



Walter Infant School

BEHAVIOUR POLICY

DOCUMENT HISTORY

Version	Action	By	Date
1	Approved	Policy and Review Committee	27 January 2016

To be the best I can be

Mission Statement:

Walter Infant School is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, care and concern for oneself and others.

“Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.” *Outstanding – OFSTED Common Inspection Framework 2015*

BEHAVIOUR POLICY

Rationale

At Walter Infant School 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 dealings 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 understand that we need rules 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 rules 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 links	I have the responsibility to communicate following agreed 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	<p>I have the responsibility to treat all members of the team equally and value all contributions</p> <p>I have the responsibility to accept and uphold the shared values and policies of the school</p>
I have the right to make mistakes and have my successes celebrated	<p>I have the responsibility to take ownership of mistakes and learn from them and to give praise and encouragement to others</p> <p>I have the responsibility to be honest about my actions and be reflective about my own practice</p>

School Rules

- 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, not just manage them

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 rules and make expectations for behaviour absolutely clear
- 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

Children will:

- Follow the school and class 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 objectives 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
- 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

Rewards

At Walter Infant School we have high expectations for behaviour at all times; children are encouraged to behave well and to follow the school rules. 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 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:

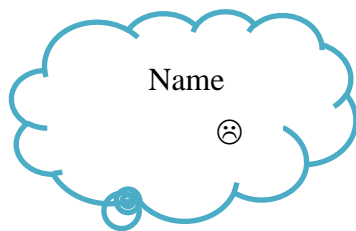
- Authentic praise for effort, achievement or conduct
- Encouragement to 'be the best they can be'
- Positive written feedback in their books
- Top Table – dining with the teachers
- Their work might be displayed on the Headteacher's display board in the school entrance
- Headteacher's award
- Post cards from the Headteacher or other senior leaders in school

Behaviour Management

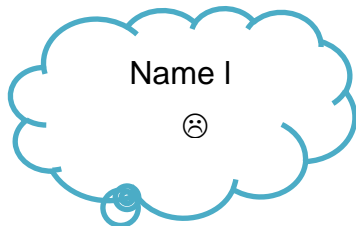
Children will be treated fairly and encouraged to behave well. It is imperative that the 'behaviour' is the focus for all behaviour management strategies and referred to clearly; "Your behaviour is unacceptable because it is rude" not "You are rude".

The agreed hierarchical procedures for behaviour management are these:

1. Ask children 'What are you doing?'
2. Remind children how they should behave "what should you be doing?" and "what are you going to do now?"
3. If a child continues to misbehave – give them a warning eg "If you choose to do that again I will write your name on the board"



4. If a child continues to behave badly record a tally mark against their name



5. Poor behaviour continues



6. If the child still chooses to behave badly – award a final tally and record their name and their behaviour in the behaviour log (total name and 2 tallies) – the child will receive a sanction that would be enforced by the class teacher eg missing 5 minutes of play, 5 minutes of choosing time. No part of a lesson can be removed eg missing 5 minutes of PE or any from an extra-curricular club (unless it is a free club run by a teacher). Discretion should be used when deciding whether to tell a parent or carer that their child has been recorded in the behaviour log.
7. 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.

8. 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 about the behaviour issues that have arisen.
9. 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.
10. 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 breaks the school rules 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

NB All adults on duty can impose a sanction for poor behaviour at lunchtime. 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** Document – see Appendix 2

Examples of poor behaviour

- Non-compliance
- 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

Zero Tolerance

These behaviours will not be tolerated; 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 Anti-Bullying policy)
- Continued rough play
- Violence
- 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 School Rules, 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 Headteacher 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 Headteacher 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 document).

ALTERNATIVES TO EXCLUSION

1. A number of options may be available to headteachers/teachers 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, eg 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. Learning Support Units should not be used to provide internal exclusion.

d) **Managed Move** to another school to enable the pupil to have a fresh start in a new school. The headteacher may ask another headteacher 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 than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix One

Personal Development, Behaviour and Welfare (PBW)

OFSTED Grade descriptors for personal development, behaviour and welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Requires improvement (3)

- Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
- Pupils are safe and they feel safe.

Inadequate (4)

Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Appendix Two



Lunchtime Procedures

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. Football is not to be played anywhere else in the playground.

Year 2 (girls and boys) – Mondays and Thursdays

Year 1 (girls and boys) – Tuesdays and Fridays

On Wednesdays the football pitch is usually used for tennis lessons but if tennis is not taking place then girls from either year group have exclusive use of the pitch.

Please note that if the ball goes over the fence that signals the end of that football session. Even if the ball is returned it must be taken back into school until the next day.

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.

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 monitor on the external door leading to the Year 2 corridor. Children should not hang around by this door and should only

cross the solid white line painted on the playground when they have been given permission to enter school.

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 2 corridor.

Seating

There are a number of picnic benches, toadstools and a wooden snake bench where children can sit. These are not to be climbed on or jumped over.

A lunchtime controller should be overseeing each of the above areas.

Please feel free to interact with the children by teaching them new games, such as skipping games, ball games or clapping games. Mrs Hemmings has a selection of playground games books which can be used for reference. There is also a small parachute which can be used under close supervision on warm, calm days.

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 Mrs Hemmings 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. This will ensure children in all parts of the playground can see and hear what is going on.

At 1:15pm the bell will be rung by a teacher to signal the end of the lunch break. The children will then make their way to the area between the train and large apparatus, find a space and be ready to start Brain Gym. This will be led by the teacher who rings the bell. All lunchtime controllers will help to supervise the children during Brain Gym by standing at either side or at the back of the group of children, spreading themselves out evenly. They will be expected to join in with the Brain Gym to help model the moves.

When Brain Gym finishes at 1:25pm, the teachers will collect their classes directly from the playground signalling the end of your contact time with them.

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.

Mrs Hemmings can provide colouring sheets, word searches etc if needed so please ask.

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

Tidy up time is to be called at 1:15pm 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 1:25pm.

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

Wet Conditions

There will be many occasions when children are playing outside after 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.

Behaviour

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 the **football pitch**, **roundabout**, **between the wigwam and the football pitch** and the **large apparatus** by the external door leading to the Year 2 corridor.

Under no circumstances accept or ignore rude or defiant behaviour. All incidences should be reported to Mrs Hemmings immediately 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 Mrs Hemmings 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?

It may sometimes be necessary to give a child a warning, for example, "if you continue play roughly you will have to have 'time away' from your friends."

Judy Wheeler – Headteacher, Fiona Prickett – Deputy Head Teacher
Lynnette Hemmings – Lunchtime Supervisor

October 2015