

Oxford Grove Primary School  
Positive Behaviour and Discipline Policy.  
September 2019

*“Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.”*

### Justification.

A clearly defined behaviour and discipline policy will assist in developing a positive, supportive and nurturing atmosphere, conducive to successful learning.

It will enable children to develop self-respect and respect for others and their surroundings.

It will encourage independence, self-reliance and ultimately self-discipline and a sense of responsibility.

**Our policy is based on our belief that:**

Good behaviour is not automatically learned but needs to be taught and supported by parents/carers.

### Aims.

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To track pupil progress, set challenging, though achievable, targets and support children in achieving them, so that children know their efforts are valued and progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom, with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child to promote strong social, emotional and mental well-being.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

### Objectives.

- 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 learning or impede potential

### Statements.

All classrooms will be well managed, organised and consistently tidy, reflecting the high standards expected and demanded.

All work provided will be relevant, appropriate and stimulating.

All shared areas of school will be kept appropriately tidy, both by staff and children.

All members of staff will expect high standards of behaviour from all children at all times.

Children MUST be trained to address all adults by their full names, NOT "Miss", "Sir" or *any other* abbreviations.

In conversation, **all** children will be expected to **maintain eye contact** with staff and to listen attentively, unless specific special educational needs make this impossible.

Staff should speak to children at 'eye level' as much as possible when in a 1-1 situation.

**All members of the school community** will be expected to observe common courtesies i.e. 'please', 'thank you', 'excuse me', hold doors open or make way for ***each other*** etc.

In teaching situations children will be expected to raise their hand before addressing a member of staff, unless in an open dialogue 'conversation'.

Children will be given frequent opportunities to work co-operatively and collaboratively, learning to share, take turns and avoid interrupting inappropriately.

All children MUST be given appropriate responsibilities and be made aware of them, in order to develop self-esteem and self-discipline.

Children will be trained to walk quietly at all times when moving around the building.

Success will be celebrated, initially by praise from the member of staff directly involved and then by the frequent but appropriate use of:

1. Awarding of SMILEYS and half termly smiley rewards.
2. Sharing with others i.e. teachers, peers, parents, head teacher.
3. Displaying of commendable work.
4. Attendance & punctuality rewards.
5. Sending letters of commendation sent home to parents/carers.

THE USE OF REWARDS WILL HEAVILY OUTWEIGH THE USE OF SANCTIONS.

Sanctions will involve the expression of disappointment, displeasure or surprise and / or the deprivation of free time or privileges. In exceptional circumstances the Head teacher may exclude or permanently exclude a child for a severe breach of school policy.

Private, rather than public, reprimands will be made whenever possible.

Humiliation and sarcasm will not be used.

Criticism will focus on the *behaviour* NOT *the child*.

Careful professional judgement must be exercised to ensure that the punishment chosen reflects the degree of disapproval and is appropriate.

Children MUST NOT be excluded from National Curriculum inappropriately.

CHILDREN MUST NEVER BE EXCLUDED FROM CLASSROOMS AND LEFT TO STAND UNSUPERVISED OUTSIDE CLASSROOMS OR IN SHARED AREAS.

If necessary, children will be referred to the senior teachers or if sufficiently serious, the Deputy Head teacher or Head teacher

STAFF WILL NOT NEGOTIATE WITH CHILDREN IN MATTERS OF DISCIPLINE. (Though individual views should be listened to *one at a time*. staff MUST NOT be drawn into arguments when investigating incidents.)

When conflict arises all children will be treated fairly and given the opportunity to be listened to without prejudice before a judgement is made. Judgements should be based on thorough investigation and then be final.

Parents/carers will be involved AT AN EARLY STAGE if a child's general behaviour is giving cause for concern.

Constant vigilance will be exercised in the detection of bullying. Evidence of such behaviour will result in the IMMEDIATE INVOLVEMENT OF THE HEADTEACHER AND PARENTS/CARERS.

#### Exclusions

In rare circumstances where continual unacceptable behaviour repeatedly occurs, a child may be excluded from school. This could take the form of fixed-term or permanent exclusion.

Behaviour that warrants a fixed term or permanent exclusion may be:-

Severe physical/ violent aggression towards other children or staff.  
Damaging school property, (throwing chairs, destroying displays etc.)  
Refusal to follow clear instructions from staff.  
Severe threatening or verbal aggression towards other children or staff.  
Exiting the school premises without permission.

Only the Head teacher (or the designated person in her absence) has the power to exclude a child from school. The Head teacher may exclude a pupil for one or more fixed periods for up to 15 days per term or 45 days in an academic year. The Head teacher may exclude a pupil permanently.

If the Head teacher excludes a child, the parent/carer will be informed in the first instance by telephone call or in person and the given a letter detailing the reasons for the exclusion. Within this documentation parents/carers will be informed they can appeal against the decision to exclude to the governing board.

### **Rules**

School rules are kept to an essential minimum and are included in our home/school agreement. They have been developed to be meaningful to children. None are too difficult. 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 not condoned. It is essential that parents/carers and teachers work together through discussion and action on any problems which develop.

### **The Role of Parents/ Carers**

At Oxford Grove we understand the importance of forging a strong collaborative with parents/ carers so children receive messages about how to behave at home and at school. We expect parents/carers to behave in a civilised manner towards all school staff. Incidents of verbal or physical aggression will not be tolerated and adults displaying such behaviours will be requested to leave the premises. If a parent/carer has to be contacted to come into school to discuss a behaviour incident or remove a child following an exclusion, the school appreciates this may be inconvenient, however, we would expect full co-operation and failing this more serious action may need to be taken involving social services or the police.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents may 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/carer.

### **The Teacher's Role**

Teachers need to establish consistent levels of acceptable behaviour with the support of parents/carers, governors and Senior Leadership Team. 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 a means of motivation. They need to be taught to manage their own behaviour.

Teachers need to recognise that effective conditions for learning (planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

### **Assertive Mentoring**

'Attitude' is carefully tracked at least termly. This includes attendance, punctuality, behaviour, effort, homework and uniform. Each area is colour coded: Green-Outstanding, Yellow-Good, Red-Unacceptable. Targets and support are agreed where necessary.

1. Our Code of Conduct is:

Take Care of Yourself

**Always** Tell someone if you are unhappy, being picked on or bullied.

**Never** Do anything silly or dangerous where you might be hurt.  
Stay in school at break times or leave school without permission.  
Talk to strangers in school unless they have a school badge.

Take Care of Others

**Always** Be friendly to visitors, newcomers and other children.

**Never** Do anything to hurt others (such as hitting/name calling).  
Distract others from working.  
Be cheeky or rude to adults.

Take Care of your School

**Always** Be proud of your school.

**Never** Steal or deliberately damage school equipment.  
Drop litter or deface the school building.  
Give the school a bad name.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalised at FS and KSI.

2. Our Listening Code:

*When I am asked for my attention I:*  
Stop what I am doing  
Empty hands/show me five  
Look at the teacher  
Keep quiet and still  
Listen to instructions

3. Our Lining up Code:

*When I am asked to line up I:*  
Walk to the end of the line  
Leave a person space  
Keep my hands and my feet to myself  
Keep quiet and still  
Listen to instructions

4. We have specific rules being enforced on the grounds of health, welfare and safety

#### **a. Food and drink**

Children may bring fruit from home to eat at morning play. They may also obtain fruit through the National Fruit Scheme in Reception and Key Stage 1 and are offered a 'free' piece of fruit in Key Stage 2. Other than fruit and packed lunches, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks.

**Reasons:** Sweets, etc. present obvious choking hazards. Food and crumbs left around school would soon create a hazardous and unhygienic environment. Children have regular access to water and are supplied with water bottles. Quality juice, milk or water is available during lunch.

#### **b. Jewellery**

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during P.E. and swimming lessons. Teachers are not to assist children with the removal of jewellery. If children cannot remove it themselves it should be removed at home on the days the child does PE. Any articles removed should be kept under the teacher's supervision for the duration of the lesson.

**Reasons:** Rings, necklaces, bracelets etc can turn a minor incident into a major accident if caught on apparatus or entangled in another child's clothing or hair. Even stud earrings have the potential to cause severe tears to the wearer's ears or injury to others.

#### **c. Hair**

Hair that is below shoulder length needs to be tied back.

**Reasons:** Long hair that falls forward onto equipment as a child is working on activities maybe dangerous and distracting.

#### **d. PE Kit**

Appropriate clothing must be worn for all PE activities

Indoors:-No jewellery, bare feet or plimsolls, shorts, Tee shirt or vest

**Reasons:** It is dangerous to go on the apparatus wearing trainers or similar footwear because it is more difficult to feel. A combination of bare feet and trainers, etc. can result in trampled toes and damaged nails. Children should exert themselves during PE and therefore should have extra clothing to compensate for heat loss.

Outdoors:-No jewellery. Plimsolls or trainers, shorts, Tee shirt, (Tracksuit in certain conditions) must be worn.

**Reasons:** Slip on shoes or laced shoes even with small heels are not suitable for games lessons. They provide insufficient grip, may cause injury to others if kicked off and often lead to twisted ankles (see PE Policy).

#### **d. School Clothing**

The school has clear guidance on school uniform. Uniform may be purchased from the designated supplier. Parents are asked to send their children to school tidy and appropriately dressed for the weather of the day. Only flat-heeled shoes should be worn.

**Reasons:** The overwhelming majority of parents/carers, staff and children expressed their preference for a school uniform. School uniform reinforces school identity and eliminates 'brand' fashion and stigma. High heel shoes and boots are unsafe for the school environment.

#### **e. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in to the class teacher as soon as possible and never left in trays, bags or coats.

**Reasons:** Suitable toys, games and sports equipment are provided for the playground and indoor play. Unsuitable equipment may present a risk to children and present the potential for theft.

#### **f. Mobile Phones**

Mobile phones can only be brought to school in exceptional circumstances and only with the prior permission of the Head teacher.

Parents/carers who insist that children require a mobile phone during school hours i.e. for the journey to and from school must express these reasons in their request to the Head teacher in writing. Such requests will be considered on an individual basis.

If permission is granted, mobile phones must be handed in to the school office upon arrival and collected at the end of the school day. They should never be left in trays or coats or used during school hours.

**Reasons:** During school hours contact is possible through the school's land lines. Mobile phones are regarded as hazardous to health. They present an unacceptable disturbance to lessons, potential for theft and cyber bullying.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control or be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the Head teacher will be available. If, in exceptional circumstances, a child needs to be removed from class the head should be sent for. If unavailable, the Deputy, Assistant Head teacher should be called.

### Courtesy and Respect.

All children must be reminded **consistently** to speak courteously and respectfully to each other and to all adults **at all times**.

**This behaviour must be demonstrated by all staff to provide the children with good role models.**

All children MUST be trained not to interrupt the conversations of adults and to defer to them when moving around the building unless teachers are 'modelling' good practice.

They must also be shown how to address people correctly and be encouraged to do so at all times: *they should be dealt with professionally in a manner appropriate to their age when they do not.*

The notion of **'treating others as we would wish to be treated ourselves'** **MUST** be promoted.

Mistakes in behaviour MUST be rectified **initially through appropriate apologies** designed to reinforce the notion of 'respect' which is central to the school's values and ethos and this policy.

### Rewards

**All staff must take a positive approach to behaviour management whenever possible whilst being mindful not to encourage the notion that good behaviour is only to be offered in return for a tangible reward.**

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 he/she is 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.

#### **General**

Favourable comments can and should be entered on pieces of work, (see Marking Policy).

Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life, (see Assessment, Recording and Reporting Policy).

Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.

Children's work can/should be displayed as much as possible both in the classroom and corridors of the school (see Display Policy).

A visit to the Head teacher for commendations.

Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, helping a teacher etc.)

Opportunities for giving children greater responsibility in school should be fostered e.g. Playtime Pals, Monitors, and School Council etc.

Above all, praise and encouragement in and out of lessons should be used as much as possible.

### **Whole School Reward System: 'Smileys'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'smiley face' stickers. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work / effort.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Staying on task etc.

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

The reward system is graded as follows:-

Any noteworthy behaviour = 1 Smiley

1<sup>st</sup> Side of the smiley card completed = Teacher commendation and opportunity to attend whole school half-termly 'Smiley Reward'.

2<sup>nd</sup> Side of the smiley card completed = Teacher commendation and opportunity to attend whole school half-termly 'Smiley Reward'.

New smiley cards will be issued at the start of each term.

The first ten children from each class to complete both sides of their smiley reward card will earn a Head teacher award.

Autumn Term = Bronze award presented by the Head teacher and the child's photo displayed on the impeccable wall of fame.

Spring Term= Silver award presented by the Head teacher and the child's photo displayed on the impeccable wall of fame.

Summer Term= Gold award presented by the Head teacher and the child's photo displayed on the impeccable wall of fame.

The Head teacher award does not have to be cumulative, for example a child does not have to earn a bronze badge before they earn silver.

- Commendations and awards are recorded on each child's individual 'Smiley Card'. Responsibility and care of the record rests with the child. Loss of the card will result in a loss of Smileys accrued other than in exceptional circumstances.

A 'Smiley' can be awarded by any staff member to any child at any time. All staff should carry 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of all our children is the responsibility of all adults in school.**

### Rewards for Play Pal support

Mrs. Moore, Mrs White and Miss Lowe will be responsible for the deployment and management of lunchtime Play Pal volunteers whose attendance will be logged and tracked and a smiley will be awarded daily for punctual, helpful playpal support.

\*Children who have an IBP and are therefore subject to an individually tailored rewards and sanction system, **SHOULD NOT** be exempt from the SMILEY reward system. Specific achievements made by these children will be recognised by senior leaders in due recognition of **OUTSTANDING** work or behaviour within their own IBP frame of reference.

### Sanctions.

The use of punishments must be heavily outweighed by the use of rewards.

We must aim to be consistent and fair in the application of appropriate punishments across the age range.

Punishments for misdemeanours should be exactly the same for boys and girls.

Rewards should not be removed once awarded unless there are exceptional circumstances which should be discussed with a senior leader prior to implementation.

### Misbehaviour in the Classroom.

1. 1<sup>st</sup> WARNING (Verbal or recorded on the whiteboard) Reminder of expectations. Immediate reward of good example elsewhere in the room (proximity praise) VERBAL or SMILEY.

2. Deprivation of free time by class teacher – 2<sup>nd</sup> WARNING (Verbal or recorded on the whiteboard)

one minute, then

3<sup>rd</sup> WARNING (Verbal or recorded on the whiteboard)

5 minutes then,

4<sup>th</sup> WARNING (Verbal or recorded on the whiteboard)

entire break time.

(This graded response MUST be made explicit to all children)

Any detentions must be fully supervised by the teacher issuing the punishment.

3. If the situation is not resolved and behaviour is repeated the following steps must be followed:

(i) Initially, Teacher involvement of parents/carers with prior consultation with Phase Leader.

(ii) Involvement of teacher with parents/carers – Assistant Head teacher informed, possible IBP issued.

(iii) If the behaviour continues to escalate Head teacher or Deputy Head teacher involvement – discussion with parents/carers, possible exclusion.

### Misbehaviour in the Playground.

Under no circumstances should children be told to stand against the wall

1. Failure to follow agreed rules after ONE reminder - immediate 5 minute 'time out' with an adult on duty. Hand-holding if appropriate or necessary
  2. 'Toy' Fighting - no reminders. Immediate loss of the rest of playtime - time to be spent with an adult on duty. Hand-holding if appropriate or necessary
  3. Fighting - immediate loss of the rest of playtime - time to be spent with the adult on duty. Hand-holding if appropriate or necessary  
Referral to Head teacher or Deputy Head teacher *with verbal report and written behaviour log completed before the end of the school day.*
  4. Head teacher or Deputy Head teacher deprivation of free time(s) to be determined by professional judgement.
  5. Head teacher or Deputy Head teacher involvement of parents/carers. Agreement of future conduct 'contract' if 'age appropriate and the involvement of the SENCO in writing an Individual Behaviour Plan, (IBP).
- Any criticism of behaviour MUST be accompanied by positive comments regarding expectations and the child's ability to meet them.
- Extra-curricular activities and special responsibilities must be earned and cannot be divorced from our expectations of good behaviour.  
They must not be seen as a right, regardless of behaviour and discipline in other areas of school life.  
If necessary, children should have these privileges removed and must have this possibility explained to them at the outset. *This may well result in the forfeiting of extra-curricular clubs or assertive mentoring class rewards.*  
Any child being withdrawn from an extra-curricular activity for poor behaviour must have their parents/carers informed *in advance* and the decision MUST be discussed in advance with the teacher organising the activity and a member of the SLT.

### Guidance Notes for Policy Implementation.

#### Movement Around The Building.

The movement of large groups of children MUST BE SUPERVISED by a member or members of staff, with the additional support of child monitors when appropriate.

THIS INCLUDES MOVEMENT TO AND FROM THE CLOAKROOMS, PARTICULARLY AT P.E. TIMES AND AT THE END OF THE DAY.

The unsupervised movement of individuals or very small groups must be encouraged in order to develop trust and independence.

The over-riding rule must be that children and staff WALK whenever they move around the building.

Children must be trained never to run and be made well aware of the dangers.

Children who repeatedly flout this rule must be reported to the Deputy Head teacher immediately.

The enforcement of this rule must be consistent and uncompromising. It should also be done positively i.e. 'Please walk!' not 'Don't run !'

Positive verbal praise should be given *immediately* for exemplary behaviour in this area.

#### Classroom Management.

Children must be trained to work in an appropriately 'quiet' atmosphere.

Purposeful noise is acceptable, and indeed encouraged, but *inappropriate 'chatter'* is not.

Children must be trained to come into the classroom quietly and should know exactly what is expected of them when they arrive. e.g. sit on the carpet quietly, begin set task etc.

They should not arrive in their room and continue 'break time' behaviour.

There should be times of silence which should be observed. The distinction between 'quiet' and 'silence' must be made explicit to the children.

Behaviour of this kind will only be achieved through the application of clearly understood expectations consistently applied.

#### Disruptive Children.

Children who repeatedly disrupt classroom activities MUST be removed from the classroom environment for short a period of time in order to provide respite for the class teacher and the other children.

However, they must not be made to stand outside classrooms in shared resource areas under any circumstances.

Children who need 'time out' must be provided with work before being sent with an adult to the Deputy or Head teacher with an appropriate explanation – either using the internal telephone system and or the completion of a behaviour log.

They will work under the Senior Leader's supervision for a period determined in consultation with the class teacher. Parents/carers will be informed should this action be repeatedly necessary. **Behaviour Logs should always be completed by the member of staff requesting this level of support.**

### Management of the Playground.

Physical aggression must not be allowed to go unchallenged.

**'Toy Fighting' is not allowed under any circumstances.**

Ball games must be confined to clearly defined areas and involve the use of appropriately sized, *soft* balls.

KS2 football can only be played in the 'Football Muga'

Children must not play in inappropriate areas e.g. climbing on fencing or gates.

At the end of playtimes children should **stop, stand still and stop talking on the teacher's first whistle and on the second whistle, walk slowly into class lines quietly.**

Class teachers **MUST** be in position to receive their children before the first whistle sounds.

Teachers should ensure they are ready to receive their children punctually at the appointed time.

Class teachers are responsible for the safe transfer of their children to and from the playground and classroom.

Good behaviour demonstrating responsibility or co-operation should be rewarded immediately.

The class which lines up most efficiently in each yard should be rewarded with praise and the awarding of a class star. There will be a KS1 and KS2 weekly award for the most stars collected:

It is the duty teacher's responsibility to make sure all left over fruit is placed by the children in the appropriate bins before entering into school after break.

*Consumption must end when the whistle blows at the end of playtime.*

**Children must go to the toilet on their way into the yard NOT on their way back into school. They must NOT use the water fountain at this time either but use their water bottles in the classrooms.**

**Once in the playground children MUST NOT go back into school for any reason without the permission of the teacher on yard duty.**

### Management of Dinnertimes.

**Mrs Moore & Mrs White (outside) and Miss Lowe (inside) have responsibility for managing pupil behaviour during the dinner time period. They will be supported by indoor and outdoor PlayPal volunteers from Years 4,5 and 6. Communication between yard staff can be via the school 'Walkie-Talkie' obtained from the school office.**

The children must treat dinnertime teachers with exactly the same respect they would afford any member of the teaching staff.

They should observe exactly the same playground rules they do at other times of the day.

When eating they are expected to observe common courtesies and must consistently be encouraged so to do. All duty staff should encourage the appropriate use of cutlery.

On completing their meal children should leave the hall in an orderly fashion.

Any child demonstrating anti-social behaviour will dine alone in the shared resource area or Head teacher's office.

**Repeated misbehaviour will result in suspension from school for the lunchtime period for one week or permanently if necessary. This would be a formal fixed period exclusion.**

Good behaviour in the dining hall must be rewarded by the giving of smiley stickers.

Teachers expecting children to help them with 'jobs' at lunchtime must collect children from the playground when they are needed and must supervise them throughout the time they are in school.

**In the absence of a teacher collecting helpers in person, all requests by children to come into school to help a teacher will be turned down unless firm arrangements have been made and communicated in advance. Children must always have their school lunch first before doing any work or 'jobs' for the class teacher.**

### Adventure Play Equipment.

Children must be closely supervised when on the adventure play equipment. At lunchtime, KS1 Play Pals should, **with adult supervision**, be designated to ensure the equipment is used appropriately with controlled access.

### Wet Playtimes and Dinnertimes.

During wet playtimes children must visit the toilet before returning to their classrooms. This must be supervised by the members of staff on duty that day in each Key Stage. Once in the classrooms, all children must remain seated, involved in a 'quiet' activity.

**To this end, all classrooms must have a 'Wet-break' cupboard containing materials which can be used at these times. These might be old comics, old books, scrap paper, old pencils and crayons and board games.**

Children must be made well aware that these are the ONLY things which may be used during wet breaks.

**Normal classroom materials SHOULD NOT BE USED unless this has been agreed with the appropriate dinner staff and is clearly marked for wet-break use.**

**The use of whiteboards and interactive boards, PCs and laptops SHOULD NOT be part of wet-break activities. Classrooms must be tidied up before the bell rings for the start of the next teaching session.**

Dinner time teachers must keep children under close supervision. During wet playtimes, one of the senior leaders will 'float' to support provision.

Wet Playtimes:

Year 6 distributed throughout school supporting in each class- Mrs Moore to organise the names of the children to work in each classroom and these are to be identified on each classroom door.

This organisation should be permanent, allowing children to become familiar with the expectations of a single member of staff. In the event of staff sickness during wet lunchtime Miss Khan or Mrs Hobin will cover the designated class.

### Parental Involvement.

The relationship between parent/carer, child and school should be one that nurtures the child.

It is crucial that it is positive and leads to the development of good patterns of behaviour.

Any concerns must be discussed by all parties at an early stage, before they become major difficulties.

**Key Stage Leaders must take a lead in such matters.**

An agreed positive plan of action must be actively sought by teachers with the involvement of the parents/carers and child.

Appropriate contact must be maintained - both negative and positive reports should be shared.

Minor rewards must form part of the action plan and praise for improvement must be immediate in order to reinforce progress.

Goals set must have a timescale, be appropriate and achievable and be clearly understood by all parties.

### Bullying.

All staff must be sensitive to the possibility of bullying when children present unusual behaviour.

Any suspicions must be referred immediately to the Head teacher.

The subject of bullying must be given a high profile within school through assemblies and P.S.H.C.E. work.

**All children must be clearly made aware that any bullying will result in the immediate involvement of their parents/carers.**

Any allegations of bullying must be accepted unless and until proven to be unfounded.

The school must be seen to be pro-active rather than re-active in this area and the school council should take a leading role in monitoring this throughout the school.

### Review.

This document will be reviewed annually by the Head teacher, staff and Governing Board

N. Harvey.

To be reviewed in September 2020