

Behaviour Policy

Wooden Hill Primary and Nursery School



Approved by: Governing Board

Date: 20/10/21

Next review due by: October 2022

**Signed
Headteacher:**

A handwritten signature in black ink, appearing to read "K. Jones", is placed over a light grey rectangular background.

**Signed Chair of
Governors:**

A handwritten signature in black ink, appearing to read "M. White", is placed over a white rectangular background.

Introduction

Our policy reflects the philosophy and ethos of Wooden Hill Primary School and is a statement on how we believe children and adults should behave towards each other in school. At Wooden Hill we believe the behaviour of our children to be of a high standard and expect it to be so. There will be occasions when children push the boundaries of acceptable behaviour within our school, and our success will be tested, not by the absence of problems, but by the way we deal with them. The majority of children at this school conform and behave with consideration for others, but it is important to deal immediately with the few who present problems.

This policy should be read in conjunction with our SEND policy and all equality policies.

Purpose of the Policy

This policy provides a framework to ensure the safety and well-being of the children and to allow each child to mature into a caring, confident and responsible person. It is written for the benefit of all members of the school community enabling it to be applied consistently and fairly.

Aims

Our aims for behaviour are that all children:

- Develop a respect for themselves and others, and uphold the values promoted by the school.
- Behave in a way that supports their own learning and that of others.
- Are tolerant and understanding of the rights, views and property of others.
- Develop a responsible and cooperative attitude towards all aspects of school life.
- Take a pride and interest in caring for their environment.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or home learning
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence,
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Dealing with bullying, harassment or violence

Bullying is recognised as being a repeated pattern of physical or verbal abuse. It is something that we take seriously and intend to be proactive in preventing its occurrence.

Occasions of violence, harassment, or bullying behaviour are considered extremely serious and are always recorded on CPOMS. Parents of children involved, as either the perpetrator or the victim, will always be notified of the incident as soon as possible by the child's class teacher. It is usual in these circumstances that a senior member of staff (Key Stage Leader, Deputy Headteacher or Headteacher) will be involved with the class teacher to make decisions about appropriate and relevant consequences for the child as a result of this unacceptable behaviour. These decisions will always be clearly explained to the parents of the child who was responsible for this behaviour.

Further details of our school's approach to addressing bullying are set out in our anti-bullying policy.

Roles and Responsibilities

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 4).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 4). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

All members of the school community (school staff, parents, pupils and governors) work towards the school's aims by:

- Accepting children and adults as individuals, respecting their rights, values, beliefs and race.
- Positively reinforcing good relationships at all levels, and promoting a sense of belonging to the school community.

- Providing a well-ordered environment in which all are fully aware of expected behaviour and of their responsibility in meeting that expectation.
- Offering equal opportunities in all aspects of school life and recognising the importance of different races, religions and cultures.
- The non-acceptance of all conduct involving bullying and harassment.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for and taking pride in, the physical environment of Wooden Hill School.
- Working as a team, supporting and encouraging each other.

School Rules

The following rules have been established collaboratively with all members of our school community. These rules are the core of our behaviour policy and these explain what we expect of every member of our school community.

At Wooden Hill we always:

- ✓ Make sure we are kind, gentle and polite
- ✓ Tell the truth and are honest
- ✓ Respect other children, staff and visitors
- ✓ Look after the school and property
- ✓ Listen to and follow instructions
- ✓ Have a good attitude to learning and always try our best
- ✓ Tell an adult if we have a problem
- ✓ Follow the codes of conduct

The school rules are displayed in every classroom and teaching area (Appendix 1).

Teachers will also draw up class rules annually with their class which may be more specific but follow the principles of the school rules.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

➤ Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

An attachment and early childhood trauma informed school

At Wooden Hill we are very aware of the needs of children who have experienced early childhood trauma or are effected by attachment issues in any way. We have developed, and are continuing to develop, our approach to children impacted by this.

Our Headteacher and Deputy Headteacher are qualified attachment leads and we employ a Learning Mentor whose primary role is to support children with attachment needs to access learning.

We do this through:

- An understanding that 'fair' is not about everyone getting the same but everyone getting what they need. We adapt our behaviour procedures as required to deal with individual need.
- Knowing that behaviour is a form of communication. We try to understand what our children are telling us and respond accordingly.
- Thinking that our children are vulnerable rather than troublesome and try to work on understanding the feelings and emotions that might drive a certain behaviour.
- Having a positive school culture that puts relationships first. We spend a lot of time developing relationships with our more vulnerable children. We set up a 'team' for each of our more vulnerable children which meets each half term in our Pupil Welfare Support meetings to discuss progress and emerging needs.
- Maintaining clear boundaries and expectations around behaviour. We acknowledge the importance of consistency and routines for these children and do our very best to support them when there are sudden changes in the home or school environment.
- Understanding that not all behaviour is a matter of choice so restrict the use of language around 'good' and 'bad' choices. Instead we use 'I wonder...' to discuss feelings around choices made.
- Encouraging parent/carer communication especially around contact with birth parents and other potentially difficult times of year.

British Values

At Wooden Hill Primary and Nursery School we uphold and teach pupils about the British Values as part of our broad curriculum.

- The British values are:
- The Rule of Law
- Individual Liberty
- Mutual Respect

- Tolerance of those of different faiths and beliefs

At Wooden Hill School, we achieve this with:

- A PSHE curriculum which covers 'Health and Wellbeing', 'Relationships', and 'Living in the Wider World'.
- An active school council whose members are elected through a voting system
- A geography curriculum that covers global citizenship
- A religious education (RE) curriculum that teaches about the beliefs and practices of all major religious groups

Procedures for promoting good behaviour

Good behaviour is encouraged and supported by the school's PSHE scheme of work where responsibility for actions and consideration for others is developed progressively. Responsibility to the community is also encouraged through the workings of the School Council.

It is important that each child has a curriculum appropriate to his/her needs with realistic levels of challenge.

Children at Wooden Hill are expected to behave appropriately at all times.

Therefore, we do not reward good behaviour, instead, good attitudes to learning are rewarded. These good attitudes include:

- Demonstrating a growth mindset by persevering at a task and not giving up.
- Helping others.
- Working well as part of a team.
- Working hard to produce your best work.

Children are not rewarded for carrying out tasks or behaving in a way that is expected. For example, a child will not be rewarded for sitting quietly or putting their hand up. They will also not be rewarded for simply completing a given task.

These good attitudes to learning are rewarded by methods appropriate to the age and maturity of the child. These could be stickers, stamps, postcards home, Class Dojo, table points or certificates but, above all, by praise and encouragement. It is very important that the positive aspects of praise and rewards should have a great emphasis within our school.

We believe that our teachers know their children extremely well and are best placed to know the most appropriate way of praising and rewarding these attitudes to learning.

Class Dojo is an online system for rewarding positive attitudes to learning. The attitudes are:

- Helping others.
- On task.
- Participating.
- Persistence.
- Team work.
- Working hard.

Class Dojo must not be used for negative behaviours (it has a function which allows for this).

Achievements are recognised in assemblies, displays around the school or by informing the parents or the wider community. Staff may also send children to their colleagues or to the Headteacher for additional praise.

Procedures for responding to poor behaviour

Our aim is to build on the positive and recognise the good there is in every child. Misdemeanours are dealt with fairly and promptly. In many cases a reminder may be all that is required and any punishment is in proportion to the misdemeanour and is fair.

To promote good behaviour all Lunchtime Controllers are able to award to give out stickers depending on the age of the child.

Adults are sensitive when dealing with a behavioural incident. It is important to listen to children and to give them time to talk. Children are questioned carefully and not coerced in any way; staff are wary of stereotyping children. It is essential to deal calmly and rationally with the children in our care, and to avoid a confrontational approach. It is also important to follow through incidents, to listen to a child's explanation of his/her involvement, and to resolve the matter fairly. Adults dealing with incidents make it clear that they are disapproving of a child's behaviour, not of the child him/herself. The Deputy Headteacher makes sure that staff new to the school, or supply teachers, are aware of the expectations of behaviour at Wooden Hill, and what sanctions are available to them.

A number of strategies can be used by staff in response to poor behaviour:

- the use of rewards and incentives to promote good attitudes to learning
- circle time which gives opportunities for children to discuss their feelings and thoughts about behaviour – general and specific
- a review of the curriculum offered to the child, i.e. is there appropriate challenge, balance and variety?
- supporting colleagues within the school. A child may be sent to another member of staff for a discussion about his/her behaviour, or staff may be given training where relevant
- peer group involvement or use of a buddy system
- revisiting school/class rules
- involving parents at an early stage
- monitoring behaviour and setting behaviour targets or a behaviour chart

There is a clear 'Code of Conduct' which all members of staff follow. See Appendix 1. This outlines the behaviours and the appropriate sanctions. Teachers begin with their own behaviour management strategies in the classroom and then the Code of Conduct is followed. Each classroom (Years 1-6) have a clearly identified time out table and in Foundation Stage, a time out space is used.

Sanctions

It is the role of all staff to ensure that the standards of behaviour expected at Wooden Hill School are applied consistently throughout the day, including

lunchtimes. The children should show equal respect to all adults, both teaching and non-teaching and act courteously.

There are separate Code of Conducts for the playground and for the lunch hall which all staff members on duty follow should any minor incidences occur. At lunch and break times minor misdemeanours are dealt with by the members of staff on duty. More serious or consistent poor behaviour results in children being sent to the Deputy Headteacher or to the Headteacher.

No whole class consequences or sanctions will be imposed for generally unacceptable behaviour in a class.

In the playground

Our 'Rules for Lunchtimes', 'Playground Code of Conduct' and 'Lunch Hall Code of Conduct' are displayed on the external doors that lead to the playground and in the hall. See Appendix 2. These are in addition to the general code of behaviour we expect from children in school.

In the lunch hall

The rules for the lunch hall are:

- You must do what the adult on duty tells you.
- Don't touch someone else's food.
- Only take what you know you can eat.
- Clear away your own rubbish and pick up anything you drop.
- You may only leave the hall when you've been given permission to do so by an adult.
- Food must not be thrown.
- When finding a seat; fill up the empty spaces first.
- Be kind and sensible in the line.
- Remember to say please and thank you.
- Be mindful of the displays in the hall and try not to touch or lean on them.
- Do not remove food from the hall.
- Put your hand up if you need help.

If children do not follow the rules for the lunch hall, the sanctions on the code of conduct will be followed. See appendix 3.

In the classroom

In class, staff are proactive by ensuring that each child is on task, with work suited to his/her ability, and ensuring that there is a framework for good behaviour.

In the event of misbehaviour, our response depends, to an extent, on the teacher's knowledge of the child and the behaviour exhibited.

Children are warned of the consequences of continuing their bad behaviour.

The usual procedure is:

1. The child will have a verbal warning and any consequence of further poor behaviour is explained. (This warning may 'look different' in each class and gives pupils the chance to redeem their behaviour.)
2. A second warning results in the child being sent to the 'Time Out' table and asked to fill in a 'Thinking About my Behaviour' (TAMB) sheet. These sheets are recorded in the child's individual behaviour log. There may also be some sanction attached depending on the age of the child and the misdemeanour.
3. A third warning results in the child being sent to time out in a parallel class for ten minutes with a yellow slip and asked to fill in another 'Thinking About my Behaviour' sheet and may be asked to finish work.
4. The child is sent to the person responsible for the Key Stage with an orange slip.
5. The child is sent to the Deputy Headteacher or Headteacher with a red slip and parents will be informed.

We recognise the importance of parental support when dealing with behavioural issues and parents are informed when there is evidence of successive incidents. All behaviour sheets are collected each half term and monitored for any patterns and strategies introduced to reduce the number of incidences.

Early Years Foundation Stage

High expectations of behaviour are expected as soon as children join Wooden Hill Primary School. Children are taught how to be polite and kind and each Foundation Stage class has clear boundaries and expectations for behaviour. These are taught as an integral part of the Foundation Stage curriculum and additionally, should the need arise.

Where there are incidences of children not following the class rules or exhibiting low level disruptive behaviours such as not following instructions, not tidying up etc, staff will apply the following procedure:

Verbal warning and a reminder of the correct behaviour.

If the unwanted behaviour is repeated or they make another bad choice, the child will have their name moved to the yellow traffic light and asked to "think" about their choice. This will be recorded in the timeout book.

If unwanted behaviour persists, the child will be placed in timeout for an age-appropriate length of time. (3/5 minutes according to age). Their name is moved onto the red traffic light. This will be recorded in the timeout book. Parents will be notified at the end of the day.

A child who deliberately hurts another child, behaves in a way that is dangerous to themselves or their peers or other deliberate, serious misbehaviour may be placed straight on timeout in another classroom.

In Nursery, due to the age of the children, the traffic lights will reset at lunchtime to enable a positive start to the afternoon.

In Reception, a child who moves to red will subsequently be given a warning and then a timeout for low-level disruptive behaviours and will remain on red all day. A second red incident in the day will result in the child being removed and placed in timeout in another classroom.

If a child has been in on yellow or red 5 times in a half term, a behaviour log will be started for them. This will collect all the timeouts for that child in the same place, in

order to help staff to identify any patterns or triggers and thereby take effective action to manage that behaviour.

Systems for children with significantly challenging behaviours

Children who continually exhibit challenging behaviour and do not respond to the Code of Conduct are subject to an Individual Behaviour Plan. This is agreed by the school staff involved with the child, the FSA (if appropriate), the parents and the child. The Behaviour Plan must be shared with all adults who come into contact with the child to ensure consistency of approach. The plan must be reviewed at least termly as, if it is not working, it is important that changes are made.

Strategies to encourage good behaviour may include the use of sanctions such as removal from playground, additional work, etc. as well as structured reward systems.

External advice may be sought from the Behaviour Support Team (BST).

Exclusion

There may be occasions where a child's behaviour may be so unacceptable that it becomes necessary for the Headteacher to consider excluding the child. There are two types of formal exclusion; fixed period and permanent exclusion. Only in exceptional circumstances should a pupil's exclusion be an unexpected event to parents. Where the behaviour of a child is becoming increasingly challenging there should be early home-school contact and a Team Around the Child (TAC) meeting held with a plan in place in order to minimise the risk of potential exclusion situations for children already demonstrating significantly challenging behaviour. Fixed Period or Permanent exclusion from school should never be the first resort except in clearly defined circumstances.

Fixed Period & Permanent Exclusions

Repeated inappropriate behaviour, which includes bullying and racist incidents, that does not improve following support programmes, parental involvement or sanctions may result in a fixed term or permanent exclusion of the child.

A significant single incident of a more serious nature may result in a fixed term or permanent exclusion. These may include:

- Verbal and physical assaults on a pupil or adult
- Significant deliberate damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

The child's age, stage of development and any SEN or disability factors will be taken into account when decisions regarding exclusions are made.

The decision to exclude can only be made by the Headteacher, or by the Deputy Headteacher in the absence of the Headteacher. The guidance in the BFBC document 'Exclusion from Schools and Pupil Referral Units – Guidance' should always be carefully followed when considering excluding a child.

In all cases of fixed period or permanent exclusions a letter is sent to parents detailing the reasons for the exclusion and the length of the exclusion period. The

school will always ensure that appropriate learning tasks are prepared for the child to complete during this exclusion period. The parent/carer must make arrangements to collect these from the school.

Parents/carers can appeal against the Headteacher's decision by contacting the Governing Body who will follow the Bracknell Forest exclusion procedures.

At the end of the exclusion period an appointment will be made for the parents/carers and pupil to meet with the Headteacher for a re-integration meeting. The purpose of this meeting is to resolve any problems and to impress upon the child and the parents/carers the seriousness of the behaviours. Where a PSP is not already established, due consideration will be made to immediately implement a PSP to secure rapid improvement to the concerning behaviours.

The Headteacher has a responsibility to report all exclusions to the Governing Body on a termly basis.

Behaviour on residential or school educational visits

We have the same high expectations of children's behaviour off the school premises. Children and adult helpers are given clear guidelines of expected behaviour, prior to the trip. If any pupil misbehaves, sanctions are taken that are appropriate to the child and the misdemeanour. As well as the sanctions, non-inclusion on the next school outing may be considered, particularly where a pupil's behaviour compromises his/her own safety or the safety of others.

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

The school cannot be responsible for pupil behaviour when they are out of school but will endeavour to investigate any incident which is reported to the school. The school will always cooperate with the police in any investigation of incidents which are thought to involve Wooden Hill Primary and Nursery children.

The school will work with parents where unkind or inappropriate behaviour occurs outside school via social media.

Allegations

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Screening and searching

Any prohibited items found in pupils' possession will be confiscated. It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe a pupil may be carrying illegal, stolen or prohibited items. The school will follow the guidance laid out in the 'DfE Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies' document (January 2018).

Positive intervention

It may on occasions be necessary to use Positive Intervention strategies on a child who is posing a significant harm to themselves or others. This can be either physical aggression towards pupils or staff or actions which will significantly hurt themselves or others. The emphasis in school is on the avoidance of physical intervention, with displays of aggression being dealt with through the effective use of de-escalation strategies such as persuasion, diversion, or instruction, if at all possible.

Children who regularly engage in aggressive or destructive behaviour and who may require Positive Intervention will have Behaviour Support Plan in place which outlines what are the main triggers for that child and the ways in which situations can be de-escalated. If this is not possible it will also outline how positive handling will be employed and the members of staff who will be involved. Every Behaviour Support plan has a number of steps which gives the child opportunities to disengage from the behaviour and positive handling will only be used as the last resort. The plan is shared with the parents and there is a requirement for all parties involved to sign it. The plan is regularly reviewed and changed where necessary.

There are designated members of staff who are trained to use Positive Intervention through the Team Teach approach.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil transition

To ensure a smooth transition to the next year, staff have transition sessions between old and new teachers. In addition, pupils attend a series of transition sessions. For pupils who may find the transition particularly challenging, extra measures are put in place such as additional visits, films by the teacher of the new classroom, photographs and booklets.

Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

Monitoring

This behavior policy will be reviewed by the Deputy Headteacher and full governing board annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (see Appendix 4) will be reviewed by the governing board annually.



School Rules

At Wooden Hill we always:

- ✓ Make sure we are kind, gentle and polite
- ✓ Tell the truth and are honest
- ✓ Respect other children, staff and visitors
- ✓ Look after the school and property
- ✓ Listen to and follow instructions
- ✓ Have a good attitude to learning and always try our best
- ✓ Tell an adult if we have a problem
- ✓ Follow the code of conduct

Code of Conduct



If I am...	I will...
<ul style="list-style-type: none"> • fiddling with things • distracting people • talking when I shouldn't be • not following instructions • calling out • swinging on my chair 	be reminded what I should be doing.
If I continue or I am...	I will ...
<ul style="list-style-type: none"> • refusing to work • not respecting property • answering back to a member of staff • out of my seat • being unkind 	go to time out for ten minutes in my classroom and fill in a 'Thinking About my Behaviour' sheet.
If I continue or I am ...	I will ...
<ul style="list-style-type: none"> • being rude 	take a yellow time out slip to my parallel class for ten minutes with work to do and fill in a 'Thinking About my Behaviour' sheet. I may miss my playtime.
If I continue or...	I will ...
<ul style="list-style-type: none"> • my behaviour gets worse • I am ignoring a member of staff • I am swearing 	take an orange time out slip to the teacher responsible for my Key Stage. I will complete a 'Thinking About my Behaviour' sheet and complete my work. My parents may be informed and I might miss playtime.
If I continue or...	I will ...
<ul style="list-style-type: none"> • my behaviour puts myself or someone else in danger • I am involved in fighting • I am verbally abusing or threatening another person 	take a red time out slip to the Deputy Headteacher or Headteacher. My parents will be informed and I may be sent home.

Lunchtime Playground Rules



You must do what the adult on duty tells you.

Zone A (small playground) is a supervised area for all children, the equipment must stay in that area only.

All large balls can only be used in Zone B (left hand side of the Astroturf). There is a daily rota for different year groups.

Zone C (right hand side of the Astroturf) is a supervised area, the equipment must stay in that area only.

When chalk is available draw pictures only, no words. Draw only on the playground not the walls.

All equipment must be put away by 1:00pm when the bell is rung to bring in Willow Team and Reception.

Make sure that all balls and equipment are put away carefully and not kicked.

Once outside you must not re-enter the building without adult permission.

The only toilets to be used are by the back double doors.

The sheds and areas behind and between them are out of bounds.

When the whistle first blows you must stand still. On the second whistle you WALK back into school.

You must not bring your own balls to school or take the school's balls home.

Playground Code of Conduct



If I ...	I will...
<ul style="list-style-type: none"> • am not respecting property • answer back to a member of staff • am being unkind 	be reminded what I should be doing.
If I continue or I...	I will ...
<ul style="list-style-type: none"> • am being rude, swearing or ignoring a member of staff • hurt someone through rough play 	go to time out at the bench for five minutes while I think about my behaviour.
If I continue or...	I will ...
<ul style="list-style-type: none"> • I am fighting • my behaviour puts myself or someone else in danger • my behaviour gets worse • I am verbally abusing or threatening another person 	be taken to the Deputy Headteacher or Headteacher with a red time out slip. I will miss my playtime and my parents may be called.

Lunch Hall Rules



You must do what the adult on duty tells you.

Don't touch someone else's food.

Only take what you know you can eat.

Clear away your own rubbish and pick up anything you drop.

You may only leave the hall when you've been given permission to do so by an adult.

Food must not be thrown.

When finding a seat; fill up the empty spaces first.

Be kind and sensible in the line.

Remember to say please and thank you.

Be mindful of the displays in the hall and try not to touch or lean on them.

Do not remove food from the hall.

Put your hand up if you need help.

Lunch Hall Code of Conduct



If I ...	I will...
<ul style="list-style-type: none"> • am being silly • am not respecting property • answer back to a member of staff or disrespectful to the kitchen staff • am being unkind • leave my rubbish 	be reminded what I should be doing.
If I continue or I...	I will ...
<ul style="list-style-type: none"> • am being rude, swearing or ignoring a member of staff • my silliness gets worse 	go to time out at the side for five minutes while I think about my behaviour.
If I continue or...	I will ...
<ul style="list-style-type: none"> • my behaviour puts myself or someone else in danger • my behaviour gets worse • I am verbally abusing or threatening another person. 	be taken to the Deputy Headteacher or Headteacher with a red time out slip. I will miss my playtime and my parents may be called.

- Appendix 4- Written Statement of Behaviour Principles: Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.