

Bathampton Primary School



Together on a learning adventure

Behaviour Management Policy

(See also our policies on Child Protection, Complaints, E-safety and Anti-Bullying)

1 Introduction

- 1.1 Bathampton Primary School has been described as having a ‘welcoming and delightfully happy environment in which pupils thrive and want to do their best.’ We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.
- 1.2 The school has a number of rules, but our Behaviour Management policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. In order to fulfil our statutory obligations the policy contains sections on the use of reasonable force and power of search.
- 1.3 The school expects every member of the school community (staff, governors, pupils, parents and visitors) to behave in a considerate way towards others. As such members all are expected to maintain a calm rational approach in all interactions at school.
- 1.4 We treat all children fairly and manage behaviour in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely punish or deter anti-social behaviour.
- 1.7 Poor behaviour can be seen in one of the following ways;

- Social - in which the child disrupts the harmony of the class/group or community e.g. through persistent noise and disruption
- Personal - in which the child inhibits the freedom of another child or group of children to enjoy a particular activity to the full, e.g. harassing another child, exclusion, disrupting the play of a group of children or bullying
- Material - in which the child wittingly and maliciously damages property
- Moral/ethical – in which the child offends against accepted codes of general moral and ethical behaviour e.g. offensive language, stealing

1.8 Disruptive behaviour can be an indication of unmet needs. Where the school has concerns about a pupil's behaviour it will try to identify whether there are any causal factors and intervene early in order to reduce the possibility of further incidents and the need for subsequent sanctions. In this situation the school will give consideration to a multi-agency assessment.

1.9 Children should appreciate that any rewards, for good behaviour, and any sanctions, given for poor behaviour, are fair. For this reason we involve children in decision making about school rules as a whole and in setting the rules used in the classes. The school council is the usual forum for discussions about setting the school rules. The school have also adopted a "Playground Charter", an "Anti-bullying Charter" and a "Club Charter", all of which were created by children in the school (see Appendix 7)

2 Promoting good behaviour

2.1 We aim to promote good behaviour in a variety of ways:-

- We aim to focus on positive behaviour.
- We believe that praise is more effective than punishment.
- We treat children with courtesy and politeness
- We listen to children's concerns
- We take seriously reports of bad behaviour or bullying
- We aim to be fair and being seen to be fair
- We try to avoid embarrassing children in front of others
- We have an agreed method for moving around the school building
- We ensure that children are supervised when in school
- We congratulate children on good work or behaviour.
- We have clear rules and guidelines which are regularly shared with the children (see appendix 8)
- We have high expectations of children's behaviour
- When bad behaviour has occurred we aim to ensure that it is quickly resolved
- The school acknowledges all the efforts and achievements of children, both in and out of school.

- 2.2 The class teacher discusses the school rules with the class. In addition to the school rules, each class also has its own classroom code. In this way, every child in the school knows the standard of behaviour that is expected in the school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during circle time.
- 2.3 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act promptly to attempt to stop any further occurrences of such behaviour. We employ a range of anti-bullying strategies. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. (See Anti-Bullying policy)
- 2.4 If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child. This should be done confidentially and not in front of other parents.
- 2.5 Staff in our school do not hit, push or slap children. Staff will intervene to physically restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself.

3 Managing a serious Incident

- 3.1 The staff will use the following model for dealing with serious incidents of poor behaviour or for cumulative poor behaviour although the timescales involved will depend on the seriousness of the incident:-
 - 1. Listen to the explanation using "tell me more" to elicit further information
 - 2. Involve others in unravelling the facts when possible, allowing each person to speak without interruption from others
 - 3. Ask the child/children to reflect on their behaviour. Key stage 2 pupils will complete the Pupil reflection form (see appendix 4).
 - 4. Discuss which aspect of the behaviour is considered to be unacceptable. Make it clear to the child/children involved that their behaviour is unacceptable (Making it clear that it is the behaviour not the child that is unacceptable)
 - 5. Decide on an appropriate course of action and explain to those involved
 - 6. Record details using *Behaviour Incident/concern form* (see appendix 5) if appropriate
 - 7. Re-establish friendly relations with the child as quickly as possible after the incident
 - 8. Aim to notice the child behaving well as soon as possible and re-enforce this behaviour by praising the good behaviour
- 3.2 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ sanctions according to the individual circumstances of each situation.

4 Behaviour Management in Class/Work spaces

- 4.1 There is currently a standard school wide five stage system for managing low level poor behaviour together with recognising good behaviour in classrooms and work spaces although this under review. We would always want to give children a friendly warning before taking any action so that they have the opportunity to do the right thing and only move down a stage if they choose to continue the behaviour that has been highlighted. See appendix 1 and 2 for details
- 4.2 We expect children to listen carefully to instructions in lessons. If they do not do so, we might ask them either to move to a place nearer the teacher or to sit on their own but we would always want to keep the focus on encouraging good behaviour and offering choice if possible.
- 4.3 The class teachers and teaching assistants in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. We expect that children to try their best in all activities. If they do not do so, we may ask them to redo a task. This could be during school time or at home
- 4.4 The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and may prevent the child from taking part for the rest of that session.
- 4.5 It is the responsibility of class teachers, supported by teaching assistants, to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 4.6 The class teacher endeavours to treat each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 4.7 The class teacher liaises with other members of staff and with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service.
- 4.8 The class teacher reports to parents about the progress of each child in their class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- 4.9 If a child threatens, hurts or bullies another child (ie serious incident), the class teacher will record the incident using the *Behaviour Incident/Concern form* and commence the *Serious Behaviour Incident Procedure*.
- 4.10 Each class has a means of rewarding individual or group behaviour. This may be by awarding stickers or merits or house points.

5 Behaviour management at break time

- 5.1 Minor incidents of poor behaviour will be dealt with immediately by the teacher on duty and five minute sanctions given if necessary/details to be passed verbally to the class teacher to follow up if necessary or reported in the class log if necessary.
- 5.2 Serious poor behaviour at break time will result in the initiation of the *Behaviour Incident Procedure*.
- 5.3 Good behaviour beyond that which would normally be expected will be reported verbally to the class teacher to follow up using the class *Behaviour System*.

6 Behaviour management at lunchtime

- 6.1 Good behaviour is expected at all times including being consistently polite to all members of the school community.
- 6.2 Minor incidents of poor behaviour will be dealt with immediately by the SMSA. A verbal warning will be given for the first incident; the second incident of the day will result in either a five minute “time-out” or five minutes litter duty.
- 6.3 Serious incidents of poor behaviour at lunchtime or consistent patterns of unhelpful or poor behaviour will be recorded on the *Behaviour Incident/Concern form* by the SMSA. The form will then be passed to the Key stage Leader Headteacher/Deputy head (or Headteacher for very serious behaviour issues) for further action as per the *Behaviour Incident Procedure*.

7 The role of the Key Stage Leader/Deputy Headteacher

- 7.1 The Key Stage leaders and Deputy Headteacher support the staff and the Headteacher by providing advice on handling behaviour incidents.
- 7.2 Key Stage Leaders provide an additional level of escalation of behaviour sanctions between the teacher, Teaching Assistants, SMSAs and the Headteacher.

8 The role of the Headteacher

- 8.1 It is the responsibility of the Headteacher to implement the school Behaviour Management policy consistently throughout the school, and to report to governors on the effectiveness of the policy. It is also the

responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- 8.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 8.3 The Headteacher keeps records of all reported serious incidents of misbehaviour, those recorded on the *Behaviour Incident/Concern form* (BIC).
- 8.4 The Headteacher will regularly review the Playtime and Class *Behaviour Logs*. If necessary, where there are repeated minor incidents or patterns of poor behaviour, a *Behaviour Incident/Concern form* can be raised during the review process.
- 8.5 Details from the *Behaviour Incident/Concern form* will be transferred in summary to the *Behaviour Management Summary*, which can be used and interrogated to pick up patterns of, or repeated incidences of, poor behaviour.

9 The role of parents

- 9.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Interactions between staff and parents should be friendly and respectful - this models the appropriate behaviour we expect in a school environment.
- 9.2 Parents are encouraged to raise any concerns about their or other children's behaviour with the class teacher in the first instance. Parents are also welcome to talk to the Headteacher. A *Behaviour Incident/Concern form* should be raised for each new parental contact with regard to behavioural issues.
- 9.3 It is expected that parents will treat staff with due respect especially within the school environment. Parents are reminded that defamatory statements and actions are not acceptable.
- 9.4 Parents should be discreet and considerate when discussing other children. Parents are reminded that due to confidentiality issues staff are not able to discuss in detail the behaviour of children other than their own excepting where their own child has been affected.
- 9.5 We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we aim to inform parents immediately if we have concerns about their child's welfare or behaviour.
- 9.6 If the school has to use sanctions to improve a child's behaviour, we hope that parents will support the actions of the school. If parents have any concerns about the way that their child has been treated, they should

initially contact the class teacher. If the concern remains, they should contact the Head teacher. If there is still a concern and it is impossible to reach an amicable agreement then the parents should raise a complaint (See Complaints Policy).

10 The role of governors

- 10.1 The governing body has the responsibility of setting down the general principles on Standards of Behaviour, and of reviewing their effectiveness. The statement of principles is available on the school website. The governors support the Headteacher in adhering to these principles.
- 10.2 The Headteacher has the day-to-day authority to implement the school's policy on Behaviour Management, but governors may give advice to the Headteacher if requested. The Headteacher should take this into account when making decisions about matters of behaviour.
- 10.3 Governors do **not** have a role in dealing with individual cases. Where a parent has contacted a governor regarding behaviour issues at the school they should be asked to contact the class teacher in the first instance and following that the Headteacher. The governor should also ensure that the Headteacher is aware of the parents concern.
- 10.4 The Safeguarding Governor will regularly review the *Behaviour Management Summary*.

11 Sanctions

- 11.1 The school employs a range of sanctions in order to promote good behaviour. Sanctions are applied to modify behaviour and to help the child understand the need to behave in a kind and appropriate manner. These sanctions should not necessarily be seen as a punishment.
- 11.2 Sanctions should be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.
- 11.3 Determining which sanction is used is decided according to the professional judgement of the member of staff. The sanction selected will be dependent upon the age of the child, the details of the incident/concern, the circumstances of the poor behaviour and any previous sanctions applied to the child. The length of time between incidents and the frequency of incidents could also affect the sanctions selected. A list of sanctions is included in Appendix 5

12 Exclusion of a pupil

- 12.1 Exclusions can only be given by the Headteacher. Exclusion sanctions may only be applied to children for very serious acts of misbehaviour. For

repeated and very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

12.2 Government advice regarding exclusions is:-

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

- 12.3 Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 12.4 If the Headteacher excludes a child, the parents must be informed immediately, giving reasons for the exclusion. The Headteacher must also tell the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 12.5 The Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 12.6 The governing body itself cannot exclude a child or extend the exclusion period made by the Headteacher.
- 12.7 When notified about an exclusion, the governing body will convene an Appeals committee, made up of between three and five members, to consider any appeals against exclusion on behalf of the governors.
- 12.8 When an appeals panel meets to consider an exclusion, they will consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 12.9 If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

13 Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child needs to take medication during the school day the parent or guardian should notify the school and complete the necessary documentation (see Administration of Medicine and Asthma Policies).

14 Use of reasonable force

Bathampton School will permit school staff to use physical restraint with the minimum force necessary and reasonable to prevent a pupil from doing any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
- Prejudicing the maintenance of good order and discipline at the school.

Physical intervention must be seen as a last resort. The expectation is that staff will exhaust other strategies before intervening.

15 Power to Search

15.1 There may be occasions when it might be necessary to determine whether a pupil is in possession of a substance or object which might be harmful to themselves or others, or illegal, or which has been obtained in an unlawful manner. In these circumstances were to arise a search would be performed primarily in order to safeguard pupils, but also to protect staff and visitors.

15.2 Searches can be carried out by the Headteacher, or other senior members of staff who have been authorised by the Head teacher to do so. There will always be at least two members of staff present, with at least one being of the same sex as the pupil.

15.3 If a pupil is searched their parents/carer will be informed as soon as possible afterwards. A log of all searches will be kept.

15.4 Nominated staff can search a pupil for any item if the pupil agrees.

15.5 Head teachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- mobile phones

15.6 School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

16 Power to discipline beyond the school gate

The Headteacher and staff may use the strategies outlined in this policy to cover the following areas:

- Pupils taking part in school visits
- Pupils taking part in school organised after-school activities away from the school site
- Pupils taking part in residential visits
- Pupils travelling to and from school

17. Data collection/recording

Keeping records of bullying incidents enables the school to:

- Manage individual incidents effectively
- Monitor and evaluate the effectiveness of strategies
- Celebrate the anti-bullying work of the school
- Demonstrate defensible decision making in the event of complaints being made
- Engage and inform multi-agency teams as necessary

The data recorded can be used to create evaluation reports to demonstrate openness, to celebrate progress and also to allow governors to monitor the success of anti-bullying work in the school.

18. Monitoring effectiveness of this policy

18.1 The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

18.2 The Safeguarding Governor will meet with the Headteacher regularly to review the Behaviour Logs and discuss any serious behaviour breaches or prolonged behaviour problems.

18.3 It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that no child is treated unfairly because of disability, race, ethnic background, religion, belief or gender.

19. Reviewing this policy

The Pupil Support committee of the governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendices

- 1 Behaviour system – Classrooms and work spaces.
(To be applied as needed)
- 2 Classroom behaviour log (For use when needed)
- 3 Sanctions
- 4 Pupil Reflection form
- 5 Behaviour Incident/Concern form (BIC)
- 6 Behaviour incident/concern procedure
- 7 Charters
- 8 School rules

Behaviour System for Classrooms and Group Work Spaces

Five step visual aid according to the age of the children/class:

<u>KS1</u>	<u>KS2</u>	<u>Stages</u>	<u>What to look for</u>
<p>Pot of Gold</p> 	<p>Gold</p> 	<p>Exceptional behaviour or consistently excellent behaviour 'Going for Gold'</p>	<p>True kindness Thoughtfulness Perseverance Tolerance Sharing Working hard Overcoming difficulties</p>
<p>Rainbow</p> 	<p>Rainbow</p> 	<p>Behaviour is consistently good or specific behaviour the teacher is looking for 'Follow the Rainbow'</p>	
<p>Sun</p> 	<p>Green</p> 	<p>All children start here every day. 'It's good to be green ' 'Smiley Suns' <i>Verbal warnings to be given before moving down a new stage</i></p>	
<p>Sun and Cloud</p> 	<p>Orange</p> 	<p>The final two aspects are kept hidden. Following a verbal warning, behaviour is not acceptable 'Orange Warning' 'Smiley Sun is fading'</p>	<p>School and class rules are not followed Less than full application to task Making it hard for others to learn</p>
<p>Rain Cloud</p> 	<p>Red</p> 	<p>Behaviour continues to be unacceptable, following warnings. Direct move here if incident is serious 'Red Consequence' 'Rain Cloud'</p>	<p>Poor behaviour continued after a warning Serious incident:-Physical Violence, Retaliating physically or aggressively, Using inappropriate language</p>

Years	Sanctions
R-6	Instructed on rights/wrongs
R-6	Strong talking to
1-6	Letter of apology
1-6	Community Service - litter pick up for variable duration
R-6	Excluded from woods/field/play equipment for n days
R-6	Letter or phone call to parents
R-6	Behaviour Management Level 1 (monitoring via board) for n days
R-6	Separated from certain children
1-6	Removal from lunchtime/extra-curricular clubs for n days
3-6	Behaviour Management Level 2 (see HT/SMT at start of each playtime) for n days or no specified length
3-6	Only allowed in one section of outside areas for n days
1-6	Removed from playtime for 1 or 2 days
3-6	Loss of school trip
5-6	Lunchtime Exclusion (sent home -counts as ½ day exclusion)
4-6	Loss of residential trip
5-6	Temporary Exclusion
5-6	Permanent Exclusion

BATHAMPTON PRIMARY SCHOOL
PUPIL REFLECTION

Name:

Class:

What happened?

What rule was broken or right affected by the poor behaviour?

What was **YOUR** part in this situation? How do **YOU** see the situation? How did **YOU** feel at the time?

What can **YOU** do to fix things/ change things?

How can the school staff or others help?

Pupil's Signature:

Date:



**Bathampton Primary School
Behaviour Incidents/Concerns**

Appendix 5
2016/2017 No:

Date of incident		Names of pupils concerned:
Time		
Reported by (member of staff)		
Date reported		

Type of incident Tick all that apply			
Bullying	Racial Abuse	Verbal Abuse	Physical Abuse
Emotional Abuse	Child Protection	Loss of property	Damage to property
Homophobic	Unkind Actions	Cyber /e-safety	Exclusion

Concern/Incident Details
Place of Incident:
Description of Incident: (attach any documentation/emails)
Other Information/Previous History/Background Information/ Witnesses:
Any interpretation/inference drawn from what was observed, said or alleged
Immediate Action taken/ Sanctions applied

Further investigation / action taken/ sanctions applied (by Head/DHT/SMT)
 (attach all investigation materials/emails)

Contacts Made (Please give full names and contact details)	Date/Time	Notes
Parents		
Other persons/organisations		

Closing comments

Behaviour Incident/Concern Guidance

Teacher/Teaching assistant/SMSA

1. Staff member completes The *Behaviour Incident/Concern* form (BIC) including details of the incident, who was involved, where it happened, any witnesses and any action taken /sanctions given.
2. *Behaviour Incident/Concern* form passed to SMT/DHT/Head Teacher.

SMT/DHT

1. SMT/ DHT consider details of incident. Further investigation may be required. Appropriate sanction selected. Pupils will be informed of the outcome.
2. *Behaviour Incident/Concern* form updated and passed to Headteacher.

Headteacher

1. Details of Incident added to the *Behaviour Management Summary* If no further investigation or action is required the Incident can be closed at this stage.
2. Headteacher will complete investigation and select an appropriate sanction. Pupils will be informed of the outcome.
3. Parents may be contacted, depending on the seriousness of the incident in which case they will be informed of the details of the incident and what any sanctions applied to their child. They will not be given full details of how any other child has been treated.
4. In the case of any incident considered to be bullying or where parents initiated a concern contact will be maintained with the parents, formally or informally to check that the behaviour reported or causing concern has been resolved.
5. The incident will be closed once the sanction is complete providing that parental contact, where made, proves no further action is required.
6. All investigation documentation and details of contacts with the parents should be attached to the *Behaviour Incident/Concern* form.

Playground Charter

*We treat everyone how we want to be treated
We include people in our games
We pick people up when they are down
We say sorry
We listen to what the SMSAs and teachers say to us
We are friendly and co-operative
We think before we speak
We understand others and show empathy*

Anti-Bullying Charter

*Respect other people
Talk to a responsible adult or friend if something troubles you
Don't join in with bullying. Do something to help
Always tell the truth about what has happened
Be ready to apologise and make up
Just don't bully*

Club Charter

*Respect everyone
Be polite to the leaders
Include people
Take care of the equipment
Listen
Be a good sport
Be committed*

School Rules 2017

Golden Rules

- Make the most of learning opportunities
- Be helpful and polite
- Speak kindly and act thoughtfully
- Take care and keep safe

Classroom Rules

- Make the most of learning opportunities
- Always do your best
- Take care and keep safe
- Speak kindly and act thoughtfully towards others
- Be helpful and polite
- Think of others before yourself
- Put up your hand when asking a question
- Listen carefully and work quietly
- Keep the classroom tidy
- Respect other people's personal space

Cloakroom Rules

- All pegs and belongings to be named
- Show respect to other people and their belongings
- All items to be hung on correct pegs
- No items to be left on the floor or bench, except during PE
- Unnamed items to be placed in cloakroom lost property box



Bathampton Primary School
Together on a learning adventure

Lunchtime and Playtime Rules 2017-18

General School Rules for Play for Children

- Be kind to each other
- Have fun safely
- Do not retaliate
- Do not throw grass, sticks or stones
- No play fighting
- Show respect for other people's games and dens
- Always ask an adult before going inside the main school and then only for lunch
- Children in Reception and Year One use the Reception toilets at playtime. All other years use the Class Five and Six toilets unless when leaving the hall when the Class Two toilets can be used.

Five minutes time out or five minutes litter duty for:	Children to be sent to see member of SMT (Mr Falkus, Mrs Lake, Mrs Edmund, Mrs Evans) for:
<p align="center">Being impolite/answering back</p> <p align="center">Ignoring instructions and requests</p> <p align="center">Running through or hanging around in the school buildings</p> <p align="center">Using sticks inappropriately</p> <p align="center">Displaying unkind behaviour</p> <p align="center">Play fighting</p>	<p align="center">Acts of physical violence</p> <p align="center">Using inappropriate language</p> <p align="center">Retaliating physically or aggressively</p> <p align="center">Five incidents of time out recorded in the lunchtime log within 2 weeks</p>

Dining Hall Rules

- Queue up to wash your hands, clean them thoroughly and then walk into the hall
- Walk quietly into the dining hall and queue sensibly. Children who are noisy or silly in the queue go to the back. Keep off the pipes and the hot plate
- The adults will help you find a place to sit
- Always display good manners
- Always speak quietly in the dining hall
- Only speak to the children around you
- Respect other people's space
- Use knives and forks correctly
- Sandwich and dinner children must up their hands before leaving the table and must wait for permission to leave
- Children need to check the table and floor to ensure that they have not left any mess
- Always walk from the dining hall. Children who run should go back to their starting point and walk

Playground Rules in detail

- The top fake grass play area is for Reception and KS1 children only
- KS2 children can play basketball or catch on the playground but must play football on the field
- No kicking of footballs in the a.m. break but KS1 can kick softballs at lunchtime
- Playground equipment must stay in the playground and be put away after use
- Children must walk on the fake grass areas and paths – No running!
- Children should not play on the steps near the dining hall
- Children need a note from a teacher if they have to work during lunch break and should either have an early lunch or inform Susanna **before** they start working so she is aware
- The fake grass area with benches is for eating sandwiches or quiet activities. Playing around the benches or the raised stepping stones is unsafe. Children must wait with their hands up until they get permission to leave. Please check

under benches for litter or food before children are allowed to leave. The floor must be left clear

- Children who leave litter or food or behave in an anti-social way do at least five minutes of litter collection using litter sticks and bags)
- No football on the field if it is raining or grass is very wet. (KS2 footballers can play when the grass is just damp but have to change into football kit and will need extra changing time)
- Supervision is needed with younger children when all playing on the hill; only three at a time on the wobble board
- Encourage children to keep moving anti-clockwise on trail equipment and ONE AT A TIME on the monkey bars. Older children must not lift younger children onto the bars
- Children should not sit on top of the climbing equipment

Forest School

- We want children to climb trees and make dens throughout the year
- Children can climb the trees in the woods but not elsewhere
- Children must respect and protect the trees, pond and plants. Please send children to the Head teacher or a senior teacher if damaging trees, pond or plants. This also applies to standing on fences
- Balls not to be used in the woods
- Sticks must be used sensibly and must not go out of the woods and onto the field.
- Children should move branches by dragging and take care for others safety
- Children need to check the strength and slipperiness of branches before hanging and ensure the ground underneath them is clear.

- Children must not go higher than an adult can rescue them (approx. five foot but will depend slightly on the child and the tree)
- Platforms must be no higher than the height of a reception child and are not for walking on
- Berries are to be left alone. No eating of berries in school!
- Nuts must be left in place as they are needed for animals and especially not taken from trees. They must not be eaten.
- At the end of every term extra time will be given to dismantle bases to allow for a fresh start

Wellies and Jumpers

- Wellies and trainers need to be put away carefully. This requires reminders and training
- Wellies that are left lying on the floor should be put into a black bag
- Children must remember to collect their jumpers and need to be reminded

Lining up Arrangements

- The bell is rung five minutes before the end of play to allow time to change wellies and trainers but all children must leave the field and woods
- When the whistle blows, stop playing and listen carefully
- When the whistle blows again line up, and when it blows for the third time there must be silence in the line
- Teachers or teaching assistants need to be out at 1.20 to collect children

