



BEHAVIOUR AND SANCTIONS POLICY

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INTRODUCTION

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 and well. As such, our values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Any pupil behaviour which disrupts the learning of other pupils, or poses a health and safety risk is unacceptable. This includes low-level disruptive behaviour, bullying and incidents of verbal abuse, physical violence or assault. Where this happens, we work to support the child (and family if needed), knowing that there are a wide range of issues that can impact on a pupil's behaviour in school. We also help them to understand how their behaviour can affect others, how to help put things right and any consequences that may need to occur.

The school has a number of rules and expectations, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that children can work and play together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children grow in a safe and secure environment, in partnership with parents and carers, and to become positive, responsible and increasingly independent members of the school and wider community. The school focuses primarily on rewarding positive behaviour and achievements; this policy is designed to promote positive behaviour, rather than merely deter inappropriate behaviour. Restorative practice underpins our behaviour management and is designed to build a strong sense of community in school, to teach interpersonal skills and to repair harm when conflict occurs.

STATEMENT OF PRINCIPLES

At Fulwell Infant School Academy we have developed our positive behaviour and restorative practice policy to reflect our belief that children learn best in a calm, safe and orderly environment which values its individual members.

All members of the school community (children, staff, parents and trustees/governors) are responsible for supporting children, providing guidance and exercising control when and wherever this is appropriate. They act as role models, encouraging the development of appropriate qualities and behaviour, ensuring that high standards are maintained at all times. Consideration for others, self control, respect for the individual and co-operation between all members of the school community will be encouraged both through the curriculum and other opportunities available within school.

We recognise that in all our dealings with children, each child will receive respect and fairness, care, love and positive guidance with respect to developing self-discipline and positive behaviour.

We acknowledge the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

INTENT

These reflect with wider aims of the school

1. Foster mutual respect and courtesy between all members of the school community.
2. Create a caring, safe and stimulating environment that everyone can enjoy.
3. Encourage children to develop self-discipline, be able to self-regulate and take personal responsibility for their own actions.
4. Help children develop personal moral values, respect for religious values and tolerance of other races, religions, gender and ways of life.
5. Help children develop the ability to co-operate and work together for the benefit of the wider school community.
6. Encourage children to care for their environment and respect the property of others.
7. Reinforce positive behaviour through praise and rewards and generating a climate where good behaviour is the norm.
8. Achieve a consistent approach to behaviour management, which is seen to be fair, by all members of the school community (children, staff, parents, trustees/governors).

GUIDELINES FOR IMPLEMENTATION

Good, positive behaviour is facilitated by staff that are strong, effective role models working within clearly defined guidelines. Further guidance on good practice and procedures is given in the appendices to this policy.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. This includes through planning for the needs of individual pupils, the active involvement of pupils in their own learning and effective feedback and communication.

All lessons should have clear objectives, understood by the children, and adjusted to meet the needs of children with a wide range of abilities and needs. Marking and discussions with children should be used to provide feedback to them on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

We recognise that classroom management and teaching methods have an important influence on children's behaviour. The classroom environment should give clear messages to the children about the extent to which their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, access to resources and celebrating pupils' work in classroom displays all have a bearing on the way children behave.

At the beginning of each academic year, teachers develop a set of class rules with their class. This includes the main expectations and standards of positive behaviour that the class agree are the most important. This is then displayed on the classroom wall and referred to throughout the year.

PROMOTING POSITIVE BEHAVIOUR

School have adopted the following "GOLDEN RULES", which encourage good behaviour during the course of the day. The rules are in line with our RSE curriculum.

These rules are displayed and re-inforced constantly by all adults in school, with the expectation that all children will behave well.

The GOLDEN RULES are:

- **We are gentle**, we don't hurt others
- **We are kind and helpful**, thinking about what we say and how it affects others
- **We listen**, we listen to all the adults and each other
- **We are honest**, we don't cover up the truth
- **We work hard**, we don't waste our own or others' time
- **We look after property**, we don't waste or damage things
- **We walk around school**, we don't run in the corridors
- **We show respect**, we listen, are polite, share and apologise for mistakes.

At Fulwell Infants we promote positive behaviour through the following strategies:

Whole-school level

All staff understand and demonstrate the school's core beliefs about behaviour. Golden rules are displayed in the hall and in classrooms.

School assemblies are used to develop children's social, emotional and behavioural skills. The celebration assembly on a Monday recognises class behaviour champions along with other achievements. Friday assemblies celebrate the 'role of honour' with each class nominating an award winner.

There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour. This policy is discussed at least annually during a dedicated staff meeting as part of a consultation with the school community. Feedback about the policy is also invited from parents/carers and governors/trustees plus a survey carried out with pupils. Any changes to the policy are then discussed and agreed as needed in a Trust Meeting.

Classroom level

Adults model controlled, respectful verbal and non-verbal behaviours

Teaching routinely incorporates activities designed to promote children's social skills and emotional development.

Lessons are structured to be interesting and appropriately challenging with support given where

needed.

Appropriate behaviours are taught and reinforced on a regular basis. Children are taught the language of sharing and co-operation, choice and consequences.

Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom.

There are clear classroom routines, (e.g. for entry and exit, moving around the classroom, sharing equipment)

There are classroom rules, devised through discussion with children, which promote positive social and learning behaviours.

Classroom rules are displayed in a way which can be understood by all children.

Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
There are clear systems, understood by all, for dealing with inappropriate behaviour

Individual child level

All children's strengths are recognised and celebrated by staff.

Systems are in place for noticing and drawing attention to good or improved behaviour.

There is a celebration assembly which allows children to be 'special' at times and their achievements praised.

Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention. These include the creation of an Individual Behaviour Plan which is shared with parents/carers and reviewed regularly. A wide range of support strategies can be used such as weekly time to talk with our ELSA lead. Our ELSA programme also supports children struggling to manage their emotions and/or behaviour.

Referrals to other agencies for support are made if needed.

USE OF REWARDS

We praise and reward children for positive behaviour in a wide range of ways. This continuously reinforces the message about positive behaviour and our high expectations in this area.

These are given to reward good work and behaviour:

- Verbal praise, especially in front of others, in assembly or in the classroom. An assembly is held each Monday to celebrate home and school achievements.
- Well done comments from the staff and the headteacher
- Being sent to the headteacher for a Headteacher badge
- Being allowed to choose a special job or a responsibility as a reward
- Class Certificates
- Stickers
- Golden Time on a Friday Afternoon
- Golden Tickets/Reward Charts/Special Tokens/ Jewels in jar
- Golden Box/Birthday Box Treats
- Receive a full attendance award at the end of the school year

In addition, we have developed the following "Awards" system:

- The headteacher will keep a record of those children whose names are entered into the 'Role of Honour and they will receive their certificate in the Friday assembly.
- All staff, including the lunchtime supervisory assistants, can give out stickers, in order to reinforce sustained effort and good behaviour.
- Writer/Mathematician/Reader of the week.
- Behaviour champion.
- The principle underpinning this approach is one of positive reinforcement but we do need a range of sanctions for those children who have difficulty in complying with school rules.

➤ Daily, positive, verbal praise

This includes praise for manners, behaviour, politeness, kindness, responsibility, helpfulness etc.

➤ Stickers

These are given where a piece of work, good effort, good behaviour etc. is very good and deserves more than simply verbal or written feedback. Stickers are placed in the pupil's book or on their sweater.

➤ Headteacher Award

These are used to reward sustained good work or behaviour over a period of time or for particularly impressive achievement, effort or behaviour. They are worn on the child's jumper.

➤ Behaviour Champion Awards

These are awarded for excellent behaviour, effort, responsibility or attitude each week in the celebratory assembly. Each class nominates the award winner and children wear the badge for the week.

➤ Role of honour

In the weekly Friday assembly, role of honour recognises the positive behaviours of children in each class. Additionally 'Wise Walker' certificates are also presented.

UNACCEPTABLE BEHAVIOURS

The children are also taught that the following behaviour is unacceptable:

- Tantrums, physical aggression, biting, kicking, nipping or spitting
- Bullying - from persistent teasing to physical violence
- Verbal abuse, including swearing of any kind
- Racist or sexist behaviour
- Insolence and answering back
- Refusing to respond to an adult's reasonable request
- Stealing
- Lying
- Not showing respect for others in school
- Disrupting other children working
- Leaving the school premises or running away from an adult
- Poor table manners

USE OF CONSEQUENCES

In all disciplinary actions we make it clear to the child that it is his/her behaviour which is unacceptable and not him/her as a person. The children need to know we always care about whatever they do, whether it is good or bad.

We expect everyone to act, at all times, with courtesy and consideration to others and to take responsibility for their own actions. This means that children must:

- Co-operate so that everyone may learn
- During lessons move around school in a quiet and orderly manner
- Assist in keeping the school clean and tidy
- Help each other when there is a need

Consequences are given to:

Low level behaviours (see the flow chart)

Staff will use their professional judgement and knowledge of the children in deciding on whether the behaviour is low level or high level and the consequence it warrants.

Staff will respond to low level behaviours through '3 strikes' -a reminder, a choice followed by a consequence as listed below.

- Discourage unacceptable behaviour and the sanctions vary, depending on the severity of the bad behaviour, previous behaviour history, individual circumstances and so on.
- If a child is breaking a school rule, **staff should "warn" him / her** that their behaviour is unacceptable and that they should stop. This will be done by naming the behaviour "I saw you hit..." and pointing to the behaviour on the behaviour chart. This is against our school rules.

- The child then has two choices - to either behave or to accept the inevitable consequences if the poor behaviour continues. This decision making is needed in order to promote in children self-discipline and a sense of responsibility for their own actions. The teacher may want to discuss the event later, when the child has had time to reflect and generally calm down.
- **Consequences** Staff will use their professional judgement (incident and knowledge of the child) in selecting from the following (listed in increasing severity):
 - **The temporary withdrawal of the teacher's approval** "I am very disappointed with you today, because"
 - **Temporary withdrawal of a favourite activity** e.g. outdoor time
 - **Temporary withdrawal of responsibilities** e.g. being a library monitor
 - **A "cooling off time" /"thinking time"** away from other children, in which to work. For all children this will equate to their age + 2 minutes (5-9 minutes EYFS-KS1)
 - **"Time Out"** in own or another classroom. The child will be under supervision but will be given no attention.
 - **"Time Out"** in golden time in KS1. Children will accumulate 1 minute withdrawal of time cards throughout the week.

5 minutes loss of play (or more, depending on the severity of the event). If a teacher chooses to withdraw a child/children from playtime it is her responsibility to stay with the children (or arrange that they be suitably supervised) and that they will sit silently for 5 minutes with no attention or activity. They will then be reminded of the positive behaviour which we expect from children in school and will be allowed out for the remainder of playtime. (If the teacher herself is on duty, they must hold the teacher's hand outside for 5 minutes, instead).

More serious incidents

Consequences are given to:

High level behaviours (see the flow chart)

Staff will use their professional judgement and knowledge of the children in deciding on consequences.

- **An A.B.C form** (see appendices) will be kept to record incidents by individual children displaying regular behaviour problems, following HT and DHT and class teacher decision. This records the **antecedent** (events leading up to the incident) the **behaviour** (the incident) and the **consequences** of the incident. These forms will be kept in the child's individual record file - the teacher keeping the Headteacher and parents informed, as appropriate. This will be recorded on CPOMS and the form uploaded against each incident.
- **More serious incidents** to be recorded by the relevant adult on "**CPOMS**" and a record maybe kept in Headteacher's room.
- The initial incident should be referred the Deputy Headteacher or SENDcO.
- The Deputy Headteacher/SENDcO will support the teacher in dealing with the incident and sharing the information with parents. Parents will always be informed about any violent incidents or sustained bullying, by their child. When sharing information with a parent, this must be done privately by asking the parent into the classroom or telephoning the parent.
- Children involved in **more serious incidents**, or **persistent low-level poor behaviour should be referred to the Headteacher** who will inform the parents of the unacceptable behaviour, at this stage.
- More serious behaviour may prompt **the headteacher to contact the parents**, describing a recent incident and / or their child's poor behaviour with a request that they discuss this

with their child. The headteacher would ask them to support the school in trying to maintain good standards of behaviour. These incidents will be recorded on **CPOMS**.

- Where a child's behaviour regularly causes concern, we **involve the school's educational psychologist** and / or the Behavioural Support Service and/ or other outside agencies. It may result in a safety plan including a behaviour reduction risk assessment.
- **Lunchtime internal exclusion** and / or **exclusion** from school - these sanctions are used by the headteacher in exceptional circumstances in which other sanctions have failed, despite parental involvement with behaviour problems in the past. The school follows the LA guidelines. At the end of the exclusion period, the child will be formally received back into school by the headteacher and a daily report sheet will be kept by the teacher and sent to the parents for a period of 2 weeks. At the end of this time, parent and teacher will meet to review the behaviour. If this has not improved, the headteacher will also meet to discuss future targets. Details of any exclusion will be noted in the child's individual records.

THE USE OF REASONABLE FORCE

To deal with this issue, the school follows the guidelines outlined in

'The Use of Reasonable Force in Schools: DfE (November 2013, updated 2015)

The guidance above states that:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

It is rare that staff need to use reasonable force in school to control or restrain pupils; however we do have staff members who are trained in Team Teach. This trains staff in the use of physical intervention when needed but also focuses on effective communication with children and a wide range of de-escalation techniques. This training is updated every two years.

Where appropriate, school will develop a 'Safety Plan' for pupils which will include a risk assessment relating to the child's needs and behaviour in addition to agreed strategies and actions

It is our legal duty to make reasonable adjustments for disabled children and children with disabilities and special educational needs. These will be discussed with parents/carers when formulating Individual Plans for pupils.

We will always inform parents/carers if physical intervention has been used with their child during a behavioural incident. School also completes an 'ABC Form' which is added to CPOMS.

THE POWER TO SEARCH PUPILS WITHOUT CONSENT

Screening and Searching Legal provisions enable school staff to confiscate retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any

confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership team should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

ROLES AND RESPONSIBILITIES

To support our Behaviour policy:

The role of the Staff Member (Teachers, Support Staff, Lunchtime Supervisors etc.)

- It is the responsibility of all class teachers and support staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson and break times.
- The class teachers and support staff 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 and interact positively during break times.
- All staff members treat each child fairly, and enforce the school rules consistently. Staff treat all children with respect and understanding.
- If a child misbehaves, staff members consistently follow the procedures outlined in this policy.

The role of the Headteacher

- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. This includes organising continual professional development on pupil behaviour.
- The Head Teacher keeps records of all reported serious behavioural incidents
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious behavioural incidents. For repeated or very serious acts of anti-social behaviour, the Head Teacher may advise the governing body that a permanent exclusion may be needed to ensure the learning of other children is not disrupted.
- The Headteacher monitors behaviour daily at lunchtimes and supports the Lunchtime Supervisors and Kitchen staff in promoting positive behaviour throughout the lunch time period.
- The Head Teacher acts as the Lead Professional in promoting positive behaviour for learning

The Role of Parents/Carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school:

- We explain the school rules in the school prospectus, and we expect parents/carers to read them and support them. We also consult with parents/carers on any significant changes to the school Behaviour Policy and ask for feedback annually about the policy.
- We expect parents/carers to support their child's learning, and to co-operate with the school,

as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- In addition to school emails, texts and newsletters, Class Dojo is used as a tool to promote positive interaction and engagement with parents/carers
- In the case of out of school clubs and educational visits the school reserves the right, where appropriate, to ask a parent/carer to accompany their child to support them with behaviour.
- If the school has to use reasonable sanctions as a consequence for inappropriate/negative behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should contact the Head Teacher/ Deputy Head Teacher in the first instance. It may be necessary to arrange a meeting involving the class teacher at this point. If the concern remains parents/carers may wish to follow the procedures outlined in our Complaints Policy.

The Role of Trustees/Governors

- The Trust Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour and the Governing Body review their effectiveness. The governors support the Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Trust Board may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

CONCLUSION

All members of the school community (children, staff, parents, trustees/governors) have had a part to play in the development of this Behaviour Policy. In particular, the teaching staff have much experience and expertise to share and have evolved good practice over many years. A particular strength of the school is the staff's willingness to openly share problems and offer advice to others, for mutual support. This Behaviour Policy will be reviewed annually and updated as our practices evolve. Its effectiveness will be monitored annually by senior staff, using a simple checklist of the major points covered by the Policy.

IMPACT

Fulwell Infants will be a positive, caring and safe community where staff and children feel valued. Children will be developing their skills, knowledge and personalities through exciting, nurturing and holistic experiences. This will enable children to develop into good citizens for the future.

BEHAVIOUR AND SANCTIONS POLICY APPENDICES

1. Golden Rules
2. Low Level Behaviour Chart
3. Managing Behaviour Flow Chart-low level
4. High Level Behaviour Chart
5. Managing Behaviour Flow Chart -high level
6. Bullying - Guidelines.
7. Bullying Incident Record Form
8. Behaviour record form (ABC form)
9. Lunchtime Arrangements
10. Home - School Agreement
11. Good Behaviour Management Strategies

Golden Rules

We are gentle



We are kind and helpful



We listen



We are honest



We work hard



We look after property



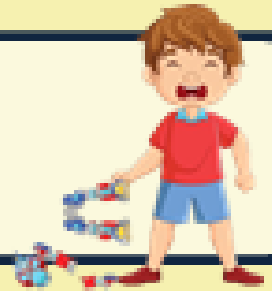
LOW LEVEL BEHAVIOURS

Low Level Behaviours

**Rough
play**



**Harm
things**



**Name
calling**



Running



**Not
listening**



Stealing



Lies



**Being
disrespectful**



**Work not
finished**



**Badly
behaved**



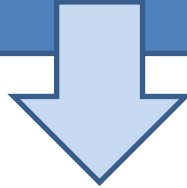
Managing Behaviour Incidents Flowchart

Low Level Behaviours

Dealt with by class teacher, teaching assistant and lunch supervisors.

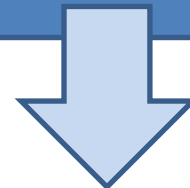
WARNING

If a child is breaking a school rule, staff should "warn" him / her that their behaviour is unacceptable and that they should stop. The behaviour is named and identified on the behaviour chart.



CHOICE or CONSEQUENCE

If the behaviour is repeated, then the child then has two choices - to either behave or to accept the consequences. The teacher may want to discuss the event later, when the child has had time to reflect and generally calm down.



CONSEQUENCE

- The temporary withdrawal of the teacher's approval "I am very disappointed with you today, because"
- Temporary withdrawal of a favourite activity e.g. outdoor time
- Temporary withdrawal of responsibilities e.g. being a library monitor
- A "cooling off time" / "thinking time" away from other children, in which to work. For all children this will equate to their age + 2 minutes (5-9 minutes EYFS-KS1)
- "Time Out" in own or another classroom. The child will be under supervision but will be given no attention.
- "Time Out" of lunchtime free play. Holding the hand of lunch supervisor and walking around.
- "Time Out" in golden time in KS1. Children will accumulate 1 minute withdrawal of time cards throughout the week.

HIGH LEVEL BEHAVIOURS

High Level Behaviours

**Deliberately
hurting**



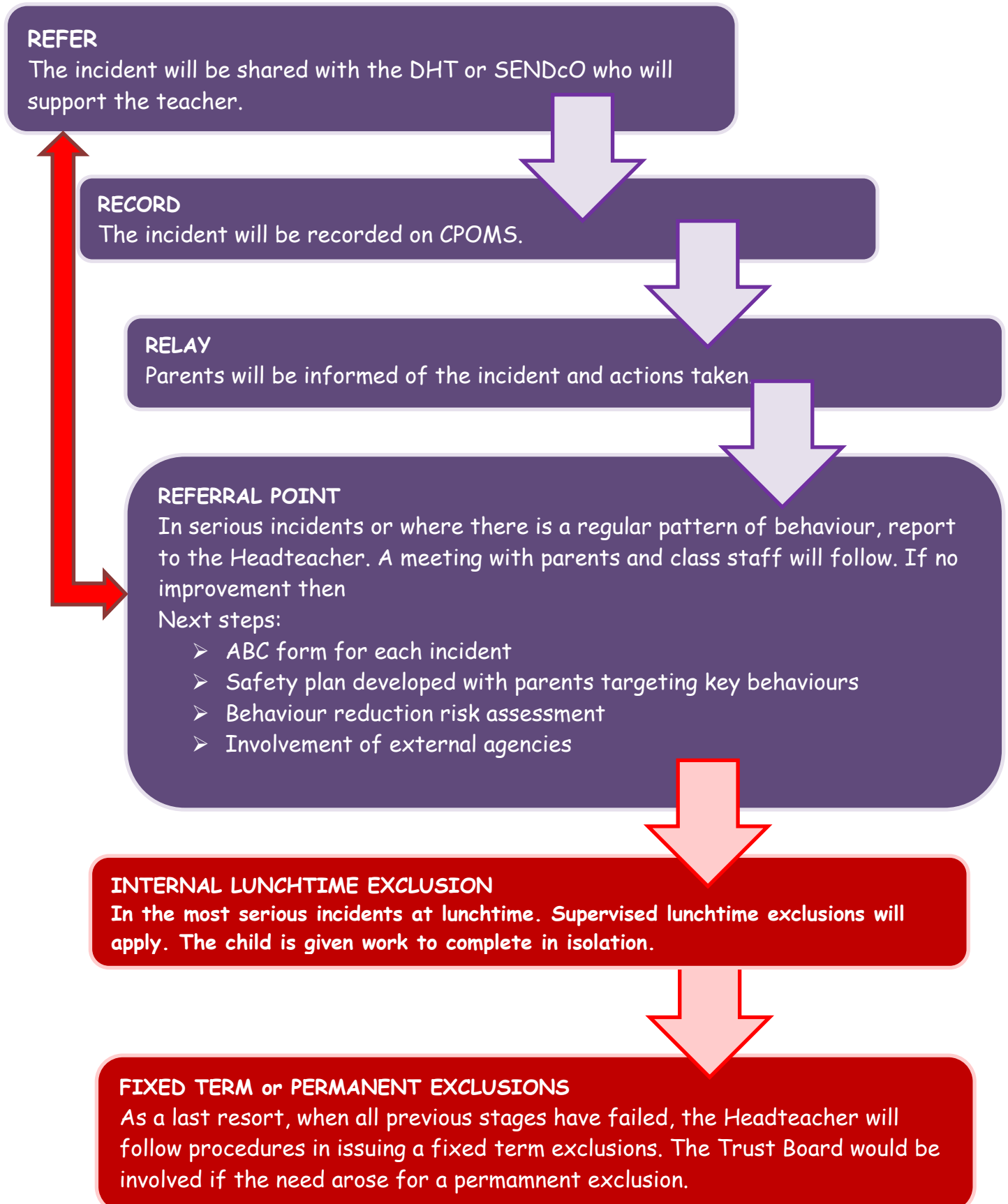
Bullying



Managing Behaviour Incidents Flowchart

High Level Behaviours

In the case of high level behaviours that warrant immediate action:



Appendix 6

BULLYING (See also separate Policy and guidelines)

DEFINITION OF BULLYING

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Bullying and harassment can take many forms but may be:

1. Physical: e.g. hitting, kicking, taking or hiding belongings.
2. Verbal: e.g. name calling, teasing, insulting, racist remarks, writing unkind notes or negative comments on social networking sites.
3. Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
4. A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

Any of these may also have contexts which discriminate in relation to age, race, gender, disability, special educational need, faith, religion, socio-economic background, sexual orientation or trans-gender (these will be referred to as 'protected characteristics' in this policy)

SOME STRATEGIES TO HELP CHILDREN DEAL WITH BULLYING

- Say NO if someone is trying to get you to do something you know you should not do.
- Try to stay with your friends and not be by yourself.
- Try not to show that you are upset
- Don't fight back
- Are you doing something to make someone want to be unkind to you?
- Try to ignore silly name calling, just laugh and walk away
- Tell the person who is being unkind that you don't like what they are doing to you.
- If you can't tell a grown up or friend that you are being bullied, write it down and give the note to a special friend or a grown up.
- Walk away quickly if someone is trying to hurt you
- Keep telling someone that you are unhappy about the bully
- Remember it is the bully who is wrong, not you!

FULWELL INFANT SCHOOL ACADEMY
BULLYING INCIDENT RECORD FORM

NAME OF CHILD _____ YEAR _____ TEACHER _____ DATE _____

PRESENT _____

DATE	NAME OF CHILD	CLASS	BRIEF DETAILS	ACTION	RECORDED BY

Appendix 8

FULWELL INFANT SCHOOL ACADEMY
ABC BEHAVIOUR RECORD

NAME OF CHILD _____ YEAR/CLASS _____ TEACHER _____ DATE _____

Date	Incident (Antecedent)	Behaviour	Consequence	Signed

LUNCHTIME ARRANGEMENTS

The midday break is from 12.00 until 1.10pm and during that time a team of Supervisory Assistants, led by a Senior Supervisory Assistant, care for the children. The children are expected to respect these members of staff and respond to them in the same manner as to other members of staff in school. The midday staff provide an essential and valuable service to the children and they will use the same whole-school system of rewarding good behaviour and of issuing sanctions.

The children are expected to:

- Go to the toilet and wash their hands
- Use their cutlery properly and have good table manners
- Try to eat up what is on their plates
- Walk quietly and sensibly through school
- Listen carefully and try hard to do what they are asked
- Keep their hands and feet to themselves

In extreme cases, where a child has not responded to warning and sanctions, the parents will be required to take their child home for lunch, initially for a period of three days, after which the child will be allowed to stay for lunch again for a trial period.

In addition to the Lunchtime Supervisory Assistants, the headteacher or deputy headteacher are normally on the premises, as are a number of the teaching and non-teaching staff.

A cafeteria style system is in operation in the dining hall and the children manage very well with their trays of food once they have made their selection. A balanced, healthy meal is provided and it is part of the supervisory assistants' role to encourage the children to eat their meals.

As numbers are large, we need to have two sittings for lunch but reception children are always on first sitting. All children have a period of outdoor play, unless the weather is poor. Reception children also have a short session of stories/rhymes with their Supervisory Assistant during part of the lunch break.

The midday staff is encouraged to play games with the children and a rota system is operation to staff the medical room. At 1.10pm, the duty teacher rings the bell. The children stand still and on the second ringing of the bell, they walk to their class lines. They are escorted into school by their class teachers and the lunchtime supervisory assistants. Any lunchtime incidents can be shared with the teachers and dealt with appropriately.

**FULWELL INFANT SCHOOL ACADEMY
HOME-SCHOOL AGREEMENT**

SCHOOL WILL:

- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum, meeting children's individual needs.
- Provide a safe and happy environment where all children are valued, respected and listened to.
- Achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility encouraging them to follow the golden rules:
**Be kind and gentle,
Think about what we say,
Listen,
Be honest,
Work hard,
Look after things,
Show respect,**
- Teach your child about our school values friendship, teamwork, perseverance, honesty, respect and responsibility.
- Promote high standards and high expectations of effort and attainment to ensure your child achieves their potential.
- Keep you informed about your child's progress and behaviour, as well as their termly curriculum.
- Deal with parental concerns promptly and inform them of how they have been resolved.
- Allow children safe and secure use of the Internet through a combination of site filtering and supervision.
- Promote good attendance and punctuality.
- Keep parents well informed about school life and special events through regular communication and via the school website.

FAMILIES WILL:

- Encourage the children to keep the school rules
- Make sure that their child arrives in school on time each day
- Keep the school informed of any concerns or problems that might affect their child's work or behaviour
- Listen to their child read each night and support them generally in any opportunities for home learning
- Attend open evenings
- Keep to agreed procedures about leave of absence and take family holidays during designated school closures
- Protect the safety of all children by keeping Ebdon Lane as a traffic free zone and not bringing cars into the school grounds
- In their use of social media/Facebook/twitter, refrain from naming the school, staff or children or discussing school issues.

TOGETHER WE WILL:

Do everything in our power to help each child reach their full potential in all aspects of their early development whilst enjoying school life

Signed

Wendy Angus

Headteacher

Parent/Carer

Child's Name

GOOD BEHAVIOUR MANAGEMENT - USEFUL STRATEGIES AND ROUTINES

1. DAILY ROUTINES

It is the responsibility of **all** members of staff and adults working in school to present to children a role model of good behaviour and manners.

- **Classrooms will be set out** before children arrive at 08.50am.
- **Assembly and Playtime routines** are to be found in the Staff Handbook.
- **Procedures for lunchtime** are to be found in this policy.
- **At home time** class teachers will see that their class leaves school in an orderly manner. All children should be appropriately dressed before leaving school e.g. coats done up in winter
- Home time is a useful time to tell parents of any problems their child may have had during the day (e.g. a nosebleed). **If a serious incident has occurred** e.g. the child has been bitten, **the parent must be informed at home time**, either in person, or by phone if not available.
- **Assemblies, class lessons and informal discussions** can be used to remind children of acceptable/unacceptable behaviour and its consequence.
- The **school rules** should be displayed and children should be regularly reminded of their importance.
- There are also **some general rules** for the smooth running of school, outlined **in the school brochure**.

2. STRATEGIES

- **Be well prepared and organized** - there should be sufficient equipment for the groups and children should know where it is, how to use it and how to put it away properly.
- **Move around** the classroom regularly.
- **Gain attention of the whole class** or group before giving instructions
- **Word** questions or instructions clearly, not too loudly or fast
- **Be assertive**, children need to understand you mean what you say
- If you find you must punish be **consistent and fair** (see Sanctions - appendix 4)
- **Use praise and rewards** - (see Rewards - appendix 3)
- **Have breaks** to ease the transition from one activity to another - e.g. songs, action games, jingles, stories.
- **Punctuality**
 - Children should know they must be **prompt** into lessons
 - If they are often late - **ask the parents** about it or send a note home if you don't see them.
 - **Inform the Headteacher** - she may then invite the parents into school or ask the Education Welfare Officer to discuss this further.

- **Remember** - absenteeism and poor punctuality at the start of the day is the parent's fault - not the child's.
- **Running in the corridor** and excessive noise in the corridor
 - The children should be taught to move about the building **quietly and sensibly**
 - Firmly tell the child to return to an appropriate starting point and show them how quietly he/she can walk along
 - Escort children in an orderly manner, whenever possible, particularly at the end of playtimes and to the hall.

During Assembly

- **Catch the eye of the children** who are shuffling - make them realise you are watching them.
- **Praise** quiet, smart children, children who help and respond
- **Move a child** if necessary to beside a teacher
- If necessary a **disruptive child must leave the hall.**
- **Children are expected** to enter quietly and wait quietly for assembly to begin - do not accept chattering or poor behaviour. During assembly children are expected to listen quietly and join in when requested to do so.
- **Assembly is a good time to remind children** of the positive behaviour we are promoting and helping children understand why we do so.

FINALLY

To get the best from children

- **Be interested** in every child
- **Recognise** immediately even **slight success**
- Compare a **child's progress** against himself/herself - not against others
- **Look for good in every child** and acknowledge it.
- **Discuss** weaknesses and problems privately - try to do something about them
- Enable all children to be **successful** in some way
- Cultivate a **firm, kindly and calm manner**
- **Avoid confrontation** if you can
- Try to avoid making a child "**lose face**"
- Keep difficult situations in perspective

AND

- Recognise that some children's **only chance of happiness** may be at school