a positive learning environment;
- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied.
- provide an opportunity for a child to discuss/explain their action,
- record the more serious incidents of inappropriate and disruptive behaviour

APPENDIX 3 (continued)

Inappropriate behaviours	Staged response	Response
First time a rule or expectation is broken	1	Verbal Warning
breaking school dress code inc. jewellery	1	confiscate for the day, if appropriate - make a note and note that item returned
in possession of mobile phone / device	1	confiscate for the day - make a note and note that item returned
fiddling with others' hair	1	warning look
playing with rulers etc	1	warning look
shouting indoors	1	
misusing equipment	1	
not sitting properly on chair	1	stand up instead after the 3rd warning
not sharing - snatching	1	
talking when others are talking	1	
invading personal space	1	line up at the front of lines etc
refusal to complete tasks / work	1	complete work at lunchtime or as homework
pushing (in line)	1	if group, make them all line up again
running indoors or 'WALK' areas	1	go back to the place and walk
blasphemous swearing	1	make the child aware of what they are doing
throwing small items	1	escalate quickly dep. on situation and severity
Refusing to tidy	1	reminder that it is everyone's responsibility to tidy.
name calling / teasing	1	make the child aware of the impact of what they are doing and apologise
Laughing at someone else's learning	1	make the child aware of the impact of what they are doing and apologise
Second time a rule or expectation is broken	2	
Being rude	2	
rough / dangerous / inappropriate play	2	escalate quickly dep. on situation and severity
disrupting games / activities	2	Monitor individual as closely as possible
huffing / shrugging / rolling eyes inappropriate voice (disrespectful)	2	
answering back	2	
non-compliance - requests / instructions	2	
lying	2	
Third time a rule or expectation is broken	3	
vandalism /damaging equipment with intent	4	e.g. rulers, equipment, graffiti, put right, parents meet replacement cost
swearing - general	4	depending on age & level of understanding. inappropriateness explained. escalate if repeated
swearing at someone	4	
offensive gestures	4	
prejudice related comments / language (inc. racial, homophobic)	4	
inappropriate touching - others	4	parents informed
exposing self to others	4	parents informed

deliberate humiliation e.g. pulling trousers down	4	parents informed	
hiding other people's possessions	4		
stealing	4	parents informed	
encouraging misbehaviours in others	4		
hurting another child e.g. kicking / punching / pinching / biting / squeezing / grabbing	4	parents informed if severe (i.e. mark left/first aid required/child extremely distressed)	
Persistent Stage 4 behaviour	5	Parents informed / Internal Seclusion	
Defiance	5	Parents informed / Internal Seclusion	
Violent / Aggressive behaviour	5	Parents informed / Internal Seclusion	
Persistently hurting another child / children	5	Parents informed / Internal Seclusion	
possessing a weapon in school (e.g. knife)	5	confiscate and return to parents	
throwing large items such as chairs	5	6	depending on age & SEN plans in place
attacking member of staff	6		depending on age & SEN plans in place
Extreme or persistent anti-social behaviour	6		depending on age & SEN plans in place
Persistent Stage 5 behaviour	6		depending on age & SEN plans in place
bullying - see Anti-Bullying Policy			
bullying - physical	4		Bullying policy
bullying - excluding	4		Bullying policy
bullying - verbal	4		Bullying policy
bullying - cyber-bullying	4		Bullying policy
bullying – prejudice related (e.g. racist, homophobic)	4		Bullying policy

APPENDIX 4

Guidelines for All Staff at Break Time / Lunch Time:

- read and act on the Positive Behaviour Policy and its guidelines;
- if possible, be outside as children emerge from the buildings;
- do not leave play areas unattended unless it is absolutely unavoidable for a brief time;
- observe what is happening all the time; avoid being distracted by small groups on which attention is focused for an amount of time;
- use your authority firmly but properly;
- insist on children listening to what is said. (Talk quietly, close at hand to individuals or groups);
- step in immediately when any game or situation suggests physical aggression or danger.
(This is difficult in some ways because children have always played out fantasy battles and will continue to do so. We must be sufficiently aware of the style and nature of a situation through careful observation to judge whether it poses a problem to any child. If so, discuss ways in which the activity could change to make it acceptable);
- judge whether any game - particularly one with equipment of any kind - is not safe for others in a particular place. If in doubt, stop it and refer to the head (or a senior supervisor) it is better to re-instate the game somewhere else than have someone hurt.
(Leather footballs, hard "bouncy" balls and swinging of hard rope handles or bats are not allowed);
- watch for signs of abuse, verbal as well as physical;

As in the games item above, step in and do not allow anyone to continue to insult or hurt another. We have to judge whether a grievance is justified or if a child is "telling". Not easy but we must listen calmly, decide if someone is really upset through being abused and then confront the abuser. If it is a one-off incident then apologies can be offered and the matter left. If it seems to be an ongoing problem then adopt the procedures outlined in the Staged Response (Appendix 2).

- children should never be anywhere - particularly indoors - unsupervised. If an individual or group is inside check that an adult is there and if not, the children have to be told to leave until someone returns to take responsibility for their safety;
- children are not to use the entrance hall as a route to and from the courtyard or for play;
- a child who is misbehaving and needs a "time out", will be either asked to stay by the adults side, sent to the side of the playground, the side of the hall, or to a member of SLT - depending on the misbehaviour;
- children will indicate that they have finished their lunch before being allowed to leave the dining room.
Reception and Y1/2 children must have their boxes/trays checked before they go. Attempts should be made to persuade all reluctant eaters to have sufficient lunch but reason must prevail and no child will be forced to eat more than they wish unless parents have expressly told us that this is to be the case;
- First Aid is to be administered only by an adult. The injured child should go/be taken to the First Aid post. All first aid administered must be recorded in the First Aid book.
- report all accidents (other than minor cuts and scratches) to the midday co-ordinator who will in turn report to the staff Health and Safety representative;
- at the end of playtime the whistle will sound, children must stand still and stop talking; the children will then walk into school in an orderly fashion after the second whistle has been blown or being verbally told to go in by the member of staff on duty.

APPENDIX 4 (continued)

Further Guidance For Lunchtime Staff Dealing With Children's Issues During The Lunch Break

- Refer serious issues to the lunchtime co-ordinator and share other concerns with her.
- If any child complains about the behaviour/action of another – get all sides of the story, seek reliable witnesses.
- Talk to children in a group when investigating.
- Encourage them to empathise – ‘how would you have felt if X had done/said that to you?’
- Be calm, firm and fair – don't shout.
- Disapprove of the action, not the child. e.g. ‘that's a very unkind thing to say’ rather than ‘you're horrible / mean / a bully’ etc.
- Encourage apologies/reconciliation, if loss of temper/anger use ‘time out’ (by the wall or in the reflection room) as a sanction (See Appendix B) (any sanctions of this kind should be relayed to the lunchtime co-ordinator who will inform the class teacher);
- Once dealt with, allow children a ‘fresh start’ – no grudges.
- Praise a positive response to reprimand and acknowledge subsequent appropriate behaviour.