

2018

Alexandra Primary School  
Behaviour Policy

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## Aims and Objectives

*“There is a strong sense of harmony and respect in this diverse community.” (OFSTED 2017)*

### Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

To enable children to learn, and teachers to teach, consistent approaches to behaviour need to be established and maintained by all staff. Our policy represents how the school develops a positive, caring environment in which each child is valued and develops their self-esteem, self-respect and respect for others including respect for each other’s cultural identities. We have a set of values that our school community agreed together, and it is all centred around Alexandra Primary School being a place where children: **Aspire, Perform and Succeed**. Our vision and values of behaviour are underpinned by the promotion of good relationships is important so that we can work together with the common purpose of helping everyone to learn.

We seek to develop in the children a sense of responsibility and increasing independence in school life through building confidence and self-esteem. Alexandra Primary School is a harmonious community, whose values are built on mutual trust and respect for all. The Behaviour Policy is therefore designed to support the way in which all members of the school can work together. It aims to promote an environment where everyone feels happy, safe and secure.

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. Alexandra Primary School aims to provide high quality learning experiences, in a stimulating, safe and happy environment, through which our children can maximise their abilities and talents and thrive in society.

The school provides opportunities to help children develop the skills they need to investigate, make sense of and communicate with the world around them; in order to become responsible, healthy members of the community.

The school promotes positive attitudes to work. Children establish sound work habits. We firmly believe that praise and recognition of good behaviour, effort and achievement promotes a school ethos in which we all feel valued and respected.

The management of behaviour includes every aspect of our school and community life and can never be seen in isolation. It is only when a school and community move forward together in a spirit of co-operation and mutual respect that a behaviour policy can hope to achieve success.

**At Alexandra Primary School, we aim to:**

Promote high standards of behaviour;

Promote self-discipline amongst the children;

Develop in the children a proper regard for authority and acceptance of responsibility for their own actions;

Create and maintain a positive, safe and orderly school climate where effective learning can take place and all children can grow academically, socially and emotionally;

Ensure mutual respect between all members of the school community, for belongings and the school environment;

Ensure the school is a safe place for all members of the community;

Treat everyone with respect;

Value the contribution each individual makes to the life of the school;

Promote positive behaviour and conduct in and out of school and encourage children to behave according to the expectations set out in this policy in both instances;

Promote the wearing of our uniform with pride;

Develop children's social skills and communication skills;

Foster independence, a sense of personal responsibility and self-discipline in a caring and safe environment;

Encourage children to develop mediation and negotiation skills to help resolve differences and ask for adult intervention if necessary;

Work in partnership with all members of the community;

Ensure that a balance is reached whereby positive behaviour is recognised, rewarded and praised and where sanctions are used consistently and applied fairly, making apparent the distinction between minor and serious offences.

**Our aims are achieved when:**

Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour;

A positive school atmosphere is created which is caring and supportive, and in which children are able to reach their personal best;

The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices;

Children are provided with good role models;

Children and parents understand the hierarchy of consequences, which are a natural outcome of inappropriate behaviour. These are applied consistently within the school in a calm and considerate manner.

### **Objectives**

Children understand the behaviour that is expected throughout the school day, through a constant awareness and consistent application of school rules.

Any harassment or abuse, verbal or physical, is therefore unacceptable.

An action that causes physical harm is unacceptable.

The inhibition of learning is unacceptable.

Causing damage to property or the school environment is unacceptable.

We believe that the most effective strategy for developing a positive school ethos is positive reinforcement. Consistency of approach, reputation and use of the pronoun 'we' in terms of relationships within school, are significant ingredients in securing commitment to the school ethos.

## **School Practice**

### **In school:**

A class charter is negotiated between the children and their class teacher at the beginning of each school year; these are displayed in the classroom using vocabulary children can understand easily. The charters are designed to promote a purposeful and respectful learning environment and to ensure movement around the school is in a calm and safe manner.

The promotion of positive behaviour and conduct can be helped by the following:

- Classroom layout taking into consideration access to resources, equipment, storage and placement of personal belongings;
- Establishing clear and high expectations;
- Maintenance of appropriate routines;
- Grouping of children for activities;
- Planning and delivery of a stimulating and motivating curriculum that engages the learner;
- Fair and consistent application of rewards and sanctions;
- Classroom rules on display;
- Consistent and frequent use of praise.

(See Appendix 10 - Good Classroom Management at School)

### **At playtime and in the Playground:**

High standards of behaviour and courteousness are expected at all times, including before school and after school. (See Appendix 9 - Procedures for Playtimes and Lunchtimes)

Playground rules and general School Rules have been compiled in collaboration between staff and children. They are on display inside each learning area, outside in the playgrounds and in the school halls (See Appendix 8 - School Rules and Playground Rules)

# Classroom Management

## Behaviour Strategies

All classes at Alexandra Primary School will follow a consistent approach to behaviour management. Classrooms will display the behaviour chart and use it regularly. It is vital that all adults working in a classroom implement the behaviour strategies laid out in this policy consistently.

## Going for Gold

- 'Going for Gold' is used in school to promote and reward good behaviour.
- There are 4 levels of behaviour – **gold, green, amber** and **red**.
- All children begin the day on **green**.
- Following a verbal warning, if a child continues to break a rule, their name is moved to the **amber** card.
- If the behaviour is persistent the child's name is moved to the **red** card.
- If the behaviour improves the child may move back up to the **amber**, then the **green** card.
- If a child displays exceptional behaviour, for example, a great attitude to learning or outstanding empathy in a situation, they may be moved up to **gold**.
- Children who are on **gold** at the end of the school day will be named as 'stars of the day'. In a short 5 minute session before home time, they will share with the class (if they are confident to) why they have been given **gold**.
- Class teachers will record those children who are on **gold, amber or red** at the end of each day. As the majority of children will stay on green, these do not need to be recorded.
- 'Going for Gold' will include a 'Straight to Red' clause for severe misbehaviour. In the case of certain incidents (such as fighting, vandalism, defying an adult or violence of any kind) a child may be moved straight to **red**. The child would then be spoken to by a member of SLT and parents would be informed of the incident.

## Managing pupils at transition times

While moving around the school children are expected to follow the behaviour code and school rules. These should be referred to by all adults around the school. Any adult has the responsibility to promote the school rules and act in accordance with the behaviour policy, including 'Going for Gold'.

## Rewards

### Classroom rewards

Class teachers may reward behaviour on a short term basis through a variety of rewards, as age appropriate. All classes will award points using class dojo to maintain consistency across the school. Each year group may offer further rewards that are consistent across the classes.

These may include -

- Giving out stickers.
- Awarding golden time through marbles in a jar.

### Rewards for exceptional behaviour

- Children who are on **gold** at the end of the school day will be named as 'Stars of the day'.
- Those who attain **gold** once a week will receive a reward.
- Those who stay on **green or gold** for an entire term will earn a bronze certificate for behaviour.
- Those who remain on **green or gold** for both Autumn and Spring terms will earn a silver certificate.
- Those who remain on **green or gold** for the entire school year will earn a gold certificate and will receive a special treat such as a workshop or a day out.

### House points

- Children across the school are grouped into four 'houses'.
- Children may be awarded a house point for good behaviour or hard work.
- The houses are used at school events such as sports day.
- Alexandra Primary School has a house cup, which is decorated with the ribbons of the winning house each week.
- All children in the winning house at the end of each term will receive a treat or prize, such as a workshop.

## **Praise**

As a school we recognise that praise is one of the most effective means of positive recognition. Praise in school is used to reinforce to individuals and groups of children the positive aspects of particular behaviour. It develops in the children a belief in themselves, raises self-esteem and confidence. It recognises effort, progress and achievement and can be used to show appreciation for contributions.

As well as recognising appropriate behaviour, praise can be used to prompt those children who are choosing to misbehave in order to help them change their behaviour. Praise teaches children that they receive attention through good behaviour choices.

School recognises that using praise effectively can:

- Aid the ethos and community in school;
- Encourage a warm and positive atmosphere;
- Promote self-esteem;
- Reinforce rule following and draw children's attention to appropriate behaviour;
- Develop more positive dialogues about attitudes;
- Become infectious and rewarding.

(See Appendix 3 – Strategies for using praise to develop behaviour)

## **Consequences**

When children choose not to follow the rules, all staff are expected to deal with the situation in a calm and consistent manner. In the case of poor behaviour it is important to emphasise that the child has made the wrong choice. The behaviour should be addressed as inappropriate, rather than the child be criticised directly. Consequences should be acknowledged as a result of the poor behaviour choice, not as a punishment. Following a consequence, an opportunity should be sought to praise the child for good behaviour.

### **Ladder of Consequences**

At Alexandra Primary School we have a clear 'Ladder of Consequence' that is shared with the children. (See appendix 4) They are aware of the steps on the ladder and what the next step will be if the behaviour continues or escalates.

Consequences (as age appropriate) may include:

- Time out in class (thinking chair)
- Time out in another class
- Loss of classroom jobs
- Loss of breaktime
- Speaking to a member of SLT
- Speaking to the Headteacher
- Parents contacted and informed

### **Severe Clause**

In cases of severe misbehaviour (fighting, vandalism, bullying, inappropriate challenge, threat of violence towards another child or adult, intimidation, violence or disrupting the class from functioning) the child would not receive a warning but would jump to an appropriate rung on the ladder of consequences. In these cases, the parents would be notified of the incident and informed as to what action was taken. In extreme situations it may be necessary for a member of staff to remove other children from the immediate vicinity. In the unlikely event of manual handling being necessary, staff should follow the guidelines set out in the manual handling policy.

### **Persistent Disruptive Behaviour**

Persistent disruptive behaviour will be logged on CPOMs and any patterns will become apparent over time. Parents will be involved in discussions regarding the behaviour; school and home will work together to develop more positive behaviour.

If behaviour persists over a period of time a child may be given a behaviour report card (see appendix 7). This will be managed by class teachers and children will be set targets for their behaviour in lessons and the playground. At the end of the week the report card will be reviewed by SLT to decide if a further week is necessary. The report card is adapted to suit each key stage.

## **Roles and Responsibilities**

### **Role of the Governors**

It is the responsibility of the governors to oversee the implementation of the behaviour policy and support the Headteacher and senior staff to ensure school fulfils the aims set out above. It is also the responsibility of the governors to monitor serious incidents leading to exclusion and convene discipline and appeals panels as necessary. The governors should also ensure this policy is monitored and reviewed regularly.

### **Role of the Headteacher/Deputy Headteachers**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and adults in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying and racism and has the responsibility of dealing with such issues in a suitable manner.

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the behaviour policy consistently and fairly. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Leadership Team.

### **The Role of the SENCO**

The SENCO has the responsibility to provide support and advice to colleagues for children with emotional and behavioural needs and to ensure Provision Maps are drafted and reviewed and appropriate targets set. The SENCO should refer more serious cases to the Early Intervention Service, Educational Psychologist or other support service for advice or assessment. The SENCO has the responsibility to inform the Headteacher or Deputy of any serious issues or concerns about a child.

**The Role of all other staff**

All staff have the responsibility to provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should follow procedures of informing class teachers of any inappropriate behaviour during break/lunchtimes or during interventions.

**The Role of Parents and Carers**

Parents and Carers agree to a behaviour code (see appendix 2) when enrolling their child at the school. Parents are expected to adhere to the behaviour code and support the actions of the school but are able to address any queries regarding sanctions firstly to the class teacher, then to the Deputy Headteachers and Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

## **Lunchtime Supervision**

At Alexandra Primary School we have a clear set of rules for children to follow in the playground (see appendix 8). All members of staff reinforce the rules and refer back to them when dealing with any situations that arise.

### **Procedures for lunchtime**

- Lunchtime staff (School Meals Supervisory Assistants - SMSAs) arrive in school by 12:00pm;
- Classes go to the playground to play until the SMSA in charge blows the whistle to signal it is time for them to enter the dining hall.
- When directed to enter the dining hall, children taking packed lunch sit quietly at an allocated table.
- Children taking school dinner stand in line in a quiet and sensible fashion awaiting their turn to choose dinner.
- Inside the dining hall children may talk quietly.
- See appendix 9 for further procedures for outdoor play at lunchtime.

We have clear procedures about what to do if an incident occurs, whether it be a TA or SMSA on duty. The member of staff that witnesses the incident will deal with the situation and remind the children of the rules. They will make a judgement whether the child needs to have some time out or calming down time. If this is the case, there is a designated area in each key stage.

### **Calming down/thinking zones:**

Early Years – Individual thinking chair

KS1 – Bench under the shelter

KS2 – Year 6 shared area

At the end of the lunchtime TAs and SMSAs will report back to the class teacher about any incidents that have taken place. The class teacher can then decide if a consequence needs to be put in place, such as a lost dojo point or a yellow card.

## **Recording and Reporting**

To maintain consistency across all years of learning, a school-wide “Going for Gold” initiative is in place. From reception, students are made aware of the initiative, where they aim to achieve Gold – a sign of exceptional behaviour. Outlined in the Rewards and Praise section are suggestions of situations in which students should be moved from Green; poor behavioural choices mean students move down to Amber or Red, depending on the severity of the situation. Good behavioural choices mean that students either stay on Green or move up to Gold.

At the end of each day, teachers are to record where each student is on the behaviour chart. This is to keep track of those who consistently end up on Red or Amber, or those who have attained Gold. Teachers can record this however they deem easiest; a spreadsheet, with student monitors etc.

As well as a visible hierarchy of these colours in classrooms, i.e. A Gold, Green, Amber and Red display, sanctions – in the form of a consequence ladder (appendix 5) - have been put in place to further ensure consistency across the school. In addition, sanctions and rules have been agreed upon by all staff and parents. The consequences are similar across the school but have space for customisation to suit the year level (e.g. Dojo points). Despite this, not all incidents are the same and therefore cannot be dealt with equally. Adults are advised to use their discretion, whilst being fair, considerate and consistent.

- Incidents in the classroom are dealt with directly by the classroom teacher or TA.
- Incidents in the playground at break or lunch time should be dealt with directly by SMSAs or TAs supervising. In these circumstances, supervisors should use their discretion if the incident should be passed on to class teachers.

Dependent on the severity of the incident (See Consequences) SLT should be informed; primarily through CPOMS. This then is at the discretion of SLT if they choose to further pursue the issue. Severe situations resulting in SLT involvement usually require that parents are to be contacted. It is advisable to have a second staff member present when speaking to parents regarding poor behaviour choices of their child.

When reporting on CPOMS, it is imperative that only the facts are stated, and it is kept as simple and un-biased as possible. Try to find out information from other adults to help paint a clear picture of the situation. Keeping up to date with CPOMS reports is pertinent, particularly if a student is continually making poor behaviour choices – it’s important to have a log of the behaviour to keep track of their infractions.

Continual bad behaviour may result in a report card, a way to spotlight student’s behaviour over a short and specified period (usually a week) in an attempt at improving their behaviour by making them explicitly aware of what is acceptable and what is not. The student’s teacher is to rate each session, with agreed consequences put in place for not attaining an appropriate level of behaviour. For example, students may be rated out of 10 for a lesson, or given a smiley face, dependent on year group.

## **Monitoring and Review**

This policy is renewed regularly by the whole staff team. It is used consistently by all the staff in school to reward good conduct and behaviour and sanction inappropriate behaviour.

### **Success Criteria**

The Behaviour Policy will be monitored against the following:

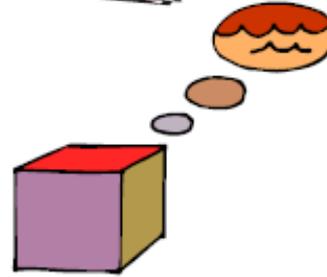
- The number of fixed term and/or permanent exclusions;
- The school being judged as a happy and successful school where children feel safe and secure;
- Through consultation with children, school council, school Self-evaluation, OFSTED, Local Authority Reviews;
- Questionnaires to parents, staff and children.

Appendix 1 - Behaviour Code

**Stop**



**Think**



**Choices**



**Decide**



**Act**



## Appendix 2 – Behaviour Code for Parents

|   |                                       |  |   |   |
|---|---------------------------------------|--|---|---|
| <b>Alexandra Primary School – Home/School agreement</b> | <b>Aspire, Perform, Succeed</b>       | <u><i>The school will...</i></u>   | <u><i>As a pupil I will...</i></u>  | <u><i>As a parent I will...</i></u>   |
|   | <b>Our Aims</b>                       | Provide a purposeful, stable, safe and secure environment in which to learn. Nurture self-belief in our children.  | Work hard as a member of Alexandra Primary School and try my best to be involved in the daily life of the school.                   | Talk to my/our child about the school day and encourage them to participate fully in school life.   |
|   | <b>Our Work</b>                       | Provide an exciting and stimulating curriculum which will prepare children for the next steps in their educational journey.                              | Do all my classwork and homework as well as I can. Try hard to join in all activities.  | Support my/our child with their work, encourage them to try their best and complete any work they bring home.                               |
|   | <b>Our School/Home Links</b>          | Provide annual written reports about your child. Have 3 open nights per year. Welcome parents into school regularly to keep up to date with school news. | Talk to my parents about school and share my targets with them. Take letters home and invite my parents to special events in school | Work in partnership with the school. Do our best to attend open evenings and special events and share relevant information with the school. |
|   | <b>Our behaviour</b>                  | Promote and reward good behaviour through our APS behaviour policy. Tackle inappropriate behaviour when necessary.                                       | Follow the Alexandra Primary School code of conduct. Try hard to be polite and helpful to everyone.                                 | Read through the behaviour policy guide with my/our child and encourage them to keep the school code of conduct.                            |
|   | <b>Our attendance and punctuality</b> | Check attendance and punctuality regularly and contact parents with any concerns.  | Attend school every day (except when I am not well enough) and on time.   | Ensure my/our child attends school regularly and on time. Let the school know by ----- if my/our child is too unwell to attend school       |
|   | <b><u>Signed</u></b>                  | Teacher:<br>Date:  | Child:<br>Date:   | Parent:<br>Date:  |

## **Appendix 3 – Strategies for using praise to develop behaviour**

### **Rules – Praise – Ignore**

Rules – Praise – Ignore is a structured behaviour management system and is dependent on the following aspects of teacher behaviour.

- The negotiation of a clear set of rules with the class;
- A high rate of praise;
- Use of rule-related praise;
- Ignoring of minor infringements of rules where possible;
- Use of rule-related reprimands;
- Use of brief, simple correction procedures.

The essence of Rules – Praise – Ignore is the teaching of appropriate classroom behaviour through positive monitoring and feedback.

### **The language of praise**

When making comments about children's efforts take care not to place value judgements on what they have done and seek to avoid making positive comments in a critical manner. Values and opinions should be expressed in such a way as to help children believe in themselves.

Try not to overuse value-loaded words at these moments (e.g. good, great, excellent etc.).

Substitute these with phrases which show the child more specifically what he/she has to be proud of:

Phrases that demonstrate acceptance:

- "I like the way you handled that."
- "I like the way you tackle a problem."
- "I'm glad you enjoyed the work you did in class today."

- “I think that’s fine. How do you feel about it?”

#### Phrases that show confidence

- “Knowing you, I’m sure that you will do well.”
- “You’ll make it.”
- “I can trust you to do that.”
- “I think you can work that one out for yourself.”

#### Phrases that show appreciation by focussing on contributions and abilities

- “Thanks, that helped a lot!
- “It was thoughtful of you to...”
- “Thank you, I really appreciate...because it makes my job much easier.”
- “I need your help on...”
- “I really enjoyed working with you.”
- “You can do really well. Would you like to do one for the class?”

#### Phrases that recognise effort and improvement

- “It looks as if you have put a good deal of work into that.”
- “Look at the progress you’ve made.” (Be specific – tell them how.)
- “You’re really improving in...” (Be specific.)
- “You may not feel that you’ve reached your target, but look how far you’ve come.”

### **A word of caution**

Encouraging words can become discouraging if motivated by a desire to establish “good behaviour” permanently or by an “I told you so” attitude. Avoid giving with one hand and taking away with the other. That is, avoid qualifying or moralising comments.

For example:

- “It looks as if you really worked hard on that – so why not do that all the time?”
- “It’s about time.”
- “See what you can do when you...”

## **Appendix 4 - Ladder of Consequences**

### 1 - Verbal Warning

Acknowledge behaviour choice as inappropriate and refer to the rules.

### 2 - Verbal warning and negative dojo

Remind child of inappropriate behaviour choice and reinforce with use of negative dojo point.

### 3 - Amber card

Remind child of inappropriate behaviour choice and reinforce with moving child to an amber card. As appropriate the child may have thinking time in the classroom.

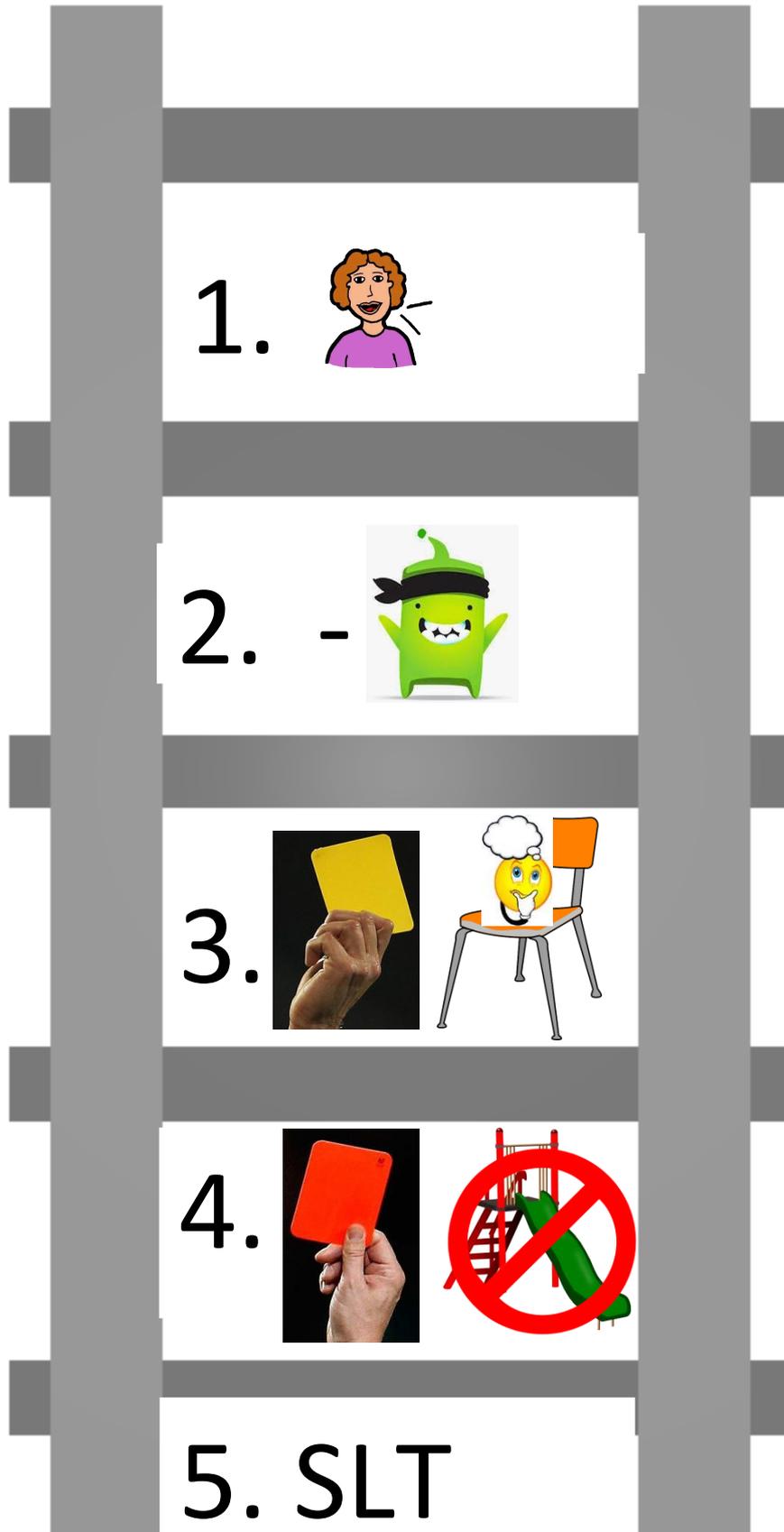
### 4 - Red card

Remind child of inappropriate behaviour choice and reinforce with moving child to a red card. As appropriate child may have time out of class and/or lose an age appropriate amount of break time and complete a reflection sheet. Parents to be informed.

5 – SLT

Child to be spoken to by a member  
of SLT.

Appendix 5 – Ladder of Consequences pupil version



## **Appendix 6 – Summary of Behaviour Policy**

The following statement should be added to any supply notes.

Please follow the following process for behaviour management at Alexandra Primary School

- Reinforce the behaviour code displayed in classrooms.
- In the event of unacceptable behaviour follow the ladder of consequences.
- For exceptional behaviour children may be awarded a gold card.
- At the end of the school day please record the colour cards on the class teacher's record sheet.

**Appendix 7 – Behaviour Report Card**

**Alexandra Primary School**

**Behaviour Report Card**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Start date: \_\_\_\_\_ End date: \_\_\_\_\_

|           | 8.55-10.15 | Break | 10.30-12.00 | Lunch | 1.30-3.30 | SLT sign & comment |
|-----------|------------|-------|-------------|-------|-----------|--------------------|
| Monday    |            |       |             |       |           |                    |
| Tuesday   |            |       |             |       |           |                    |
| Wednesday |            |       |             |       |           |                    |
| Thursday  |            |       |             |       |           |                    |
| Friday    |            |       |             |       |           |                    |

This card must be given to your teacher to be completed at the end of the lesson.

## Appendix 8 – Playground Rules

*We use our 12 school values all around school. Here are a few we should consider in the playground:*

# Our Playground rules

## Respect

Treat everyone and all equipment with respect

Remember your manners!

Talk nicely to everyone

## Collaboration

Be kind to each other

Share games and equipment

## Responsibility

Listen to and follow adult instructions

Ask an adult if there is a problem

## Honesty

Tell the truth – being honest brings trust

## Appendix 9 – Procedures for playtime and lunchtime

| <b>Staff</b>   | <b>Children</b>  |
|--|--|
| <ul style="list-style-type: none"> <li>• If away on trips/courses arrange a duty exchange.</li> <li>• Duty adult blows whistle/shaker promptly for morning and afternoon playtimes.</li> <li>• At the end of play blow whistle twice, once to freeze, second time to line up.</li> <li>• Monitor all areas of the playground to ensure a safe environment for all children.</li> <li>• Stop any unsafe play including ‘play fighting’ immediately.</li> <li>• Send children with minor injuries accompanied by another child to the welfare room.</li> <li>• In case of more serious injury, one adult accompanies child to welfare room or First Aider is sent for to attend child in playground.</li> <li>• Send outside any child found in the building unsupervised.</li> <li>• Grant permission for children to stay in only in exceptional circumstances e.g. to complete a specific task or project and supervise fully any children to whom such permission has been given.</li> </ul> | <ul style="list-style-type: none"> <li>• Take coats if needed.</li> <li>• Follow playground rules.</li> <li>• Follow rotas and rules for playground equipment and play areas.</li> <li>• Play ball games only in allocated areas.</li> <li>• Play safely on the climbing equipment. (children playing in an unsafe manner will lose the right to play on that equipment for the rest of play)</li> <li>• Ask permission to enter the building for any reason.</li> <li>• All children are expected to go out to play unless an alternative arrangement has been made e.g. for serious injury/illness.</li> <li>• Injured children must remain in a supervised area i.e. welfare room with full knowledge of the class teacher and leadership team.</li> <li>• Walk quietly to their class and line up.</li> <li>• KS1 to take class tray of water bottles outside. KS2 to use water fountain.</li> </ul> |
| <p>In the event of wet play –</p> <ul style="list-style-type: none"> <li>• Phase leader to decide the status of the playtime and send a message to all classes before playtime begins.</li> <li>• Staff are responsible for supervising their own class.</li> </ul>  | <p>In the event of wet play –</p> <ul style="list-style-type: none"> <li>• Stay in class except to visit the toilet with permission.</li> </ul>  |

## **Appendix 10 – Good Classroom Management**

### **Classroom Layout**

Please consider the following:

- Arrangement of children’s tables, particularly in relation to the interactive whiteboard and other key teaching resources;
- Use of floor space, including carpet area;
- Location of resources and equipment;
- Use of wall space, ceiling and display;
- Location of storage and teacher/assistant’s administrative area;
- Organisation of provision for personal belongings of children.

### **Developing Routines**

Routines are vital in good behaviour management.

Routines may be established for:

- Entering and leaving the classroom;
- Getting out materials;
- Getting work marked;
- Getting the attention of the class or teacher;
- Changing activities;
- Making up non-completed work;
- Distribution of administrative information;
- Going to the toilet;
- Water breaks and playtime snacks;
- Getting started and end of day.