Walter Infant School and Nursery

'To be the best I can be'

BEHAVIOUR POLICY

DOCUMENT HISTORY

Version	Action	By	Date
1	Approved	Policy and Review Committee	27 January 2016
2	Approved	Full Governing Body	November 2018
3	Approved	Full Governing Body	February 27th 2020

Review Date: January 2022

Mission Statement:

Walter Infant School and Nursery is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, kindness, honesty, empathy and resilience.



Rationale
At Walter Infant School and Nursery we recognise that children need to develop good 'Behaviours for Learning' as well as learning to behave well as part of a large group within society. These behaviours need to be fostered appropriately and we aim to enable children to be respectful of others and the environment and to have a love for learning.

What do we believe?
Children learn to behave well from good role-models and from clear expectations. We aim to create an environment in the school that encourages and reinforces good behaviour. All adults encountered by children at school have an important responsibility to model high standards of behaviour, both in their interactions with children and with each other, as their example has an important influence on the children.

Why do we need to behave in a certain way?
The children at Walter Infant School and Nursery understand that we need agreed expectations to keep us safe from harm and to enable learning to take place.

Rights and Responsibilities (Human Rights Act 2000)

Everyone has the right to:

- Safety
- Education
- Shelter (somewhere to live)
- Warmth
- Food
- Clothing
- Personal space
- Freedom of speech
- To be different
- To feel comfortable
- Equal opportunities (given the chance to be what you want to be whether you are rich or poor, whatever religion or race).

With rights come responsibilities: some of our responsibilities are

- To follow the expectations for behaviour at home, at school and in the community - after all they are there for our safety and to protect our rights and the rights of others
- To be the best person that we can be
- To take care of our own bodies as best we can
- To respect the rights of others
- To look after our own belongings and respect the belongings of others
- To learn as well as we can
- To care about others who are not as strong in some ways as we are



Rights and Responsibilities: Children

Right	Responsibility
I have the right to be treated with respect No-one has the right to hurt my feelings	I have the responsibility to not hurt the feelings of others
I have the right to be treated as an individual No-one has the right to be unfair to me because of how I look, of what I believe or whether I am a boy or a girl	I have the responsibility to respect people's differences
I have the right to be safe No-one has the right to hit me, to hurt me or to intimidate me	I have the responsibility to help keep people safe
I have the right to learn, listen and be heard No-one has the right to disturb me when I am working, to make it difficult for me to listen to the ideas of others, to prevent me from expressing my own ideas	I have the responsibility to listen when others wish to speak, and to remember that my opinion is not the only one
I have the right to the exclusive use of my own personal property and to decide who else may use it and when they may do so	I have the responsibility to respect the property of others

Rights and Responsibilities: Adults in school

Right	Responsibility
I have the right to be spoken to politely and with respect	I have the responsibility to speak politely and respectfully to everyone
I have the right to be treated as a professional	I have the responsibility to uphold the requirements of the teaching standards /my job description I have the responsibility to attend training and undertake continuous professional development
I have the right to be able to do my job without disruption and with adequate resources and support	I have the responsibility to model and promote positive behaviours and use resources appropriately
I have the right to be informed through effective communication	I have the responsibility to communicate following agreed

links	procedures
I have the right to work in a safe and secure environment	I have the responsibility to contribute to the safety and wellbeing of others
I have the right to be treated as a valued equal within a well ordered team with clear shared values	I have the responsibility to treat all members of the team equally and value all contributions I have the responsibility to accept and uphold the shared values and policies of the school
I have the right to make mistakes and have my successes celebrated	I have the responsibility to take ownership of mistakes and learn from them and to give praise and encouragement to others I have the responsibility to be honest about my actions and be reflective about my own practice

Walter Infant School and Nursery: Expectations for Behaviour

- **Treat everyone with respect**
- **Be polite and kind to everyone**
- **Tell the truth**
- **Look after the school and the things in it**
- **Move around the school sensibly**
- **Always try your best**



Aims

- To foster a **calm, purposeful and happy atmosphere** within the school where everyone feels valued, safe and respected
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To have a consistent approach to behaviour throughout the school, which is widely known and understood, encouraging the involvement of pupils and parents in the implementation of this policy
- To clearly explain what constitutes acceptable behaviour in order to help children change their behaviours

Adults will:

- Create a positive and respectful climate with realistic expectations
- Communicate with parents and carers in a timely and appropriate manner
- Promote the school Expectations for Behaviour; ensuring the children have a good understanding
- Use a calm voice without shouting or using negative language

- **Be sensitive and kind at all times**
- Praise good behaviour authentically
- Be ready to challenge unwanted behaviours - providing the children with the opportunity to explore what is expected of them and help them find alternatives (What have you done? What should you have done? What could you do differently next time?)
- Promote through example, honesty and courtesy
- Always listen to both sides when dealing with incidents
- Offer a curriculum that engages and enthuses all the children
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all regardless of age, gender, race and ability and disability
- Think about the child and take into consideration anything that could impact on how a child is choosing to behave
- Show appreciation of the efforts and contributions of all

Team Teach and De-escalation Strategies: Positive Behaviour Management
All teachers and most classroom based support workers and Lunchtime Controllers (where possible) will receive Team Teach and de-escalation strategies training every three years by a qualified instructor and licensed provider.

The most important techniques are the de-escalation strategies taught through Team Teach:

> Team Teach is an accredited, award-winning provider of positive behaviour management and training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

Our aim: through the promotion of de-escalation strategies and the reduction of risk and restraint, is to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships.

Children will:

- Follow the Expectations for Behaviour in School and the class expectations (rules)
- Listen to others
- Respect and care for others
- Learn and work co-operatively
- Resolve disputes positively
- Value and take responsibility for the environment
- Be aware of their own emotions and actions and take responsibility for their behaviour
- Be aware of and understand their rights and responsibilities

Parents, carers and families will:

- Inform the school of any changes in circumstance or one-off events which may have a negative impact on the child's wellbeing

- Support the school when reasonable sanctions have been used
- Promote positive behaviour at home in order to have continuity between home and school
- Contact the class teacher if they have concerns around behaviour in or outside of school
- Be aware of and understand their rights and responsibilities

The governing body will:

- Support the school in the implementation of the policy
- Review the effectiveness of the policy

The Curriculum and Learning

We believe that an appropriate structured curriculum and effective learning contribute to good behaviour. Lessons will:

- Meet the needs of all the children in the class, having a clear focus that is interesting and memorable, with a variety of activities to meet the learning styles presented and stimulate good behaviours for learning
- Be age appropriate, with suitable challenge that moves learning on
- Have clear learning intentions and outcomes which are understood by all children
- Plan for differentiation to meet the needs of all children
- Provide feedback to children through verbal comments and marking, on progress and as a signal that children's efforts are valued and that progress matters

Classroom Management

We recognise that classroom management and teaching methods have an important influence on children's behaviour:

- Classrooms will be organised to develop independence and personal initiative
- Classroom expectations for behaviour (rules) will be agreed by the class and displayed in a way that can be accessed and understood by all children in the class
- Furniture will be arranged to provide an environment conducive to on-task behaviour
- Materials and resources will be arranged to aid accessibility and reduce disruption
- Displays will help to develop self-esteem through demonstrating the value of every individual's contribution
- Teaching methods will encourage active participation for all through effective differentiation
- Teaching will develop the skills, knowledge and understanding to enable children to work and play in co-operation with others
- Praise will be used to encourage good behaviour as well as good work
- Criticism should be handled sensitively and children should not feel ridiculed.
- All adults will use a calm voice and will not use negative language
- Behaviour should be linked to the Walter Values

Rewards

At Walter Infant School and Nursery we have high expectations for behaviour at all times; children are encouraged to behave well and to follow the school Expectations for Behaviour. We expect to see children interested and engaged in their learning and 'ready to learn' inside and outside the classroom.

The children at Walter Infant School and Nursery choose to behave well because they are proud of their school and enjoy coming every day.

Teachers and support staff reward the children for good behaviour and good 'behaviours for learning' (BfL); these rewards might be:

- Authentic praise for effort, achievement or conduct
- Encouragement to 'be the best they can be'
- Positive written feedback in their books
- Top Table (dining with the teachers)
- Headteacher's award
- Headteacher's Star of the Week, chosen by the teacher but awarded by the Headteacher in the Friday Assembly
- Kindness leaves for the Kindness Board
- Values badges awarded for displaying the Walter Values which will be awarded in the Friday Assembly
- WOW boards and display boards
- Jack Dillon's Sports Star of the Week
- Some teachers may choose to offer stickers or tickets as a reward; this is acceptable if it is fair and equitable

Behaviour Management

Children will be treated fairly and encouraged to behave well. It is imperative that the 'behaviour' is the focus for all behaviour management strategies and referred to clearly; "Your behaviour is unacceptable because it is unkind" not "You are unkind". Wherever possible link unwanted behaviour to our Walter Values of: Kindness, Empathy, Resilience, Honesty and Respect.

The agreed hierarchical procedures for behaviour management are these:

- Ask children 'What are you doing?"
- Remind children how they should behave "what should you be doing?" and "what are you going to do now?
- If a child continues to misbehave – give them a warning e.g. "If you choose to do that again you will receive your first warning.

If after their first warning the child continues to display unwanted behaviours; issue a second warning and remind them of what sanction they could receive. It might make sense to move them away from the group or ask them to come and sit with you to enable them to change their behaviour with support.

If the child still chooses to behave in an unacceptable way, the child will receive a final warning and a sanction that must be overseen by the class teacher e.g. missing 5 minutes of play, 5 minutes of Friday Fun or Continuous Provision. No part of a lesson can be removed e.g. missing 5 minutes of PE or any time from an extra-curricular club (unless it is a free club run by a teacher).

If the child receives a final warning followed by a sanction that behaviour must be recorded on our Behaviour Log using CPOMS.

1. If a child is recorded **three times** in the log within half a term; they will be taken to the Headteacher or in the headteacher's absence the Deputy Headteacher, when an appropriate sanction will be put in place.

2. If a child is recorded 6 times in the behaviour log, within half a term the parents or carers will be invited in to talk to the class teacher and a member of the Senior Leadership Team about the behaviour issues that have arisen.

3. If a child is recorded 9 times in the behaviour log within half a term, the parents or carers will be invited in and additional sanctions and strategies agreed to match the age and requirements of the child.

4. If a child is recorded 12 times in the behaviour log within half a term, a meeting of teachers, senior leaders and parents or carers will be called to decide on further action to support a child in changing and managing their behaviour in school. If necessary, support from outside agencies will be sourced.

Trips

If a child's behaviour leading up to a trip has been unacceptable and it is felt that their participation on the trip would be a health and safety risk then participation will be reviewed with parents, the teacher in charge of the trip and senior leaders.

Play times

If a child chooses to behave badly or fails to meet our Expectations for Behaviour at playtime; they will be reminded how to behave properly, if they choose to continue to behave in the wrong way they will immediately lose some or all of their play time. The sanction will depend on the severity of the behaviour:

- Five minutes away from their friends in another area of the playground
- Five minutes contemplation on a bench
- Disqualification from the football pitch
- To remain with the adult on duty for an expected amount of time
- Sent to the Headteacher's office for the remainder of playtime

N.B. All adults on duty can impose a sanction for poor behaviour at lunchtime. At Playtime, if the behaviour is considered to require support from the Headteacher a learning support assistant should approach the teacher on duty first for advice.

Lunchtimes

Behaviour management for lunchtimes is shared in detail in the **Lunchtime Procedures** Documents – see Appendix 2 and Appendix 3

Personal Conduct

Treat all children fairly and with respect

Remember, appearances may be deceiving and it is easy to jump to the wrong conclusions. Always take time to talk to the children. Your attitude to the children will in turn affect their attitude towards you.
It is not expected that adults will shout in school unless a child or children are in danger.

"Now, calm down and tell me what happened, one at a time and we'll sort it out."

Adopt a friendly and approachable manner

It is very important that the children see you as someone who is approachable. Children always respond well to people with warm, understanding natures; a stern and distant manner will prevent them from approaching you. Don't cluster together with other lunchtime controllers as this discourages the children from approaching you.

"Hello Sam, what can I do for you?"

Be Polite

Speak politely to the children in order to show them how they should talk to you. If you make a mistake, don't be afraid to say you are sorry.

Take an interest in the children

Try and make children feel special by having a chat with them, especially children who seem to be always on their own.

Always be positive

Praise is always more effective than criticism. Catch the children when they are making good choices rather than continually criticising a child whose behaviour often falls below our expectation.

Show how pleased you are

A gentle pat on the back, a smile or an encouraging comment can go a long way and be very beneficial.

Be trustworthy and respect confidentiality

You are in a responsible position of trust. Be careful not to tell other parents about incidents that happen at school. A careless comment at the wrong moment can lead to very difficult and unwelcome situations.

Stay calm

It is important to remain calm and in control when managing children's behaviour, following de-escalation strategies from Team Teach. Any adult who feels they are not in control should immediately seek the support of a colleague.

Avoid labels

When speaking to children about their actions, adults will **focus on the poor behaviour** choice and ensure that the children understand what they need to change about their behaviour. Children **will not be labelled** as naughty by any adults or children in school.

Give responsibilities

Most children respond well when given responsibility. Stress how helpful their assistance is to you. This can be especially useful with a child who struggles to behave within our expectations as it gives you the opportunity to praise and encourage them. Ask them to take a message to another member of staff or to find another child for you.

Examples of poor or unwanted behaviour

- Non-compliance, refusal to join in or follow instructions
- Poor listening
- Talking at the wrong time
- Distracting others, stopping other children from learning
- Poor attitude towards work
- Rough play
- Name calling
- Excluding another child from playing

Recordable behaviours that require an immediate sanction without warning:
These behaviours will not be recorded immediately; any child choosing to behave in the following way will automatically have their name recorded in the behaviour log and receive an appropriate sanction.

- Rudeness towards adults
- Proven bullying behaviour (see Equality and Anti-bullying Policy)
- Continued rough play
- Violence towards an adult or another child
- Swearing at someone to be deliberately offensive
- Mistreating equipment on purpose
- Spoiling someone else's work

Sanctions
Sometimes it may be necessary to enforce a sanction if a child is unable to change their behaviour or has displayed unacceptable behaviours from the zero tolerance list, resulting in their names being recorded in the behaviour log; if this is the case one of the following sanctions will be put in place:

- The child or children may be moved away from an area where the poor behaviour is occurring, for example, on the football pitch for an agreed period of time.
- Removal of some or all of playtime (time subject to severity of behaviour)
- Loss of free choice time (time subject to severity of behaviour)
- The child could be sent to the Key Stage Leader for a period of time (time subject to severity of behaviour) or to receive a verbal sanction
- For more serious breaches of the Expectations for Behaviour, a child may be sent to the Headteacher (or the Deputy Head in the absence of the Headteacher
- Report cards (in extreme cases)

It will be at the discretion of the class teacher or head teacher to inform the parents and carers about a child's behaviour. Persistent poor behaviour will need to be brought to the attention of colleagues and the child's parents. It is not appropriate to discuss the child's behaviour with any adult other than the registered parents and carers.

Fixed-term and permanent exclusions
Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school.
The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.
It is also possible for the head-teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. There is a strict WBC protocol for exclusions which must be adhered to. (See WBC Exclusion doc).

ALTERNATIVES TO EXCLUSION

1. A number of options may be available to Headteacher/teacher in charge in response to a serious breach of behaviour policy:

   a) **Restorative Justice**, which enables the offender to redress the harm that has been done to a 'victim', and enables all parties with a stake in the outcome to participate fully in the process. This has been used successfully to resolve situations that could otherwise have resulted in exclusion. All the professionals need to be thoroughly involved in the process and this can only work with the consent of all parties; further information is available from the Youth Justice Board.

   b) **Mediation** through a third party, usually a trained mediator, is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, e.g. a pupil and a teacher, or two pupils;

c) **Internal Exclusion** which can be used to defuse situations that occur in schools that require a pupil to be removed from class but may not require removal from the school premises. The internal exclusion could be to a designated area within the school, with appropriate support and supervision, or to another class on a temporary basis, and may continue during break periods. Internal exclusion should be for the shortest time possible and should be subject to review.

d) **Managed Move** to another school to enable the pupil to have a fresh start in a new school. The Headteacher may ask another head teacher to admit the pupil. This should only be done with the full knowledge and co-operation of all the parties involved, including the parents, governors and the LA, and in circumstances where it is in the best interests of the pupil concerned. In order fully to address the pupil's difficulties it may be helpful for schools within an area to have a protocol in place and to have a full support package in place for the pupil. Parents should never be pressured into removing their child from the school under threat of a permanent exclusion, nor should pupils' names be deleted from the school roll on disciplinary grounds unless the formal permanent exclusion procedures set out in statute and in this guidance have been adhered to or unless a managed move has been agreed by all the relevant parties.

Monitoring

The Headteacher and Senior Leadership Team will monitor behaviour logs termly and record the number of incidents. They will look for patterns, triggers and trends and adjust the management of classrooms and outside spaces accordingly.

Significant behaviour incidents and the monitoring headlines will be reported to the governing body via the Headteacher's report.

Stringent records will be kept of any pupil who is suspended for a fixed term or who is permanently excluded following Wokingham Borough Council procedures and protocols.

Any racist or bullying incidents, including cyber-bullying, will be recorded and reported to the Governing Body.

Review

The governing body will review this policy every three years or if a significant change is required. The governors may, however, review the policy earlier that this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix One
The Education Inspection Framework 2019

Behaviour and attitudes
Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:

- the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements
- learners have high attendance and are punctual
- relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

APPENDIX 2

Procedures and Guidelines for KS1 Lunchtime Controllers

Playground

The playground is divided up into different zones to allow for a variety of play experiences as well as to help control and supervise behaviour.

The roundabout and the 'astro-turfed' area by the fence is a quiet area where children can sit and chat, relax and enjoy a time away from the hustle and bustle of the other areas. The children are not allowed to be boisterous, chase each other or play roughly on these areas. The dressing up clothes, mats, books and board games can be used on the roundabout but in no other area of the playground.

The football pitch and surrounding area is timetabled and can only be used by the relevant year group on each day for football, basketball or other directed activities. Football is not to be played anywhere else in the playground.

The area between the roundabout and the front of the school is the '**Craze of the week' zone**. Different equipment is timetabled to be used in this area each week. Please ensure the equipment is only used in this area and that the children use it appropriately and sensibly.

Children should not be allowed to hang or climb on the fence or gates of the Foundation Stage garden or the external fence surrounding the school.
Be vigilant to ensure children are not engaging in conversations with passing adults on the Oxford Road.

The **large play apparatus area** must be carefully monitored at all times to ensure the safety of the children. Children should not use this area for chasing or boisterous play. When monitoring the apparatus please also monitor the external door leading to the Year Two corridor. Children should only enter school during lunch time if they have been given permission to do so.

The area of the playground **between the main gate and the large apparatus** is for general running around. Children should not be allowed to play on the ramp or railings outside Larch classroom or by the door leading to the Year Two corridor.

Seating
There are a number or picnic benches, toadstools and a wooden snake bench where children can sit. Children should be discouraged from climbing on or jumping over these.

A lunchtime controller should oversee the above areas.

Access to School

Children should not enter school unsupervised during lunch time unless it is to visit the toilet. Children need to ask permission before doing this and should go on their own, not in pairs or small groups.

The door to the Year Two Corridor will be open during lunchtimes and playtimes for easy access but closed at all other times during the day.

Each class has a coloured jumper tub that can be brought into the playground at lunchtimes and placed on the train. This usually happens on warm days to allow children to put their jumpers somewhere safe instead of taking them back to the classroom.

First Aid

Minor injuries are to be dealt with outside on the **first aid bench by Larch classroom.** If possible, the person monitoring the gate should deal with these minor injuries. This will ensure the rest of the playground is being adequately supervised by the remaining lunchtime controllers.

All bumps to the head, nose bleeds and more serious injuries need to be brought to the attention of the Lunchtime Supervisor, or if necessary the school office and will be dealt with inside.

End of Lunchtime Procedures

The bell and class cards should be taken outside at the beginning of the lunch break. These can be used to bring in groups of children when it is time for their lunch sitting or if the whole school needs to be brought in early. The bell must be rung by an adult standing by the wooden train. The same adult will hold up the class cards, ensuring the children in all parts of the playground can see and hear what is going on.

At 1:00 p.m. the Year Two teachers will come in to the playground to collect their classes. Please have the children lined up ready.

At 1:15 p.m. the Year One teachers will collect their classes.

There will then be time for the lunchtime controllers to clear the playground of equipment and feedback any first aid incidents to the class teachers.

Wet Play

If conditions are too wet or cold for the children to play outside then wet play time rules will apply. Each classroom has specific equipment that the children are allowed to play with and use during wet play times. If you are unsure what this equipment is please check with the class teacher. The children are generally not allowed to use scissors, glue sticks or sticky tape and there are usually special trays of writing and coloured pencils for wet play time use.

The Lunchtime Supervisor can provide colouring sheets, word searches etc. if needed so please ask.

If teachers are in agreement, then DVDs may be watched as long as they have a 'U' certificate.

Tidy up time is to be called at 12:50 p.m. for Year Two and 1:05 p.m. for Year One to allow adequate time for all resources to be cleared away and to get the children settled on the carpet ready for the return of the teacher and the start of the afternoon at 1:00 p.m. and 1:15 p.m. respectively.

Whistles should never be used to gain the attention of children inside or outside the school building.

Wet Conditions

There will be many occasions when children are playing outside after rain or during light rain. It is important that the children do not play on the large apparatus, the tyres or the train if they are wet and therefore slippery. The bins can be used to block access to the large apparatus and traffic cones should be placed on the train to show when these areas are out of bounds.
If there is a sudden down pour it is very important that the children are brought into school in a calm and controlled manner to avoid injury and panic.

Expectations for Behaviour at Walter Infant School

- *Treat each other with respect*
- *Be kind and polite to everyone*
- *Tell the truth*
- *Look after the school and the things in it*
- *Move around school sensibly*
- *Always try your best*

Sensible behaviour should be expected and encouraged at all times. Be particularly vigilant in the parts of the playground where problems can arise. These places are likely to be the **football/basketball pitch**, **roundabout, between the wigwam and the football pitch** and the **large apparatus** by the external door leading to the Year Two corridor.

Under no circumstances accept or ignore rude or defiant behaviour. If you feel a child has been deliberately rude to you, ask him/her to repeat what was said. This will give them the opportunity to retract their statement or apologise.
All incidences should be reported to the Lunchtime Supervisor and to the child's class teacher as soon as possible.

The safety and well-being of all children is our paramount concern; please be vigilant at all times and maintain high expectations of behaviour. If a child is playing roughly, remind them of our expectations that there will be no rough play, if the rough play continues they will need to be directed to play elsewhere for a few minutes, for example five minutes if they are five years old. This 'time away' process will need to be monitored by the adult who puts it in place. If a child chooses not to change their behaviour speak firstly to the Lunchtime Supervisor to seek advice. Alternatively, if you feel the child needs to be more closely supervised, keep the child with you for the agreed period of time; the child should stay with you but do not hold their hand.

Holding hands with children is acceptable behaviour to offer comfort or company to a child, but not as a sanction.

Key phrases that will help if a child is making the wrong choices …

"What are you doing?"
"What should you be doing?"
"What are you going to do now?"
"Please remember how we expect you to behave at Walter Infant School"
"That is not how we expect you to behave at Walter Infant School"

Remember, a gentle reminder is often all that is needed when a child's behaviour falls below our school expectations.

Personal Conduct

Treat all children fairly and with respect

Remember, appearances may be deceiving and it is easy to jump to the wrong conclusions. Always take time to talk to the children. Your attitude to the children will in turn affect their attitude towards you.
It is not expected that adults will shout in school unless a child or children are in danger.

"Now, quietly tell me what happened, one at a time and we'll sort it out."

Adopt a friendly and approachable manner

It is very important that the children see you as someone who is approachable. Children always respond well to people with warm, understanding natures; a stern and distant manner will prevent them from approaching you. Don't cluster together with other lunchtime controllers as this discourages the children from approaching you.

"Hello Sam, what can I do for you?"

Be Polite

Speak politely to the children in order to show them how they should talk to you. If you make a mistake, don't be afraid to say you are sorry.

Take an interest in the children

Try and make children feel special by having a chat with them, especially children who seem to be always on their own.

Always be positive

Praise is always more effective than criticism. Catch the children when they are making good choices rather than continually criticising a child whose behaviour often falls below our expectation.

Show how pleased you are

A pat on the back, a smile or an encouraging comment can go a long way and be very beneficial.

Be trustworthy and respect confidentiality

You are in a responsible position of trust. Be careful not to tell other parents about incidents that happen at school. A careless comment at the wrong moment can lead to very difficult and unwelcome situations.

Stay calm

It is important to remain calm and in control when managing children's behaviour, following de-escalation strategies from Team Teach. Any adult who feels they are not in control should immediately seek the support of a colleague.

Avoid labels

When speaking to children about their actions, adults will **focus on the poor behaviour** choice and ensure that the children understand what they need to change about their behaviour. Children **will not be labelled** as naughty by any adults or children in school.

Give responsibilities

Most children respond well when given responsibility. Stress how helpful their assistance is to you. This can be especially useful with a child who struggles to behave within our expectations as it gives you the opportunity to praise and encourage them.

Remember you have a very special role in the children's lives. You can make them happy or unhappy and you can teach them how to make others happy.

YOU ARE VERY IMPORTANT

Appendix 3

Procedures and Guidelines for Foundation Stage Lunchtime Controllers

Outside Area

The outside area is divided up into different zones to allow for a variety of play experiences as well as to help control and supervise behaviour.

The **large play apparatus area** must be carefully monitored at all times to ensure the safety of the children. Children should not use this area for chasing or boisterous play. They should not take **any** equipment onto the platform areas, particularly **ropes**, **hoops** or **bucket stilts** as these items can pose a hanging risk.

When monitoring the apparatus please also monitor what is going on behind it. This is an area where children often choose to play roughly as well as the location of the climbing wall.

The soft surface area at the far end of the garden is for scooters and tricycles.
Please ensure that these are not played on in other areas.
The children need to be monitored carefully in this area to ensure everyone's safety.
Please encourage the children to ride/scoot safely, with an awareness of other children.
Encourage children to share and take turns to avoid arguments.

Planks, Crates, Tyres and Drainpipes
The children love to play with this apparatus; however, they need to be closely supervised. These items are heavy and can cause injury if not handled carefully.
Ensure children are aware of others while moving these items.

Fences and Gates
Children should not be allowed to hang or climb on the fence or gates of the Foundation Stage outside area or the external fence surrounding the school.
Be vigilant to ensure children are not engaging in conversations with passing adults on the Oxford Road.

Access to School

Children should not enter school unsupervised during lunch time unless it is to visit the toilet. Children need to ask permission before doing this and should go on their own, not in pairs or small groups.

Please ensure that a member of the lunchtime team is supervising this access into school and regularly patrolling throughout the inside areas. Any children found inside should be reminded to go back outside and not stay in an area where they are not being supervised or kept safe by an adult.

First Aid

Minor injuries are to be dealt with outside using the resources from the **first aid box which should be kept on the sandpit.** If possible, the person monitoring access into school should deal with these injuries. This will ensure the rest of the outside area is being adequately supervised by the remaining lunchtime controllers.

All bumps to the head, nose bleeds and more serious injuries need to be brought to the attention of the Lunchtime Supervisor, or if necessary the school office and will be dealt with in the area outside the head teacher's office.

End of Lunchtime Procedures

Children should be encouraged to start tidying the outside area at 12:20 in preparation for returning to their inside areas. The children should be settled on the carpet, ready for the return of their teachers and the start of the afternoon at 12:30pm.

There will then be time for the lunchtime controllers to finish tidying the outside area, set up inside activities and feedback any first aid incidents to the class teachers.

Wet Play

If the Lunchtime Supervisor decides that conditions are too wet, windy or cold for the children to play outside then wet play time rules will apply. The children can access The Nest, Magpie and the art and craft area as long as there are enough adults to supervise. If only two adults are available then only two areas should be used. If you are unsure which equipment can be used, please check with the class teachers. The children are not allowed to use scissors, glue sticks or sticky tape during wet lunchtimes. There are special boxes of writing and coloured pencils for wet play time use.

The Lunchtime Supervisor can provide colouring sheets and plain etc. if needed so please ask.

If teachers are in agreement, then the interactive whiteboard in Magpie can be used to show films, as long as they have a 'U' certificate.

Tidy up time is to be called at 12:20 p.m. to allow adequate time for all resources to be cleared away and to get the children settled on the carpet ready for the return of their teachers and the start of the afternoon at 12:30 p.m.

Whistles should never be used to gain the attention of children inside or outside the school building.

Wet Conditions

There will be many occasions when children are playing outside after rain or during light rain. It is important that the children do not play on the large apparatus, the tyres or the wooden planks if they are wet and therefore slippery.

If there is a sudden down pour it is very important that the children are brought into school in a calm and controlled manner to avoid injury and panic.

Expectations for Behaviour at Walter Infant School and Nursery

- *Treat each other with respect*
- *Be kind and polite to everyone*
- *Tell the truth*
- *Look after the school and the things in it*
- *Move around school sensibly*
- *Always try your best*

Sensible behaviour should be expected and encouraged at all times. Be particularly vigilant in the parts of the playground where problems can arise. These places are likely to be the **soft surface area, behind the large apparatus** and **inside the building,** particularly the **toilets.**

Under no circumstances accept or ignore rude or defiant behaviour. If you feel a child has been deliberately rude to you, ask him/her to repeat what was said. This will give them the opportunity to retract their statement or apologise.
All incidences should be reported to the Lunchtime Supervisor and to the child's class teacher as soon as possible.

The safety and well-being of all children is our paramount concern; please be vigilant at all times and maintain high expectations of behaviour. If a child is playing roughly, remind them of our expectations that there will be no rough play, if the rough play continues they will need to be directed to play elsewhere for a few minutes, for example five minutes if they are five years old. This 'time away' process will need to be monitored by the adult who puts it in place. If a child chooses not to change their behaviour speak firstly to the Lunchtime Supervisor to seek advice. Alternatively, if you feel the child needs to be more closely supervised, keep the child with you for the agreed period of time; the child should stay with you but do not hold their hand.

Holding hands with children is acceptable behaviour to offer comfort or company to a child, but not as a sanction.

Key phrases that will help if a child is making the wrong choices …

"What are you doing?"
"What should you be doing?"
"What are you going to do now?"
"Please remember how we expect you to behave at Walter Infant School"
"That is not how we expect you to behave at Walter Infant School"

Remember, a gentle reminder is often all that is needed when a child's behaviour falls below our school expectations.

Personal Conduct

Treat all children fairly and with respect

Remember, appearances may be deceiving and it is easy to jump to the wrong conclusions. Always take time to talk to the children. Your attitude to the children will in turn affect their attitude towards you.
It is not expected that adults will shout in school unless a child or children are in danger.

"Now, quietly tell me what happened, one at a time and we'll sort it out."

Adopt a friendly and approachable manner

It is very important that the children see you as someone who is approachable. Children always respond well to people with warm, understanding natures; a stern and distant manner will prevent them from approaching you. Don't cluster together with other lunchtime controllers as this discourages the children from approaching you.

"Hello Sam, what can I do for you?"

Be polite

Speak politely to the children in order to show them how they should talk to you. If you make a mistake, don't be afraid to say you are sorry.

Take an interest in the children

Try and make children feel special by having a chat with them, especially children who seem to be always on their own.

Always be positive

Praise is always more effective than criticism. Catch the children when they are making good choices rather than continually criticising a child whose behaviour often falls below our expectation.

Show how pleased you are

A pat on the back, a smile or an encouraging comment can go a long way and be very beneficial.

Be trustworthy and respect confidentiality

You are in a responsible position of trust. Be careful not to tell other parents about incidents that happen at school. A careless comment at the wrong moment can lead to very difficult and unwelcome situations.

Stay calm

It is important to remain calm and in control when managing children's behaviour, following de-escalation strategies from Team Teach. Any adult who feels they are not in control should immediately seek the support of a colleague.

Avoid labels

When speaking to children about their actions, adults will **focus on the poor behaviour** choice and ensure that the children understand what they need to change about their behaviour. Children **will not be labelled** as naughty by any adults or children in school.

Give responsibilities

Most children respond well when given responsibility. Stress how helpful their assistance is to you. This can be especially useful with a child who struggles to behave within our expectations as it gives you the opportunity to praise and encourage them.

Remember you have a very special role in the children's lives. You can make them happy or unhappy and you can teach them how to make others happy.

YOU ARE VERY IMPORTANT