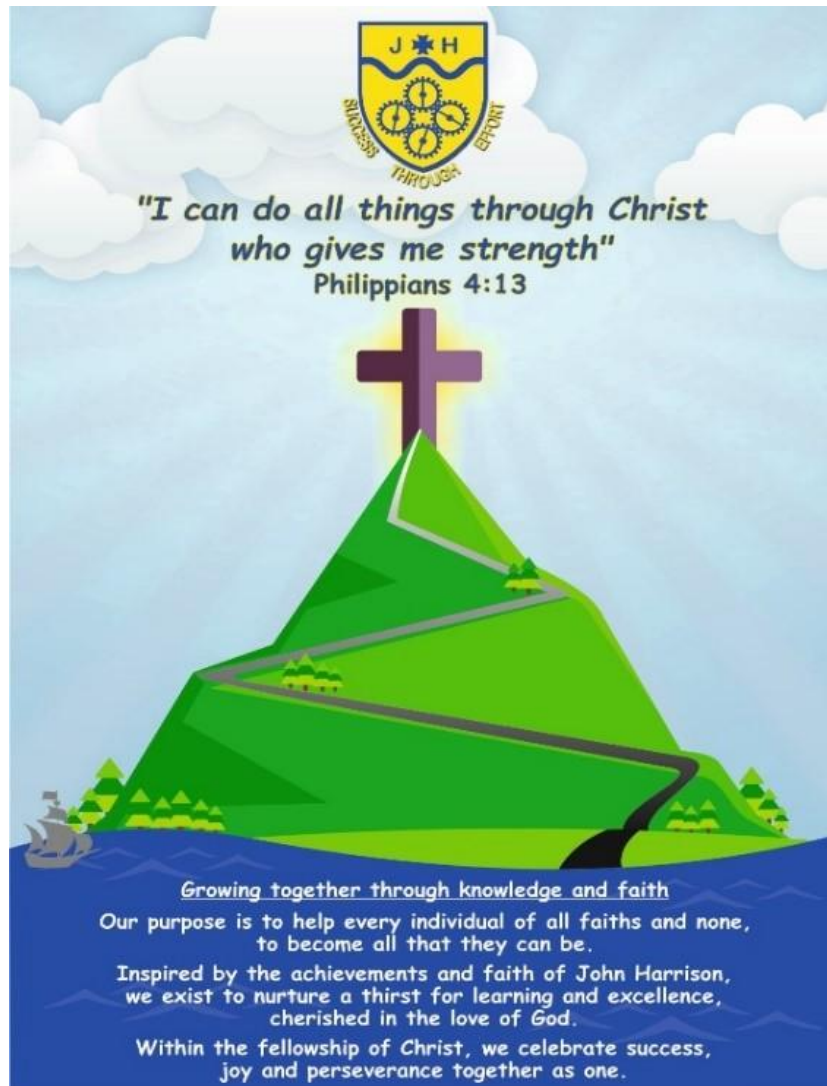


John Harrison CE Primary School

Relationships and Behaviour Policy



Reviewed: Spring 2026
Date of next review: Spring 2028

Hope Respect Perseverance Friendship Compassion Peace Forgiveness

John Harrison CE Primary School

Relationships and Behaviour Policy

Introduction

At John Harrison CE Primary School, our purpose is to help every individual of all faiths and none, to become all that they can be. We believe that in order to fulfil this:

- Good behaviour needs to be taught and supported consistently by everyone working in school
- Classroom behaviour can change and that we, as adults, can assist children to manage their behaviour more effectively.
- A child with behaviour difficulties is the school's responsibility not an individual teacher's responsibility.

Aims

- For all staff to act as good role models, co-operate and support one another, treating colleagues and pupils with courtesy, consideration and respect.
- For everyone to be treated fairly and well with a common purpose of helping everyone learn
- For everyone to promote good behaviour to enable the children to become responsible citizens
- For rewards and sanctions to be implemented consistently and fairly
- For all children to be able to regulate their own behaviour and accept responsibility for their actions within a safe and secure environment
- To encourage school/parental partnership, to promote children's education and maintain good behaviour.

Other relevant documentation: Anti-Bullying Policy, SEND and Attendance Policy, Flourishing for All.

Our purpose is :-

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unacceptable behaviour
- to ensure that behaviour does not inhibit the learning or impede potential of themselves or others so that all children can become the best that they can be

The school's behaviour policy can be found on the school website (School Information (England) Regulations 2008). Where parents cannot access it, it may be given in an alternative format.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

We believe that promoting good mental health is essential in order to be as protective and effective as possible. We work hard to ensure that our children view school as a safe place where they can develop a sense of belonging and feel able to trust and talk openly to adults.

Children who struggle with mental health conditions often have difficulties with executive functioning and this impacts on their learning, interpersonal behaviour and their ability to cope with emotions.

Pupils at risk of mental health conditions include:

- those with SEND
- those at risk of being abused, exploited or neglected
- Children in Need
- Children in the care system, who are looked after or previously looked after
- Adopted children
- Children living with socio-economic disadvantage
- Children who have lived through adverse circumstances

The DfE report 'Mental health & behaviour in schools' 2018 states:

'Where a pupil has a mental health condition that amounts to a disability and this adversely affects their behaviour, the school must make reasonable adjustments to its policies, the physical environment, the support it offers, and how it responds in particular situations.

Bullying, sexual violence and sexual harassment

The school does not tolerate bullying, sexual violence or sexual harassment of any kind. If we discover that any of these acts have taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying or inappropriate sexual behaviour, we do everything in our power to prevent it. We do this by developing a school ethos whereby bullying is regarded as unacceptable and will not be tolerated. We challenge attitudes about bullying behaviour by increasing understanding for pupils, teaching children to be assertive and to stand up against bullying in order to build an anti-bullying ethos in the school. By raising awareness of any signs of bullying and demonstrating a consistent school response to any bullying incidents that may occur, we will create a safer environment for all our pupils. Please see our 'Anti-Bullying Policy' and 'Safeguarding and Child Protection Policy' for more details.

Confiscation of inappropriate items and power to search

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Confiscated items will be retained until the carer collects them. Staff have the power to search without consent for "prohibited items" including: knives and weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, any item banned by the school rules (i.e. mobile phones). Weapons, knives and extreme or child pornography must always be handed over to the police; otherwise, it is for a member of SLT to decide if and when to return a confiscated item.

Behaviour Choices Outside of the School Gates

We encourage children to be good role models consistently, even when they are outside the school premises. We will work in partnership with families to support children when poor behaviour choices are observed. This includes when the pupil is:

- Taking part in any school-organised or school-related activity

- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school or misbehaviour at any time, whether or not the conditions above apply, that:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupil or member of the public
 - Could adversely affect the reputation of the school

Pupils Representing the School

Pupils who represent the school have a responsibility to be good ambassadors, whether this is for a sporting event or going on a visit to the local church. If a child makes poor behaviour choices whilst representing the school, they will be unable to participate in the next event that they are eligible for. Similarly, if a child consistently makes poor behaviour choices in school then they may not be allowed on an educational visit, if it is deemed that it would compromise the health and safety of themselves or others. This decision will be made by the head teacher, in consultation with other school staff who work with the child and with the child's parents/ carers.

Equality & Diversity

We recognise that some children may struggle emotionally and socially and that individual support will be required. For those identified as requiring additional support with their behaviour, the system may be altered and adapted to meet the child's needs. These children stand outside the policy according to their IEP/ISP/Positive Pathways Plan, which will indicate the actions planned to support their needs, in consultation with the head teacher/deputy head teacher, SENCo, pupil, class teacher and parents/ carers. We recognise that some children may be disadvantaged in terms of not having regular opportunities to read or complete home learning at home for a variety of reasons. As such, we would not reprimand a lack of home learning through lost break times etc., instead, we will endeavour to support any children in this situation to provide additional opportunities.

Role of Governors

Governing bodies of maintained schools have a duty, under section 175 of the Education Act 2002, to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The law states that in maintained schools the governors must decide such things as:

- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

Role of the head teacher

The law says that in maintained schools, the head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work
- regulate the conduct of pupils.

The head teacher has a key role in implementing a relationships and behaviour policy which is clear, well understood and consistently applied. It is the responsibility of the head teacher to ensure the health, welfare and safety of the whole school community.

At John Harrison CE Primary, we believe that a clear school relationships and behaviour policy, consistently and fairly applied, underpins effective education. We ensure that high expectations, and an ethos underpinned by our Christian values and vision, fosters discipline and mutual respect between pupils, and between staff and pupils. Together we aim to create a culture where calm, dignity and structure encompass every space and activity.

The teacher/teaching assistant's role

All teachers/paid staff have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

We encourage all staff to establish consistent levels of acceptable behaviour with the support of parents, governors and leaders. **Positive expectations, praise and reward are the key to successful classroom management.** Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers must acknowledge that effective conditions for learning: planning, pitch, pace, participation etc. will impact positively on general classroom behaviour.

Rules

We endeavour to keep rules to an essential minimum. These must be meaningful to the children and not difficult to understand. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is considered unacceptable. It is essential that parents and teachers work together through discussion and action to resolve any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action, however, will be with understanding and in keeping with that of a responsible parent.

Rewards & Sanctions

Good to be Green

For those children who show some exceptional behaviour they are given a privilege card and can choose from a list of treats.

We follow a Good to be Green policy in which all the children start and end the day on green. All children should be made aware of what we mean by the language of behaviour choices (rights, responsibilities, choices/consequences) and that they are the person who is choosing the behaviour. Staff should use this language when talking to children:

Rights

We all have the right to:

- Teach and learn in peace
 - Feel safe
- Be treated with respect
 - Be listened to

No-one is allowed to take away your rights

Responsibilities

You are responsible for:

- Your own behaviour
- Behaving in a way that allows other people to have their rights

Choices/Consequences

We are all free to make our own choices.

We choose our behaviour.

- Good choices lead to good consequences (REWARDS)
- Poor choices lead to bad consequences (SANCTIONS)

Initially a child who is misbehaving may be given a 'Stop and Think' card, which may then turn into an orange Warning card. If the misbehaviour continues, or the actions are serious, a red 'Consequence' card may be automatically given. Consequences should be age appropriate, in line with the seriousness of the misdemeanour and the child's comprehension, for example: time out watching the timer, standing with the adult at playtime, missing playtime, writing a letter of apology. If the child 'forgets' they have a consequence card this will be carried over to the following day. Should a child receive an orange or red card, the reason for this must be recorded on the online system.

Sanctions for poor behaviour may include:

- A verbal reprimand.
- Repeating unsatisfactory work until it meets the required standard.
- Loss of privileges

- Missing some /all of playtime.
- A formal behaviour record
- In more extreme cases temporary or permanent exclusion.

Restorative Practice is utilised to support children to develop their understanding of choice, consequence and resolution.

Teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised /school-related activity or
- travelling to or from school
- whilst wearing school uniform
- in some other way that effects the reputation of the school or poses a threat to another pupil or member of the public

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Behaviour Guidelines and Procedures

We advocate a 'no shouting' policy as a classroom/ behaviour management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Movement in and around school

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised. Expectations of behaviour of children sent around the school with messages or to show good work should be clearly stated.

Playtime Supervision

Teachers and teaching assistants are required to perform supervisory duties including playtime supervision.

Supply teachers should cover the duty of absent teachers but should never be without support.

Hot drinks should **NOT** be taken onto the playground unless they are in an insulated cup.

All staff should be fully aware of playtime procedures, rules, sanctions and rewards and apply them consistently.

When on duty, staff should circulate and take the opportunity to socialise with children from other classes, whilst maintaining an overview of the play area and spotting potential problems before they escalate. There will be a minimum of one member of staff per playground area to maximise levels of visual supervision. Some children may be allocated supervision on a 1-1 basis. Once the whistle has been blown to signify the end of playtime, children will stand in class lines until they are collected by an adult from their classroom.

If, for whatever reason, a member of staff does not appear the head teacher should be sent for.

In suitable weather conditions the field may be used at playtimes. This is the decision of staff on duty.

In poor weather, duty staff may decide that children should not go outside at break time. In these circumstances teachers remain responsible for the supervision of their own classes. They may decide to work through and allow a later playtime, if there is a break in the weather, or allow an indoor playtime with suitable, quiet activities provided for children. The children should never be left unsupervised. Support staff will endeavour, where possible to provide a comfort break.

Playground procedures (including lunchtime procedures)

Teachers should supervise their own children in the corridor, putting on coats etc. in order to influence behaviour when dismissing children at playtime, lunchtime and the end of the day. Children are expected to put their coats on at the beginning of playtime and should not have to come in and out of the building. In some classes the children need access to the classroom to collect their coats. In these cases, sensible procedures need to be discussed with the children and the door kept open to maintain eye contact. In the majority of cases the children should not be left unsupervised. If a child is unwell, they need to be sat in an area where they can be seen – either in the hall during lunchtime or by the water cooler. These children need to be monitored either by the class teacher/ teaching assistant.

Children may not bring balls or equipment from home for use at playtimes but may use those supplied by the school. Footballs should be lightweight, no larger than 75% full size and should only be used on the top playground at the discretion of the staff on duty. Any misuse of playground equipment will lead to confiscation

Any other inappropriate behaviour at playtime should be dealt with by the teachers on duty, or reported to the class teacher.

Any child needing medical attention at playtime will be dealt with by any member of staff with first aid training. Any injuries must be reported via the accident recording system and a bumped head sticker/letter used to inform other adults/parents. All playground accidents are monitored by the governors.

After playtime all children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).

Children who struggle to regulate their own behaviour

There may be a small minority of children who, for whatever reason, lack the maturity or self-discipline to make the correct choices in order to control their own behaviour. This may be children with, or being assessed for, an EHCP/ those in public care. For these children neither the normal rewards or sanctions procedures may be sufficient to support them or protect other children from their actions.

Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of:

- Conversations /contact with parents
- Behaviour record

These must be used sensitively and not reinforce the unwanted behaviour.

If, in exceptional circumstances, a child needs to be removed from class or refuses to comply with instructions, the head should be sent for. If unavailable, the most senior staff member available should be called. No child should ever be 'sent to the head teacher' as a sanction, as

there is no guarantee that the child will arrive or that the head teacher will be available. **Staff should not physically remove the child.**

If the child runs out of the building, staff should **not overreact and run after them**. They may be placing the child in greater danger by doing so. The head teacher should be informed immediately and lessons returned to normal as quickly as possible.

In most cases the child will remain on site and stay within visual contact. Once the child has calmed down, the head teacher or appropriate staff member, will attempt to approach the child and calmly persuade him/her to re-enter the building and discuss the situation. If the child leaves the site, parents should be informed immediately and the police informed.

Upon returning to school, it must be made clear to the child that there is no justification for leaving the premises and alternative strategies explained i.e. voluntary 'Time Out'. As well as trying to solve the cause of the problem, the child must be left in no doubt as to the dangers they are exposing themselves to and how serious this behaviour can be.

Alternative Provision (AP)

In some instances, another setting may be accessed for a short period of time. These places are via the Fair Access and Inclusion Panel (FAIP) – the child will remain on the school roll and continue to be the responsibility of John Harrison CE Primary School. Regular contact must be made with the host school.

Occasionally disruptive pupils need to be placed away from other pupils for a limited period - but must be supervised at all times. Isolation can also be used as a means of giving a child a place of safety and space to reflect.

Reasonable adjustments should be made to ensure that expectations of pupils who have special educational needs and/or disabilities are developmentally appropriate and fair. These adjustments must be stated in their IEP/IBP/Positive Pathways Plan.

Health and Safety/Physical Restraint

It is essential that **all** staff at John Harrison CE Primary work positively and confidently with children and find the least intrusive way possible to support, empower and keep them safe. This should be through:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, defusing the situation and/or distracting the child wherever possible.
- There may be times when staff feel that there is a need to intervene physically to keep the children safe (or to keep staff safe). If a situation occurs where this is necessary, only the Head, Deputy or SENDCo should intervene using the Team Teach approach.

Staff working with children need to use their professional judgement about how best to respond to a situation and each circumstance can only be viewed on a case-by-case basis.

For the majority of children, a stepped de-escalation approach will suffice:

- Use a calm voice and give the child choices (no more than two) ie do this... or that...
- Move away and give them space to respond

- Return and repeat the choices – walk away
- If the child becomes agitated remove anything that may be thrown /broken or could hurt them and inform a member of the SLT
- If the parent can be contacted and lives close by invite them to come in – this depends on the individual child and their relationship with the parent
- If the child's behaviour continues to deteriorate either remove the class or create a safe space around the child
- Give the child time to calm down – don't engage in conversation
- Inform parents/record the incident and any known triggers

Should any restraint or a restriction of liberty be used it must be documented, and uploaded to CPOMS along with reasons, for example:

- Was this action legal and necessary –was the action taken to prevent a child injuring themselves or someone else or causing serious harm to property or in a school to maintain good order and discipline?
- Could this action be considered as 'reasonable' in this particular circumstance? Was it the minimum force necessary? Was it proportionate?

If the intervention does not include an element of force, then it is not restraint. If it is not restraint, it does not need to be recorded as such. However, such instances must be recorded in the child's profile and parents informed.

GOOD PRACTICE

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour.

Always:

1. Create an interesting, stimulating and attractive classroom environment.
2. Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
3. Make sure the children know what they are doing and that their work is matched to their ability.
4. Be aware of what is going on around you.
5. Do not be static.
6. Do not let children queue.

Remember that problems are normal when children are learning and testing the boundaries of acceptable behaviour.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently
- Praise/reprimand the behaviour rather than the child

We **all** have a choice in how we behave, we can either give pupils a negative experience by using sarcasm, ridicule and humiliation which tends to destroy their self-esteem. Or, we can give them a positive experience which will build their self-esteem.

Never:-

- | | | |
|--------------------------|---|------------------------------------|
| • Humiliate | - | it breeds resentment |
| • Shout unnecessarily | - | it diminishes you |
| • Overreact | - | the problem will grow |
| • Use blanket punishment | - | the innocent will resent you |
| • Over punish | - | never punish what you cannot prove |

CHILDREN'S RIGHTS

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else

- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words

Appendix B

RECORDING Consequence cards

- Record the reasons/dates when orange/ red cards are given - what happened, and why?
- Monitor individuals more closely /patterns in behaviour. These can then be discussed with parents, outside agencies. If behaviour is a concern, staff may, in consultation with SLT, need to keep an individual behaviour record.

-

Statements/Comments should be brief but succinct, clear, unambiguous e.g.

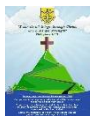
‘disturbing class’, ‘being a nuisance’ meaningless and open to misinterpretation

rather: ‘tore up ... work’, ‘thumpedin the back’, ‘refused to sit for story etc

Children with an Individual Behaviour Plan (IBP)/Behaviour Charts/Positive Pathways Plan need to have clear success criteria to work on for the rewards to be achieved. These charts should be kept as evidence, should it be needed, to support referrals to the LA Primary Behaviour Team or Education Psychologist. If the reward isn’t earned that also needs to be recorded – including reasons why.



RELATIONSHIPS AND BEHAVIOUR POLICY - SANCTIONS



PROCEDURE

Behaviour Guidelines

Sanctions (consequences)

In the use of sanctions, pupils learn from experience to expect fair and consistently applied consequences which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances.

We have an agreed system of sanctions to register disapproval of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, SENDCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy' or 'I don't like what you did because...'

SANCTIONS PROCEDURE

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

- A smiley represents praise and should be used twice as often as a reprimand.
- A Stop and Think card should in most cases be given first
- An orange warning card represents a warning that the behaviour is unacceptable and needs to stop
- A red card consequence represents the **loss of privileges**

In each case the child must understand why the sanction is being given and should accompany a teacher on the playground /sit at the side of the hall or sit with the teacher in the classroom (the child must be supervised)

Professional judgement is required regarding which step best reflects the most suitable sanction given the behaviour displayed.

When unacceptable behaviour occurs, this should be recorded on the online system along with the action taken.

If unacceptable behaviour occurs:

Step 1. Use normal behaviour management strategies:

e.g. Polite requests, child's name /warnings (no more than three), repositioning the child, separating from their friends etc. Stop and Think card

Return to a green card

Step 2. Give an Orange Warning card:

Use the agreed phrase: 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Return to a green card

Step 3. Give a Red Consequence card - loss of a full day's privileges- playtime is spent with an adult /lunchtime apart from their friends (a record of this should be kept by the class teacher)

The red card will stand even if the child is absent from school the following day.

If the behaviour is serious and either the child or another child is at risk of being hurt a red card should be issued straight away. Or, if the behaviour persists and does not appear to be improving, the orange card may be exchanged for a red card.

Time Out may be used in order for the child to reflect /calm down - Red card

- Child sent to designated chair/area of classroom/hall
- 5-10 minutes sitting alone etc without causing disturbance/speaking to anyone

*If behaviour improves return to green. If not, or if child refuses, move to **Step 4***

Step 4 Time Out using a colleague - Red card

- Child escorted to a designated colleague/or HT/AHT
- Up to one hour working alone without causing disturbance.
- Removal of treats / playtime for a designated amount of time

*If behaviour improves return to green. If not, or if child refuses, move to **Step 5***

Step 5 (Head /SEND/CO)**Pastoral Support Programme**

- Teacher completes a Behaviour Assessment Profile (Boxhall Profile)
- Involvement of all necessary agencies, i.e. Behaviour Support, Educational Psychologist
- Consider EHA.
- Meeting with parents/child.
- Clear/realistic targets for behaviour agreed (maximum of three).
- Clear rewards/consequences identified for success/failure (including possible exclusion).
- Daily feedback to child (x 5), weekly feedback to parents.
- Reviewed fortnightly

*If this does not work move to **Step 6**.*

Step 6 (Head teacher)**Behaviour Contract**

- Clear specific rules which the child **must** uphold in order to remain in school.
- Further sanctions an immediate consequence of breaking the contract.
- Reviewed weekly.
- Parents, LA Behaviour Support informed.
- Complete an EHA.

Step 7 (Head teacher)**Internal Exclusion (5 days or more)**

- Parents, Chair of 'Pupil Discipline' Committee, LA Behaviour Support informed by letter.
- Child has no contact with own class or peers, whilst in school
- No access to playground, extra-curricular

Following latest government guidance

Step 8 (Head teacher) Fixed Short Term Exclusion (up to 5 days per term)

- Parents, Chair of 'Pupil Discipline' Committee, LA Officer informed by letter.
- Parents may make representations to Pupil Discipline Committee.
- Pupil Discipline Committee may meet but cannot reinstate.
- Upon return to school, child stays on contract for a minimum of four weeks.

Step 9 (Head teacher) Fixed Long Term Exclusion (up to 45 days per year).

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet (parents/child or representative may attend/make representations).
- LA Officer must be invited to attend but may not reinstate.
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated child stays on Contract for a minimum of eight weeks.

Step 10 (Pupil Discipline Committee) Permanent Exclusion

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.

- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- If behaviour results in physical or verbal abuse towards a teacher/adult it must be documented and a copy forwarded to the LA.
- If physical intervention of any kind is required, then a 'Major Incident' record should be completed as soon as possible.
- Any other incident deemed 'serious' or resulting in injury should be recorded

Lunchtime Policy and Procedures

Rationale

Lunchtimes can be problematic for children as they are in school but outside the normal classroom environment. Most incidents of poor behaviour and up to three-quarters of bullying takes place in the playground at lunchtime.

Aims

- At our school, we aim to ensure that lunchtimes are a constructive time for recreation, exercise and social interaction.
- We expect the same school rules and standards of behaviour to apply as during the rest of the school day.
- We expect children to respond to the authority of lunchtime supervisors and treat them with the same respect as other adults in the school.

Strategies to Develop Constructive Lunchtimes

1. Regular Communication
2. Clear School Rules
3. Clear Rewards and Sanctions
4. Clear Routines/Roles
5. Designated Play and Quiet Areas
6. Playground Leaders/ Y6 Buddies
7. Organised Lunchtime Activities and Clubs
8. Lunchtime Supervisor Training/ Guidance

1. Regular Communication

All lunchtime staff are to record incidents/ misdemeanours which are **reported back to senior midday supervisor prior to leaving** at the end of the lunchtime. Should there be any such incidents on the playground, class teachers will be made aware at the end of lunchtime.

The **senior supervisor oversees** the work of others, ensures effective communication and acts as the main contact point with the HT/DHT; they will ensure the reporting of incidents to class teachers.

The senior midday supervisor meets with the HT/DHT at least weekly to keep everyone fully informed of events and discuss any problems arising.

The HT/DHT meets with all mid-day supervisors supervisors once a term to discuss areas of concern and check the implementation of the policy and procedures.

2. Clear rules

Rules should be known and understood by all children and fairly and consistently enforced by all staff.

- Children should not be in the classroom during playtimes and lunch breaks without adult supervision unless they need to collect coats
- A teacher may decide to apply a sanction and ask a child to complete or redo a piece of work over lunchtime. In such cases responsibility for supervision rests with the teacher who applied the sanction.
- If a child is ill, or parents have requested that they are absent from the playground, the child may sit in the hall/near the water cooler or in the classroom, provided they are supervised.
- The only exception to this rule is monitors with a specific task not requiring supervision. Careful consideration must therefore be given to the choice of monitors.

Areas out of bounds

- All grassed areas in unsuitable weather
- Car park
- Toilets (unless for proper use)
- Any areas beyond the white lines

In suitable weather conditions, the field may be used at lunchtimes. This is the decision of staff on duty.

Activities Not Permitted

- **“Play” or “Fun” fighting/ wrestling** (regular reminders are needed regarding this)
- **“Bull dog”** or other games used as an excuse for overly physical contact
- **Climbing on/jumping the retaining walls/benches**
- Hanging/swinging on trees and perimeter fencing
- No sweets, crisps or gum
- No littering
- **Bringing own play equipment from home unless given permission to do so by school staff**

The same codes apply during lunchtime as with the rest of the school day in order to ensure consistency and high expectations.

Rewards and Sanctions

All staff should be fully aware of playtime procedures, rules, sanctions and rewards (see Behaviour Policy) and apply them consistently.

The senior supervisor's authority is acknowledged, by them operating rewards and sanctions in line with the rest of the school, with the full support of teaching staff.

Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Praise and encouragement should be used as much as possible.

Whole School Reward System: 'Smileys'

We have a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stamps. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy.

When awarding the Smiley the member of staff should reinforce the good behaviour e.g. **'You can have a Smiley for ... waiting so patiently'**.

Once awarded a Smiley can never be deducted (see Sanctions).

They are intended to help staff focus on positive rather than negative behaviour. E.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

Sanctions

Sanctions must be fairly and consistently applied and be seen to match the offence in order to be most effective. Responses range from polite reminders to permanent exclusion.

Misdemeanours

If a minor infringement occurs:

Step 1

- Give a polite but firm request to stop. Point out why the behaviour is not acceptable.

Step 2

- Give a final warning. Use the agreed phrase, "This is your final warning, do you understand?"
Consider ways to diffuse the situation such as separation, close supervision, distraction etc.

FROM NOW ON GIVE NO MORE WARNINGS: APPLY SANCTIONS

Step 3

- Isolate the child in order to reflect and calm down for **5 minutes** during which regular **visual supervision must be maintained. This can either be sat at the side in the hall or sent to stand/walk with another supervisor depending on the incident.**
- If the child has not calmed down or is argumentative, do not become involved in an argument allow the child another 5 minutes and say you will return again.

Step 4

- Treat as “Unacceptable Behaviour” and **issue a red card. In most instances, this will follow Step 3 but occasionally it may be necessary to go straight to step 4 if previous warnings have been given and not heeded or to prevent something unacceptable developing.**

An **orange card** is a warning to stop and may be followed by the child sat away from their friends at lunchtime.

A **Red Consequence card** - walking /standing with an adult – class teacher informed

If there is no improvement the child will go ‘On a Behaviour record’ with clear targets for lunchtime behaviour. Parents will be informed and asked to support us with the targets.

Any child continuing to present problems will be asked to go home for lunch for an agreed period.

Totally Unacceptable Behaviour –zero tolerance –immediate red card issued and parents contacted

- Fighting
- Bullying (physical and verbal)
- Racial or sexual abuse
- Vandalism
- Theft
- Verbal/physical assault on adults

All incidents of this type must be dealt with in a more formal way.

If behaviour includes racist or homophobic abuse it should be reported to the teacher and head teacher.

If behaviour results in physical or verbal abuse towards a teacher/supervisor, the head teacher should be informed immediately.

No physical intervention of any kind should be used unless training has been undertaken and in line with LA “Use of Force Policy”.

If behaviour in any way gives rise to suspected or potential child abuse (i.e. sexualised language, behaviour, assault etc) a CPOMS record must be completed and HT/DT informed the same working day.

A record should be kept of other incidents deemed unacceptable behaviour.

Incidents should be recorded verbatim using the actual words/actions heard or seen along with the name of the victim and signed by the person making the report.

If there is any doubt as to how to respond to a particular incident, seek advice from the HT/ DHT.

If the problem persists it may be necessary to involve outside agencies such as behaviour support or educational psychologist.

Serious incidents involving violence, abuse or vandalism need to be responded to on an individual basis with appropriate sanctions and parents informed as soon as possible.

4. Routines/ Roles

Dinner Hall Procedures

- Lunchtime supervisors continuously circulate assisting children and watching behaviour.
- Children raise hands to gain attention; shouting out should be discouraged and children reminded how to behave
- Children may need to be separated from their friends if they are unable to moderate their behaviour
- Smileys should be **frequently awarded** in the dining hall as well as on the playground.
-

Lunchtime routine

Reception go to the toilet, wash their hands and go to the hall for dinner. **One supervisor is designated to look after the children in reception.** Senior supervisor oversees other children entering the hall and circulates maintaining maximum visual overview. (x2 supervisors outside on the playground). Key stage 1 children then go into the hall.

There is a rota for Y3-6 children going into the hall which will be displayed on each classroom door and the white board near KS 2 entrance. One supervisor is responsible for the class going in and checking dinner numbers. They direct children to wash their hands and go straight to the hall.

Once Reception/KS1 have finished eating, a supervisor will also go outside onto the playground.

Indoor Lunchtimes

In poor weather, staff on duty may decide that children should not go outside at lunchtime. In such cases, all classes should be purposefully occupied with table-top activities and games, in their own rooms.

Buddies

Buddies are Y6 volunteers who agree to support children who are unhappy or without friends. They are identified with their Hi-Vis jackets. A rota is displayed in the Y6 classroom.

If a Buddy needs to change their duty day because of another commitment, they must organize this; otherwise they have made a commitment and need to honour it.

Playground Leaders

These children are chosen from each class and trained to lead simple playground games

Lunchtime Supervisor Training/ Guidance

General Advice

DO NOT SHOUT

- The staff don't and children will only shout louder!
- Shouting is a sign that you have lost control.
- Unless in an emergency, walk to an incident rather than raising your voice.
- Use a quiet voice when talking to individuals.

LISTEN

- Every child has the right to be heard but they also have the responsibility to listen to others.
- Always allow both sides to be heard, calmly and without interruption.

BE POSITIVE

- Try to see good things being done in the hall, corridors and playground i.e. helping others, walking sensibly, playing co-operatively etc. Praise them and offer rewards.
- Try to give at least 5 smileys each day.
- Try to make at least 5 positive comments for every negative.
- Choose to reward those behaving well rather than focussing on those who are not.
- Avoid confrontation, but do not ignore bad behaviour.
- It is important always to label the behaviour and not the child (e.g. "It's dangerous to run in the corridor someone could get hurt" and not "You stupid boy you will hurt someone").

PLAY with the children!

- Try to engage target children in constructive play. Prevention is always better than cure!
- When on duty, staff should circulate and take the opportunity to socialise with children, whilst maintaining an overview of the play area and spotting potential problems before they escalate. One member of staff per playground area maximises levels of visual supervision. If there are only two supervisors outside the children need to be restricted and kept on main playground so they are within visual supervision.

Use agreed phrases/codes

- "Can I have your attention please" when addressing a group.
- "This is your final warning, do you understand?" before resorting to sanctions.
- Use Listening/Line up codes.
- Refer to school's Code of Conduct when discussing appropriate behaviour i.e. "If you climb on the wall, you're not taking care of yourself, you might fall."

CHILDREN GENERALLY TEND TO SHOW RESPECT WHEN THEY ARE SHOWN RESPECT

No child should ever be "sent to the Head/teacher" as a sanction, as there is no guarantee that the child will arrive or that they will be available. If, in exceptional circumstances, a child needs to be removed from the playground or refuses to go, the senior supervisor/HT/DHT

should be calmly sent for. If unavailable, the most senior staff member available should be called.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. The head teacher should be informed immediately.

In most cases the child will quickly return, remain on site or stay within visual contact. Once the child has calmed down, the HT/DHT, will attempt to approach the child and calmly persuade him/her to return to school and discuss the situation.

If the child refuses or leaves the site, parents should be informed immediately and asked if they would like the police informing. If parents and emergency contacts are unavailable, the police should be informed directly.

Accident and Injury

First aid boxes are stored in the First Aid room for the treatment of minor injuries. The names of trained first-aiders are displayed next to first aid box and are available if thought to be necessary. A first aider will always be available at lunch times to deal with minor injuries. Major injuries should be reported to the HT/DHT as soon as possible. Lunchtime supervisors are provided with First Aid bags to deal with any minor injuries on the playground. The senior supervisor will ensure that they are well stocked every Friday.

All injuries need to be recorded. Children are given a note to inform parents of any bumps to the head.

Any major faults or severe hazards with equipment should be reported to the head teacher immediately. Minor faults or potential hazards should also be reported.

In line with EYFS guidelines, when reception children are eating in the hall a qualified paediatric first aider will be present.

The Role of the Class teacher

With the exception of the Head and DHT, teachers are not required to perform lunchtime supervision duty. However, this does not absolve teachers in law from attending to a situation involving a pupil, if the matter is brought to their attention. At all times, whilst on the premises, the welfare and safety of pupils is paramount.

Staff can help improve lunchtime behaviour by:

- helping children learn to play in more imaginative and constructive ways by teaching playground games/songs and using playground equipment during PE lessons.
- supporting lunchtime supervisors and treating them as full staff members, thus raising their status and authority in the eyes of children.
- Keeping lunchtime supervisors informed of any children with problems or who are experiencing particular difficulties.
- Reinforcing poor behaviour with the children concerned.
- Using circle-time, drama and PSHE to explore themes such as bullying, self-esteem and resisting peer pressure.