



Behaviour Policy

Approved: Summer 2013
To be reviewed: Summer 2014

INTRODUCTION AND RATIONALE

At Rufford Primary School the emotional literacy approach is taken, thus impacting on standards of behaviour, self-discipline, motivation and on learning.

This policy is designed to link the schools overall aims/objectives to the agreed standards of behaviour expected within our school. It is vital that these standards are applied in a systematic and consistent way in order to have a positive impact on the internal and external learning environment.

The Behaviour Policy should be produced in such a way as to be clearly understood by **all** school staff, (teachers, support staff, lunchtime supervisors), pupils and parents.

The Policy should strike a healthy balance between rewards and sanctions. Both should be clearly specified and be consistently applied. The recommended healthy balance is 3:1 in favour of rewards.

All staff should accept responsibility for putting the policy into practice and maintaining good behaviour throughout the school. They should model the types of behaviour expected in the school policy.

The environment of the school both inside and outside plays an important part in setting the right atmosphere for positive behaviour. [The school aims to develop an environment where young people and adults use the values and language of the United Nations Convention of Rights \[Rights Respecting School\] to help us all become Rights –Respecting Global Citizens.](#)

Classrooms should be kept tidy and resources well organised with clear routines developed for pupils.

The displaying of pupils' work is important in creating an attractive environment, which increases pupils' self-esteem and fosters a sense of ownership of the premises. All staff should actively encourage this.

Personal Social and Health Education should be an integral part of the curriculum, providing opportunities for discussion and work on the behavioural aspects of school life. Likewise, assemblies should provide opportunities for the children to reflect upon social, moral and behavioural dilemmas, thus encouraging the pupils to take greater responsibility for their own actions and personalised learning. Implementation of SEAL throughout the school reinforces and works alongside PSHE.

EQUAL OPPORTUNITIES.

- The Policy takes into account the need to ensure equal opportunities and to eliminate discrimination of all kinds. Everyone in school should be encouraged to have a positive cultural identity which is in line with whole expectations of behaviour

AIMS

- To develop a whole school behaviour policy supported and followed by the whole school community, lunchtime supervisors, support staff, students, office staff, outside agencies, parents, teachers, children and governors, based on a sense of community and shared values
- To apply the aims of ECM/[Rights Respecting School](#) to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- To teach, through the school curriculum, incorporating SEAL, [Rights Respecting School](#) values and attitudes as well as knowledge and skills. (This promotes responsible behaviour, encourages self-discipline and children to develop respect for themselves, for other people and for property)
- To encourage appropriate behaviour rather than to simply punish inappropriate behaviour by providing a range of rewards for children of all ages and abilities. To encourage children to think about and make the right choices about their behaviour
- To make clear to children the distinction between minor and more serious inappropriate behaviour and the range of sanctions that will follow

- To anticipate problems before they occur by using SEAL approaches in a caring and sympathetic manner to achieve an improvement in behaviour

GENERAL CODE OF CONDUCT

At Rufford we encourage *everyone*:

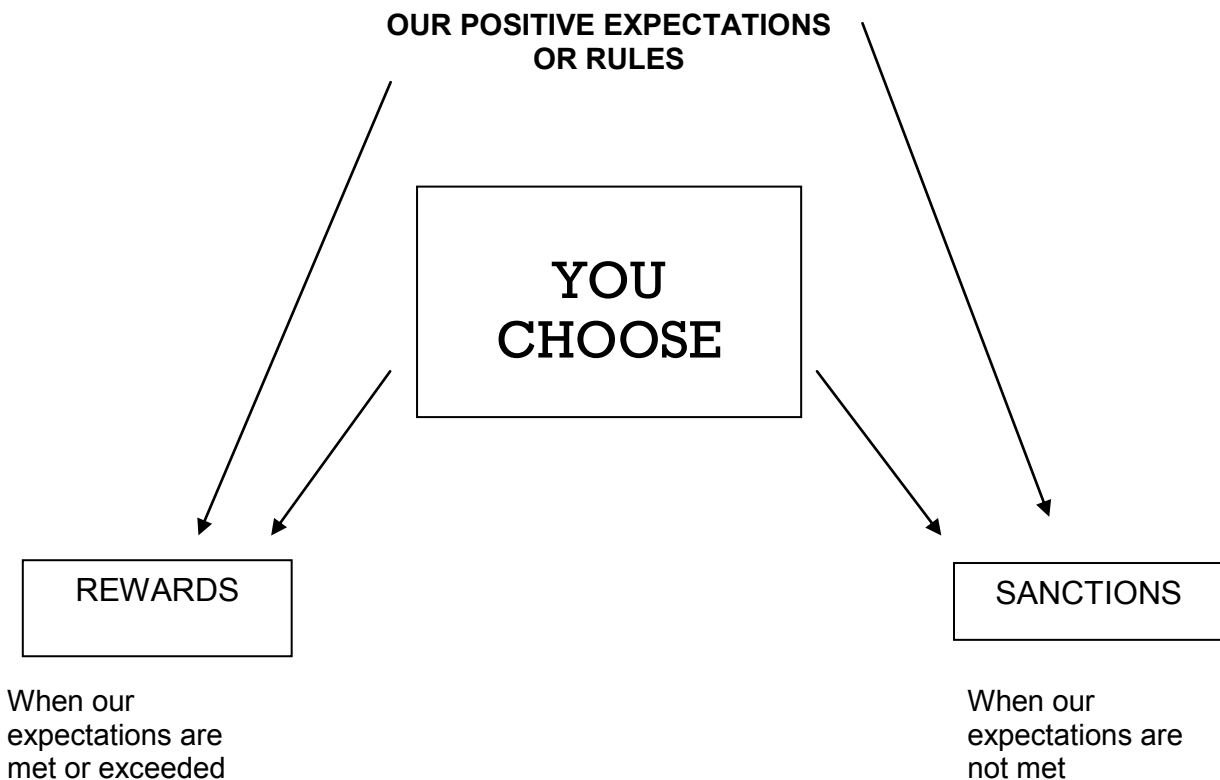
- To show pride in their work, show respect for themselves and in their appearance. Pupils should wear school uniform/colours
- To show respect for property (their own and other people's), and the environment in which they work
- To show respect for all adults pupils in school and to show respect for cultural differences and diversity
- To behave in a way that enables everyone to learn and the teacher to teach!
- To **speak appropriately** in school. (Abusive language will not be tolerated)
- To respond immediately when being addressed and to be able to converse in a considerate manner
- [To understand that we all have rights, but with those rights come responsibilities \[see class charters\]](#)

To be able to work co-operatively and be a responsible member of a class/group and whole school team. In addition, pupils are encouraged to:

- Move around school at a walking pace in a manner which is considerate to others and their safety
- Behave in a fair and non-combative manner during break and lunch times
- [To adhere to the class charters and the school rules](#)

CLASSROOM BEHAVIOUR PLAN

KEY ELEMENTS OF CLASSROOM BEHAVIOUR PLAN



CLASSROOM RULES

FOUNDATION STAGE

- We listen carefully
- We can follow simple instructions.
- We take turns when speaking and listening.
- We care for our environment.
- We keep our hands feet, other objects and comments to ourselves.

KEY STAGE 1

- We always listen carefully
- We follow instructions the first time
- We stop and listen when a teacher is talking
- If we need to talk to an adult, we put up our hand and wait quietly
- We keep our hands, feet, other objects and comments to ourselves
- Make sure you have all the equipment you need.

KEY STAGE 2

- Always listen carefully
- Follow instructions/directions the first time
- Make sure you have all the equipment you need
- If you need to speak to an adult, put up your hand and wait quietly
- Keep hands, feet, objects and comments to yourself

CLASSROOM REWARDS

Foundation Stage + KS 1 & KS 2

- Smile/thumbs up (non-verbal)
- Praise - Clap, Well done
- Behaviour specific praise
- First out break/dinner time
- House points
- Letter/note home to parents from Class Teacher
- Sticker/House Points from senior staff
- Certificate of Achievement (name on newsletter)
- Headteacher's Award
- Star of the week

- Golden Time

REDIRECTIONS

(These to be displayed in pictorial form in the classrooms)

- Non verbal – “The Look”! (x2)
- Name used
- Quiet verbal reprimand by teacher
- Initials on the blackboard.
- 2 minutes off playtime
- Sent to Phase Leader

CLASSROOM REPRIMANDS

KS1 & KS2

- Verbal reprimand by teacher
- Time out in classroom eg: move places, “thinking area”.
- 3 warnings , initials on the board, last out at break/dinner time
- Time out in another classroom
- Phase manager to speak to child
- Class teacher to speak to parents (do this sooner rather than later – informally)

- Persistent incidents to be recorded at this stage on Pastoral issues form and referral process to be followed[see referral process form] Significant incidents to be recorded by P Boraston on the Behaviour Module [see form B1] by SMT
- Pupil to be referred to pastoral team using new teacher referral form.

If problem is persistent/recurring

(All incidents to be recorded on Behaviour Module)

- Verbal warning by Phase Manager Foundation Stage, YR1/2 lead, YR/3/4/5/6 lead
- Verbal warning by Assistant HT, Deputy HT, HT
- Speak to parents informing them of the problem
- Involve parents with a daily report
- A meeting inviting parents to discuss the problem and establish a way forward eg;
- Referral to pastoral support team

For more serious behaviour.

For Example:

Verbal aggression/abuse

Physical aggression, defiant refusal to co-operate, confrontational body language (incidents **must always** be recorded by SMT on Behaviour Module)

- Immediate referral to Phase Leader or member of the SMT if not available (incident recorded)
- Pupil withdrawn from classroom and parents informed of the incident and invited in to support a way forward. Involvement of the Pastoral Support team supporting identified pupils on strategies to deal with feelings/issues that impact on behaviour.
- Decision made as to how pupils' behaviour will be monitored and how parents will be informed eg:

Report Card	-	Daily
	-	Weekly
Diary	-	Daily
	-	Weekly
- Behaviour tracking
- Individual Behaviour Plan/contract

In the case of more serious behaviour/exceptional circumstances:

- **Inclusion** – (First day cover provided by learning mentor/pastoral team at Rufford, Inclusion form to be completed.) This could be Breaktime, Lunchtime, Morning, Afternoon or Whole day, within school supported by Learning mentor/pastoral team. Whole day inclusion pupil to be brought to School Reception by a parent at 9-15am. and collected at 2-45pm.. Pupil to be taken to the Senior Staff Office where supervised appropriate work will be provided by the Learning mentor/ pastoral team. Cover will be provided at lunchtime and break time for the Learning mentor. The pupil will have break and lunchtimes in the Senior Staff office room with structured activities provided eg puzzles , jigsaws, colouring. They will also spend supervised time on the playground at alternate times from the whole school.
- **Exclusion** - Fixed term. LEA school recommended procedures shall be followed (LEA form to be completed). This could be Morning, Afternoon, Lunchtime, Whole day or several days. Exclusion will take place at home.

Part day exclusion

- **Lunchtime exclusion** parents to collect pupil from Rufford Primary School (KS1, 11.45 am pupils , KS2 ,12.15 pm pupils) take them home for lunchtime exclusion then return them to Rufford (KS1 ,12.45pm., KS2 1.00pm.)
- **Morning exclusion** parents keep pupil at home and bring them to Rufford in time for afternoon registration.
- **Afternoon exclusion** parents to collect pupil from Rufford at 12.45pm and take them home.

- **Whole day exclusion** parents to keep pupil at home all day, the class teacher will provide appropriate work. Parents have a duty to ensure that their child is not present in a public place in school hours during the exclusion unless there is reasonable justification for this. They may receive a penalty notice from the local authority if their child is present in a public place during school hours during the time of the exclusion. On return to school Headteacher/Deputy/Assistant Head will meet with the parents and decide how pupil's behaviour will be monitored.

The Pastoral support team will provide a programme of support /strategies for the pupil.

ALL Inclusions and Exclusions to be entered on the Behaviour Module.

RECOMMENDATIONS FOR TEACHERS

1. [Display Rights Respecting Charter in class and refer to them daily - the more often the better](#) (Pictorial representations to be displayed designed by individual classes)
2. Give specific instructions for each classroom situation (expectations of pupils, resources, seating, noise)
Plan instructions carefully
Be clear and concise
Children to be aware of expected behaviour
3. Give positive reinforcement for appropriate and on-task behaviour Focus on 3 positives to 1 negative
Use plenty of praise/positive recognition
Use rewards such as house points as necessary
4. Use re-directory techniques for non-disruptive off-task behaviour
eg: The "Look"
Physical Proximity
Include pupils' name in lesson
Proximity praise

MAKE SURE THE PUPILS KNOW WHAT IS EXPECTED OF THEM – ENSURE CHILDREN KNOW AND UNDERSTAND WHAT THE RIGHT CHOICES ARE- THEY THEN HAVE THE OPPORTUNITY TO MAKE THE RIGHT CHOICES.

5. Use reprimands for disruptive and continually off-task behaviour with individual students
Whole class/group punishment is not advisable
Don't become upset or angry
Keep control in a 'matter of fact' manner
Don't be drawn into an argument with a pupil
[Report the incident on the Pastoral Issues form \[see pastoral appendix\] if this continues on a daily basis, follow referral process.](#)
Use the first opportunity that follows to recognise positive behaviour

HOUSE POINTS SYSTEM

All children in Reception to Year 6 are divided into 4 house groups:

BASED ON MYTHICAL CREATURES

Care is taken to ensure that:

- There is a fair mix of ethnicity, ability and gender within each house

It should be noted that:

- House points can be awarded by the Class Teacher, HLTA'S, ,Teaching Assistants, Learning Mentors, Assistants, Students and other adults working in school
- They are awarded as a way of recognising the efforts/achievement/positive behaviour of individuals/groups of pupils

- They can be awarded for academic success and appropriate behaviour in school
- Under no circumstances should house points be taken from any pupil once they have been earned

Recording House Points

- House Points can be awarded in exercise books by using the symbol HP
 - Where appropriate, it should be stated (or the child told) what the House Point is for
 - All House Points should be recorded against individual pupils' names on a class chart/booklet
 - When a pupil is awarded a House Point in a situation other than their class group eg: set, the teacher awarding the House Point should hand the child a House Point token. This can be redeemed as a House Point once the child is back in class
- Alternatively, the child could take their exercise book to their class teacher to redeem the House Points.

WEEKLY TOTALS

At the end of the day on Thursday, the individual House Point totals should be tallied:

- Year 6 monitors will collate House Point on Thursday afternoon
- The class total for each house should be added to the list
- Pupils achieving the most house points in each class should be named on the list

CELEBRATING SUCCESS

- In Achievement Assembly, House Point totals for the week will be given, and the main school display amended accordingly
- Individual achievers will receive a Certificate of Achievement, and their names put on the next school Newsletter as a way of celebrating their success

<p>WELL DONE</p> <p>YOUR PLAYGROUND BEHAVIOUR HAS REALLY IMPROVED!</p> <p>KEEP IT UP!</p> <p>Signed:</p>	<p>JUST NEEDED TO SAY THAT ...</p> <p>_____</p> <p>HAS PRODUCED SOME GRAT WORK! WELL DONE!</p> <p>Signed:</p>
<p>FANTASTIC NEWS!</p> <p>_____ behaviour has been great _____</p> <p>Signed:</p>	<p>THANK YOU</p> <p>_____</p> <p>You have been really polite and well mannered in school.</p> <p>We appreciate it!</p> <p>Signed:</p>
<p>THANK YOU</p> <p>_____</p> <p>You have been so helpful in School!</p> <p>Signed:</p>	<p>WHAT A STAR!!</p> <p>_____, your behaviour and attitude have been brilliant this week.</p> <p>Well done.</p> <p>Signed:</p>

CREDIT ZONE

Only to be used after consultation with the Pastoral Team

**This system is aimed at promoting positive behaviour within Years 5 and 6.
Only to be instigated after discussion with Mrs Bubb and Mrs Parkes.
It is additional to the House Point System within school.**

Each school day is divided into 10 segments.

- Start of day/registration
- Lesson before assembly
- Assembly
- Playtime
- Lesson after playtime x 2
- Dinner time
- Afternoon lesson x 2
- Organisation/tidiness at home time

Pupils can earn up to 10 credits per day for following school rules and for appropriate behaviour

- Pupils keep an individual record of credits awarded
- The Class Teacher keeps a record of pupils who have not received individual credits
- Each Credit represents one minute of Credit Time
- Credit Time, accrued through the week, is to be spent on a Friday afternoon, when a variety of activities will be available. (These activities will be negotiated between Class Teacher and pupils)
- Weekly, the Class Teacher will select two pupils achieving the maximum 50 credits and send a postcard home to thank the child for their effort/behaviour in school

In the first instance, Credits should be used within the identified Credit Time. However, as the year progresses the system may be evaluated by the Class Teachers and a system devised where credits can be “banked” to enable the class to work towards a lengthier alternative (1/2 day or full day) activity – on or off the school premises.

NB: Consideration needs to be given to any likely costs of such an activity.

UNDER NO CIRCUMSTANCES SHOULD CREDITS BE TAKEN FROM PUPILS ONCE THEY HAVE BEEN AWARDED.

BEHAVIOUR MONITORING

RUFFORD PRIMARY SCHOOL

GENERAL NOTES - PUPIL'S BEHAVIOUR

CHILD'S NAME:

CLASS:

DATE:

INCIDENT:

Signed

**RUFFORD PRIMARY SCHOOL
BEHAVIOUR MONITORING
DAILY REPORT
KS I & F.S.**

This form should be completed by a member of staff when the pupil meets or exceeds expectations. It should be left blank if our expectations are not met.

Name:

Class:

Date:

SESSION	COMMENTS	NAME	SIGNED
Session 1			
Assembly/Hymn Practice			
10.20 – 10.35 Playtime			
Session 2			
10.35 – 12.00			
Dinner Time			
1.00 – 2.10			
2.20 – 3.15			
OVERALL COMMENTS			
PARENTS COMMENTS			

RUFFORD PRIMARY SCHOOL BEHAVIOUR MONITORING DAILY REPORT KS II

This form should be completed by a member of staff when the pupil meets or exceeds expectations. It should be left blank if our expectations are not met.

Name:

Class:

Date:

SESSION	COMMENTS	NAME	SIGNED
Assembly Hymn Practice			
9.20 – 10.20 Session 1			
10.20 – 10.35 Break			
10.35– 11.30 Session2			
11.30– 12.30 Session 3			
Dinner Time 12.30 – 1.15			
1.15 – 2.15 Session 4			
2.15 – 3.15 Session 5			
OVERALL COMMENTS			
PARENTS COMMENTS			

RUFFORD PRIMARY SCHOOL BEHAVIOUR MANAGEMENT WEEKLY REPORT

This form should be completed by a member of staff when the pupil meets or exceeds expectations. It should be left blank if our expectations are not met.

Name

Class

Week ending

	Comments	Signed
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
OVERALL COMMENTS		
PARENTS COMMENTS		

PLAYTIME BEHAVIOUR PLAN

PLAYTIME RULES

- Listen to and follow instructions the first time
- Play well and safely with others
- Keep hands, feet, objects and comments to yourself

These should be displayed on classroom windows facing the playground for instant reference and to act as a constant reminder to pupils.

Outside Rules

- Have an awareness of own personal space and that of others
- Show care and respect for the environment and play equipment
- Listen and follow instructions

PLAYTIME ROUTINES

- Children should be made aware of the designated zones within the playground and the type of activities that may take place in these zones
- Pupils should engage themselves in activities within the bounds of the playtime rules and general code of conduct
- Pupils should be made aware of areas of the playground that are out of bounds for safety reasons eg: out of sight areas
- When the bell is sounded, pupils should stand quietly
- When given the instruction by a member of staff pupils should walk in class order starting with Year 1 in an orderly and quiet manner and line up in the designated areas
- Class Teachers should be ready to collect their pupils from the playground on the ring of the bell and supervise them entering the school building/classroom in a calm and organised fashion

ON WET DAYS

- Pupils should remain in their designated areas (usually the classroom) under the direction of a member of staff, unless told otherwise
- Staff and pupils should be aware of activities that they may participate in and equipment or resources they may use at this time
- All pupils should be encouraged to participate in quiet, calm activities, eg:
 - Board Games
 - Colouring
 - Magazines/comics
- A box of activities should be available in each classroom
- Pupils will not use the computers in the classroom or in the computer suite unless under the direction of a member of staff
- All pupils should be made aware of the hazards of playing more boisterous games indoors.

PLAYTIME REWARDS

Staff are encouraged to acknowledge pupils who are seen to be behaving appropriately and following the playtime rules

Rewards recommended are as follows:

1. Smile/thumbs up
2. Verbal praise – to individuals or groups
3. House Point/Credit
4. Letter/note home to parents (from staff)

PLAYTIME REDIRECTIONS

1. Non Verbal – “The Look”!
2. Physical proximity

PLAYTIME REPRIMANDS

- Verbal warning from teacher on duty
(Explaining the pupil is not making the right choice, remind pupil of expected behaviour)
- Second verbal reprimand
- Third verbal reprimand – refer incident to line manager (eg phase manager, Deputy, Head)

Once the incident has been referred, it should be dealt with at the earliest convenient time, ensuring curriculum time is not unnecessarily disrupted. [The incident should be recorded by SMT on the Behaviour Module sheets and then entered on Integris.](#)

Should there be two further instances of similar behaviour, the matter should be referred to Deputy Head/ Head teacher and a letter should be sent to parents informing them of the incident or inviting them into school to discuss the matter, reinforce expectations of the school and agree a system of playtime behaviour monitoring.

MORE SERIOUS BEHAVIOUR

Eg: Verbal aggression/abuse
Physical aggression
Defiant/refusal to co-operate
Confrontational body language
Persistent recurrence of minor incidents

[Incident should be referred immediately to a member of the SMT, and recorded on the Behaviour Module.](#)

Following referral, and depending on the severity of the incident, parents will:

- a) Be notified of the incident and/or invited into school
- b) Be telephoned and asked to collect pupil from school and keep them at home for the remainder of the day.
- c) Be informed of the incident and of fixed term exclusion (in severe circumstances).

LUNCHTIME ORGANISATION AND MANAGEMENT

LUNCHTIME ORGANISATION

Dinner time can affect children's self-esteem. It can also create problems for individuals which lead to a disruption in the pupils learning during afternoon school.

Lunchtime organisation and routines have been created with this in mind with the aim of minimising any such disruption.

The supervisors are divided into two teams.

TEAM 1

Supervise Rec/KS1 in the Hall. Supervise Reception in the FS playground.

KS1 break for lunch between 12 and 1 pm.

TEAM 2

Supervise KS2 in the playground or hall accordingly to the daily rota.

KS2 break for lunch Between 12.30 and 1.15pm.

The Midday Superintendent is the team leader for both teams and has the responsibility for consulting with the Head teacher or Deputy or Ass Head regarding the deployment of lunchtime staff and the development of appropriate duty rotas.

DRY DAYS

As with morning playtime, the playground has clear designated zones:

Foundation area

Key Stage1/ 2 area with designated zones. LS are responsible for organising activities within the zones on a rota basis.

Key Stage1/ 2 “quieter” area

- Children should be aware of the designated zones and the type of activities that may take place within them
- Pupils should engage themselves in activities within the bounds of the playtime rules and general code of conduct
- Pupils should be made aware of areas on the playground that are out of bounds for safety reasons eg: out of sight areas
- Each zone should be adequately supervised by a member of the lunchtime staff
- Staff should circulate in their designated zones to enable them to manage playground behaviour effectively and initiate playground games
- Two Supervisory Assistants should be responsible for supervision in the Reception Class play area. They should also maintain an overview of activities taking place in the area between the Foundation Year building and the main school building
- First Aid issues should be referred to Lunchtime Superintendent. For any minor issues, eg minor grazes First Aid should be administered on the playground by the LS, but all incidents are put in the accident book.
- A Supervisory Assistant is required in the hall. Staff should assist with clearing away, wiping tables etc, before assuming playground duties.

- When the bell rings to determine the end of playtime, children should stand quietly, and when given the instruction by the MS or LS, should walk in an orderly manner lower years first and line up in the designated area in the playground where the class teacher will collect them
- [A Buddy System is in place to support behaviour and playground games at Lunchtime, organised by the lunch time supervisor and the Pastoral team](#)
- The field is to be used at the discretion of Headteacher/Deputy/Ass Head.
- Walkie Talkies will be used to relay any incidents or instructions between MS and LS.

WET DAYS

On days when the weather or underfoot conditions are poor, children will remain indoors for lunchtime.

- Rules as applied to outside play should be applied to indoor lunchtimes
- Each class should remain in their classroom until they are required in the hall for lunch. (This will be determined by the rota organised by the Midday Superintendent)
- Supervisory assistants should be deployed to ensure the safe supervision of all pupils during a wet lunchtime
- Two supervisory staff (including MS) are required in the hall according to the rota. LS remains in the hall at all times.
- Two supervisory staff should supervise children in the reception classes

- Remaining staff should be effectively deployed to supervise allocated classes within the main building
- Staff and pupils should be made aware of activities that may take place during wet lunchtime and the equipment and resources that may be used
- All pupils should be encouraged to participate in quiet, calm activities eg: board games, colouring, magazines/comics
- Each classroom has a range of activities suitable for quiet lunchtime.
- Equipment should be accounted for ie: counted in and out at the start and end of the lunch break.
- Items missing must be acknowledged and attempts made to identify their whereabouts. The class teacher should be informed of damaged equipment
- Pupils should be made aware of the hazards of playing more boisterous games indoors.
- No pupils are to use computers unless under the direction of a member of staff.

FIRST AID

First Aid should be administered from a regular place known to the children

- Any treatment administered should be recorded in the First Aid Book
- Any child who receives a head bump should be given a “Bump on the Head” sticker so that all staff are aware of this
- Letters regarding injuries other than very minor should be obtained from the office and given to the child to take home
- Class Teachers should be informed of any injuries and the circumstances that surround the injury. This will enable them to deal with any parental queries effectively

MEETINGS WITH SENIOR MANAGEMENT TEAM

- Communication on a regular basis is vital. The Midday Supervisor to meet with the pastoral team as the need arises at 1.15pm to report lunchtime behaviours/incidents both positive and negative that need investigating and reporting to the class teacher when appropriate.
- Where possible, regular meetings (ie: weekly/fortnightly) should take place between the Midday Superintendent and a member of the Senior Management Team. It is desirable that half-termly meetings take place with all the Lunchtime Supervisors and a member of the Senior Management Team.

LUNCHTIME BEHAVIOUR PLANS

SCHOOL WIDE RULES

Foundation Stage Rules

- Always listen carefully.
- Follow instructions the first time.
- Keep your hands, feet and objects to yourself.

CLASSROOM RULES

- Always listen carefully
- Follow instructions the first time
- Make sure you have the equipment you need
- If you need to talk, please put your hand up and wait quietly
- Keep your hands, feet, objects and comments to yourself
- [Follow Class Charter](#)

DINING HALL RULES

- Wait in your place and listen carefully for instructions
- Follow the instructions first time
- If you need help, please put your hand up
- Talk quietly at the table
- Keep your hands, feet, objects and comments to yourself

PLAYGROUND RULES

- Listen to and follow instructions the first time
- Play well and safely with others
- Keep hands, feet, objects and comments to yourself

MANAGING PUPIL BEHAVIOUR

RULES

- Playtime and dining hall rules should be clearly understood by all.
- These rules will be reinforced in the classroom and in assemblies etc.
- They should be displayed in the dining hall and on the classroom windows facing the playground.

REWARDS

- Try to catch the children being good!!
- Positive recognition is VITAL!
- Rewards should be given fairly and consistently
- Rewards should be linked to the current SEAL theme in school which are to be displayed on the doors leading out to the playground and copies of this will be given to all lunchtime staff
- Class and individual rewards to be recognised by Lunchtime Superintendent daily. Individual class charts to be placed outside classrooms and updated daily by allocated supervisors. Class who achieves most recognition has 15mins Golden Time at the end of lunchtime on a Friday supervised by Lunchtime Superintendent. Individual awards to be presented in assembly on a Friday alongside class award.
- Smile/thumbs up (non verbal)
- Praise – well done
- Behaviour specific praise
- Stickers
- Lunchtime Certificate/Award and name on newsletter
- Once a reward has been given it should not be taken from the child

REDIRECTIONS

- Non Verbal – “The Look”
- Physical proximity

REPRIMANDS

- Quiet verbal reprimand
- Second verbal reprimand
- Referral to Midday Superintendent
- Behaviour to be recorded on lunchtime behaviour module forms and notified to Inclusion worker who will take appropriate action and advise the class teacher.

IF PROBLEM IS PERSISTANT/RECURRING

- Verbal warning by the class teacher.
- Verbal warning by Phase Manager. (Incident recorded on Behaviour Module sheets.)
- Verbal warning from Deputy/Head teacher. (Incident should be recorded).
- Withdraw from playground/dining hall/second verbal warning.
- Letter home to parents informing them of problems and inviting them in to discuss the matter and establish how behaviour will be monitored eg: playground diary.

FOR MORE SERIOUS BEHAVIOUR

For example:

- Verbal aggression/abuse
- Physical aggression
- Defiant refusal to co-operate
- Confrontational body language

Incidents of this nature should be immediately referred to a member of the Senior Management Team who will:

- Record the incident on the Behaviour Module
- Inform parents by letter
- After two such letters should there be a recurrence of similar behaviour, a lunchtime exclusion for a fixed period will follow (see INCLUSION/EXCLUSION)
- Where a child has risked their own safety or the safety of others, or has used extreme verbal abuse, a parent may be asked to collect their child for the remainder of the day and a lunchtime exclusion may follow.

RECOMMENDATIONS FOR LUNCHTIME SUPERVISORY STAFF

THE BEST DISCIPLINE IS BASED UPON MUTUAL RESPECT:

- 1. Treat all children fairly and equally.**
It is very easy to jump to the wrong conclusions.
The children ***must*** be given an opportunity to explain their behaviour. Don't act on hearsay – only act on what you are sure you saw.
- 2. Be friendly and approachable and be a good listener.**
But avoid being over familiar (eg hugging/touching pupils).
Smile, spend time to chat to children about their news, interests etc. Watch out for loners and try to involve them in games.
- 3. Ensure instructions you give are clear.**
Give gentle reminders about the rules as necessary – it is often all that is needed.
- 4. Stay Calm!**
Don't become upset or angry.
Keep control in a matter of fact way.
Avoid shouting and use of sarcasm – it often leads to resentment
- 5. Give Praise**
Praise is often more effective than criticism.
Use the incentives – verbal praise, stickers, certificates etc.
- 6. Avoid getting into a confrontation**
Don't argue with a child – this undermines your authority. Repeat your request calmly!
Avoid group or class reprimands.
- 7. Don't use labels.**
Don't give children negative labels such as “naughty” “rude”!
Tell them their behaviour at that moment in not acceptable.
- 8. Help a child 'back out' of an awkward situation.**
If a child is rude – ask them to repeat what they said. This allows the child to retract the statement or to apologise.
Accept an apology gracefully – don't continue to “scold” the child.

LUNCHTIME AWARDS linked to SEAL

- New beginnings, Getting on and falling out Autumn Term
- Going for goals, Good to be me Spring Term
- Relationships, Changes Summer Term

AIM

- To raise the children's awareness of the importance of appropriate lunchtime behaviour
- To recognise pupils and reward the behaviour of individual pupils
- To raise the status of the Midday staff within the schools' reward system

CRITERIA FOR SELECTION OF PUPILS

- Individual pupils, or whole classes, to be selected on a weekly basis to receive an award
- It is important that the selection procedure is fair and that every pupil has an equal opportunity to earn an award
- Once a pupil has been given an award, under no circumstances should it be taken from them
- Each day should be viewed as a fresh start for all pupils

In order to be selected pupils should show that they are able to follow the school lunchtime rules and also demonstrate one or more of the following:

- Show politeness and good manners
- Be helpful to others
- Sit quietly and behave sensibly in the dining hall
- Walk through school in a quiet and orderly manner
- Do as they are asked
- Line up in a quiet and calm way
- Take care of school equipment/games
- Meet one of the SEAL theme criteria for the term.

At least one pupil per class should be nominated each week. There may be occasions when a whole class is nominated and recognised for good behaviour.

PROCEDURE

- Each day the Mid-day staff select children who they feel should receive an Award and complete the class rewards chart.
- The names of selected children should be entered into the Lunchtime Award file and a list handed or the Assistant Head teacher.
- The reason for selection should also be entered in the file along with the date.
- A certificate should then be prepared for each selected pupil.
- Children will receive their awards during Achievement Assembly.
- Wherever possible, their names should be displayed in school to recognise their achievement.
- Class Golden time announced in assembly for class that achieves most reward

LUNCHTIME AWARDS

DATE	NAME OF PUPIL	CLASS	REASON FOR AWARD

WEEK COMMENCING

MODEL LETTER FOR FIXED TERM EXCLUSION

From head teacher (or teacher in charge of a PRU) notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed.

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[reason for exclusion]**.

[for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **[Child's Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion when you must ensure that he/she is not present in a public place without reasonable justification. **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[School/PRU] You have the right to make representations about this decision to the governing body/management committee. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

[This paragraph applies to all fixed period exclusions of primary-aged pupils and may be used for fixed period exclusions of up to 5 days of secondary aged pupils if the head teacher chooses to hold a reintegration interview.]

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next ten days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed **[not for parents of secondary aged pupils]**. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. **[Insert reference to local sources of independent advice if known.]**

[Child's Name]'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Head teacher