# Whiteheath Infant and Nursery School

## Behaviour Policy

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|---|---|
| Date: Summer 26 | Review Date: Summer 27 |
| Author: Jackie Hall | GB Committee: FGB |

| date | version | amended by/status | Note on changes |
|---|---|---|---|
| 9.10.21 | V1 | Diana Jelavic-Wade. | |
| 21.6.22 | V2 | Jackie Hall review 23. | Added thermometers for stages. Changed to Headteacher 'drop in'. |
| 16/11/22 | V3 | Jackie | Adapted in line with Behaviour in schools September 2022 doc- add types of bullying Inc. cyber bullying, removal from the classroom, child on child sexual violence etc. |
| 5/6/23 | V4 | Jackie | Updated playtime section Appendix C. |
| 10/6/24 | V5 | Jackie | Updated legislation. Updated Playtime rules. Thermometer- child friendly language |
| 25.4.25 | V6 | Jackie | Updated legislation. |
| 14/4/26 | V7 | Jackie | Reviewed and updated in line with latest DfE guidance (no major changes). |
| 7/9/26 | V8 | Jackie | Added in TGMC ethos throughout the policy. |

## 1. Vision and Ethos

We believe that:

- All behaviour is a form of communication.
- Children thrive in calm, predictable environments.
- Relationships, connection and emotional literacy are central to positive behaviour.
- Regulation and wellbeing must be prioritised before correction.
- Every child has the right to feel safe, valued and included.

Our approach is informed by **The Good Morning Club (TGMC)**, which emphasises proactive, preventative strategies, emotional literacy, and connection-based responses. This sits alongside statutory DfE guidance to ensure our policy is both relational and compliant. *TGMC is being introduced gradually across the school during 2026–27.*

Whiteheath School rules:

- Kind words, kind hands, kind feet
- Listen when others are talking
- Treat everyone and everything with respect
- Be sensible and polite
- Always walk in school

These rules are taught explicitly, modelled consistently and revisited regularly.

This policy seeks to ensure that the values, principles and conduct of everyone in the school community are consistent, thereby creating a caring and safe learning environment. It also seeks to ensure fairness of treatment for all. In order to enable effective teaching and learning to take place, good behaviour and discipline in all aspects of school life is necessary. We have established a shared approach to behaviour and discipline within the school and seek to involve parents and carers and all staff in implementing the school's policy and associated procedures.

Aims

We aim to:

- Create a safe, calm and inclusive learning environment.
- Support children to develop self-regulation, empathy and social skills.
- Teach routines and expectations clearly and consistently.
- Use proactive strategies to reduce escalated behaviour.
- Respond to behaviour in a fair, relational and proportionate way.
- Work in partnership with parents and carers.
- Ensure compliance with all statutory behaviour, safeguarding and SEND duties.

Legislation, Statutory Requirements, and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in Schools: Advice for headteachers and school staff (2024)
- Searching, Screening, and Confiscation: Advice for schools (2022)
- The Equality Act 2010
- Keeping Children Safe in Education (2025)
- Suspension and Permanent Exclusion from Maintained Schools, Academies, and Pupil

Referral Units in England, Including Pupil Movement (2023)
- Use of Reasonable Force in Schools
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Children's Wellbeing and Schools Bill (2024)

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour, publish a behaviour policy, and provide a written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## Roles and responsibilities

### The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the effectiveness of the behaviour policy through termly reports, behaviour data analysis and annual review.

### The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Ensuring the governing board receives regular updates on behaviour trends, exclusions, removals and any safeguarding-linked behaviour concerns through the Headteacher's Report.
- Giving due consideration to the school's statement of behaviour principles (See statement)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Use TGMC- aligned language (E.G., “Big feelings”, dysregulated”, “connection seeking”.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school’s expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school’s expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.
- Our behaviour curriculum explicitly teaches routines, expectations and social behaviours, ensuring pupils understand what positive behaviour looks like and how to demonstrate it.
- Behaviour and attendance are monitored together to ensure early identification of pupils who may require additional support.

### Parents and carers

Parents and carers, where possible, should:

- Get to know the school’s behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school’s behaviour policy
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school’s policy, and working in collaboration with them to tackle behavioural issues.

### Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
  - The school's key rules and routines
  - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
  - The pastoral support that is available to them to help them meet the behavioural standards
  - Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
  - Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
  - Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
  - Extra support and induction will be provided for pupils who are mid-phase arrivals.

## Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

### Links with Parents/carers

We believe in working to build a partnership with parents/carers so that they are able to support the school in promoting good behaviour and attendance. We feel it is important that parents/carers know the measures taken to promote good behaviour in school and are able to participate in their children's education by having two-way communication with the school. This information is shared with parents/carers in our home-school agreement, newsletters, through the use of Class Dojos, attendance policy, parent teacher meetings, Parents' Forum and by ensuring parents are involved in supporting and managing their child's behaviour issues.

### Links with other Professionals and Local Agencies

When appropriate, members of staff, in partnership with parents/carers, will involve other professionals to assess the needs of pupils who display continuous disruptive behaviour. Professional involvement may include, but is not limited to, an Educational Psychologist and the Child Development Centre.

## School behaviour curriculum

### Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the behaviour curriculum or their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Relationships between teacher and children will be built
- The layout of the room will be evaluated to ensure children can access resources
- Classroom displays will be low arousal

### Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## Promoting positive behaviour

Our SUCCESS framework for behaviour management focuses on celebrating children's efforts and achievements (see Appendex A).
TGMC strategies complement, but do not replace, the school's statutory behaviour responses. Principles and values apply both inside and out of school, high standards of behaviour are expected at all times. This includes specific behaviour for learning expectations including the use of habits of mind, eg Persevere, Use what you know. Our most powerful influence on behaviour is to praise positive behaviour by actively seeking out children who are behaving well. All staff must take the lead in modeling the high standards of behaviour, courtesy and respect they want to see in their classrooms and throughout the school. By following the PSHCE programme, we also promote good behaviour throughout all aspects of school life.
All classes have class rules on display; the children construct these at the beginning of each academic year and children sign them.
Examples of good practice include:

- Changing the position of the child and teaming them up with a good role model
- Organising the classroom (and equipment) to pre-empt possible reasons to be distracted or wander
- Giving public and private praise for good behaviour as shown by the individual or the class
- Giving and encouraging the taking of responsibility
- Valuing children equally
- Intervening quickly
- Providing opportunities where children work in a variety of groups, to establish relationships and to resolve conflicts

## Pupil support

At WHIS we have a pastoral support worker on site daily who provides targeted interventions to support students with their engagement, attitudes to learning, as well as their social, emotional and overall welfare needs. We have a trained coach who works with the children to support friendships, talk about worries and develop social skills. We recognise that we may need extra support for some of our children and therefore we have a Play Therapist available weekly to support children through difficult situations such as bereavement. Parents, Teachers and senior leaders refer children for all of the above interventions to support the child's wellbeing and offer emotional support. Children who have Special Educational Needs may also see the Educational Phycologist, Speech and Language, Occupational therapist and other outer agencies to support them with their behaviour and emotional support.

## Unacceptable behaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children will choose not to follow our rules. Relational responses will be used first where appropriate, followed by proportionate consequences when needed. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should understand why their behaviour is not acceptable. Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear targets with specific rewards, alternative rewards or consequences and the use of outside agencies (i.e. Educational Psychologist). Parents will be continually involved in supporting the school in managing their child's behaviour issues. When appropriate, children will be offered coaching sessions in agreement with parents/ carers.

Pupils should expect fair and consistently applied consequences for negative behaviour that make apparent the distinction between serious and minor offences. All pupils should be aware that incidents of harassment and bullying (Including cyberbullying, prejudice based and discriminatory

bullying) will not be tolerated (please refer to bullying policy). When problems do occur, staff should remain calm and ensure they listen to all sides.
Examples of good practice include:

- Having a quiet word in the early stages of misbehaviour
- Giving non-verbal signals- a steady disapproving look
- Moving the child nearer to the teacher
- Isolating the child from the 'audience'
- Projecting a positive – let them know they are letting themselves down
- Focusing comments on the behaviour and not making personal comments
- Remaining calm at all times
- Allowing a child to cool down before dealing with the incident

In addition to the strategies listed above, staff may also use low-level sanctions such as verbal reminders, loss of small amounts of choosing time, or placing a child 'on report' for a short period to monitor behaviour. These sanctions are outlined in Appendix B and are applied proportionately and consistently.

We have identified four levels of unacceptable behaviour and corresponding STEPS (see appendix B).

## Child on Child abuse

WHIS is committed to safeguarding and promoting the welfare of all children. We recognise that children may face different forms of abuse and we work together to protect children from harm. As well as being abused by adults, children can be abused by other children. This is known as 'child-on-child abuse'. The school is committed to preventing child-on-child abuse and will protect children that may be suffering, or at risk of suffering harm perpetrated by another child. We recognise that child-on-child abuse is abuse and should never be passed off as "just banter", "just having a laugh", "part of growing up" or "boys being boys". We appreciate that often there are barriers to reporting child on child abuse and as such, we understand that even if there are no reports it does not mean it is not happening. We maintain an attitude of 'it could happen here' and act in the best interests of the child at all times. (Please see our Safeguarding policy for more information).

## Banned items

We are an Infant school therefore, we are aware the banned items below will rarely come into school, however if staff believe that any of the below items have come into school, the school can search and confiscate these items.

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

## Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

### Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT and an additional staff member and for a maximum time of 1 hour.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the pastoral support worker
- Use of teaching assistants
- Short term behaviour plan
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### 8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned such as;

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairments to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory needs or who has severe eczema.
- Training for staff in understanding a range of needs such as Autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. The SENCo will carry out an evaluation when a pupil's behaviour is persistent, significantly different from their peers, or when previous interventions have not resulted in improvement.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### Pupils with an education, health and care (EHC) plan

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

### Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

Reintegration meetings

Sessions with the pastoral lead.

A behaviour plan with personalised behaviour goals.

### Transition

We recognise that transitions can be difficult for pupils. We support pupils with behaviour needs through transition periods by meeting with new teachers/schools to ensure consistency in approach, provide pupils with visits to new settings and classrooms and visit new teachers when possible. Every child is provided with a transition sheet with information about their class teacher and rooms they will be in. Before they move to a new class and we arrange meetings with parents/carers when needed.

### Dinner Time

'Happy Playground Rules' poster is displayed in the playground to help children make right choices. During dinner time the SMSAs will use appropriate sanctions for any misbehaviour which is at Level 1 (see Appendix C). In any other instances the child/children will be sent to the Head teacher or Assistant Head teacher. On occasions when they are both absent children will be seen by another Senior Leader. Use SMSA lunchtime book and Child Protection Online Monitoring and Safeguarding system (CPOMs) logs for the frequency and severity of incidents. In the dinner hall there is a computer display with a traffic lights system that helps promote positive behaviour.

### Inclusion

Some children will need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. We work closely with our Inclusion lead/ Pastoral support worker and parents/ carers to ensure that our approaches ensure success for all our children, whatever their additional needs may be. We acknowledge this through understanding that some of our children, for some or all of the time, will need more of our attention and support than others.
It is our responsibility to teach social/ emotional behaviour and understanding to all children and provide additional transitions within key stages and with Whiteheath Junior School.

### Support for Staff

Members of staff will receive regular and ongoing training on positive behaviour management strategies. In addition, staff will receive specific training to meet the behaviour needs of their pupils as appropriate such as Positive handling. This includes the Prevent training.

## Monitoring and Evaluation

Monitoring, review and evaluation is built into the annual school self-review cycle. Monitoring takes place in a number of ways:

- Checking regularly that adults and children know the school rules.
- Checking that staff know all the levels of unacceptable behaviour and appropriate steps.
- Using observations during curriculum monitoring to recognise positive behaviour strategies in action.
- Organise staff evaluation sessions to check that the levels and procedures are effective and manageable.
- Support all staff by providing observation time, mentoring and/or CPD including how to log behaviour incidents onto CPOMs.
- Behaviour data is reviewed termly to identify patterns, monitor the impact of interventions, and ensure no groups of pupils are disproportionately affected.

Whiteheath Infant and Nursery School acknowledges the school's legal duties under the Equality Act 2010 in respect to safeguarding and in respect of pupils with SEN.

## Related Policies

Bullying and Racial Harassment
Inclusion Policy
Safeguarding Policy
Attendance Policy
Positive Handling
Allegations policy

## Appendices

A. SUCCESS
B. STEPS
C. BEHAVIOUR IN THE PLAYGROUND
D. HAPPY PLAYGROUND RULES

# SUCCESS

Whiteheath Infant and Nursery School

**APPENDIX A**

| BEHAVIOUR REWARDS |
| --- |
| Class achievements<br>• Class reward jars are filled to encourage whole class behaviour and rewards are given such as; playing games, extra playtime, bringing in a toy, watching an episode of a programme or completing crafts.<br>• Habits of mind stickers given<br>• Stickers given for good learning and manners<br>• Dojo points- All children are awarded those daily for behaviour and effort in class<br>• Lots of verbal praise applied by staff and pupils |

- Sending children to senior members of staff who acknowledge their success
- Sending children to the Head teacher for exemplary behaviour, work or effort (they get a Head teacher's sticker)- recorded into Head teacher's Behaviour log
- A small group of children from each class gets an achievement every week, this is celebrated in our Achievement assembly

Personal achievements

- Putting children's work (both schoolwork and work from home) on Class Achievement Board. This may include certificates linked to out of school activities, eg swimming, languages, etc.

**APPENDIX B**

## BEHAVIOUR THERMOMETER

Stages may be bypassed during a serious incident

**Serious consequences:**

**Permanent exclusion:** You may not be allowed to come back to school.
**Temporary exclusion:** You'll have to stay at home for a short time and miss school.
**Internal exclusion:** You'll stay in school, but won't be with your class for a while.

**When things get serious:**

**Put on report:** You'll have to keep track of your behaviour each day.
**Call home:** Your parents will get a phone call.
**See the headteacher:** You'll have a meeting with the headteacher.
**See a senior teacher:** You'll be sent to a senior teacher to talk about your behaviour.
**See your year group leader:** You'll meet with the leader of your year group.
**3rd warning:** You'll take a 10-minute time out or miss part of your playtime with the teacher or TA. We'll also have a quick chat with your parents.
**2nd warning:** You'll have a 5-minute break in the "time out" area or lose 5 minutes of your playtime with your teacher.
**1st warning:** Another teacher from a different class will have a quick chat with you.

**Friendly reminders:**

- **Verbal reminder:** The teacher will remind you what's expected.
- **Ignoring:** The teacher won't pay attention to your behavior but will praise others who are behaving well.
- **Non-verbal warning:** The teacher might give you a look or a signal without saying anything.

# PLAYG

Whiteheath Infant and Nursery School

## LUNCHTIME AND PLAYTIME BEHAVIOUR

Staffing

1 staff member to supervise by the helicopter and by the football pitch, 1 staff member to supervise the fort, 1 staff member to be on the main playground. 1 staff member to administer first aid. Staff members on equipment to stay beside the equipment until children go inside.

Bells

2-3 minutes before the end of play, an SMSA (lunch) /Teacher (breaks) rings the bell (not a whistle). All children stop and stand still and get down from the equipment. Children put the playground equipment away and are not allowed on the play equipment. All other children stand still until the leader says to line up. Children line up, walking to their line. The member of staff who is on football duty is then in charge of making sure all equipment is placed back into the boxes and stored away in the shed. All staff on the playground at the time need to model this too. If a child is running/talking when they should be listening, then the nearest adult needs to move closer to them to tell them to stand still, not call out across the playground.

Playground equipment

Playground equipment is now stored in boxes. Any broken equipment needs to be brought to the PE lead, not placed back into the shed.

Footballs

One football can be used for the football pitch. Other balls can be used for basketball 'hot potato' 'catch' and 'bounce off the wall'.

Lining up

Coloured dots are sprayed with equal distance apart across the playground. This demonstrates as a marker for children to know where to line up.

First aid

First aid bags are to be kept on the table outside Robin's classroom. First aiders will administer First aid by Robin's classroom. Children must sit down with their ice packs. Ice packs will then be placed back into year 1s fridges.

Playground rewards

- Giving green tickets at the end of lunchtime for excellent behaviour
- Green tickets are counted at the end of each half term and the class with most tickets gets a trophy

- Giving children Habits of mind stickers

Steps if rules are not followed

- Remind the child/children of the rules and share appropriate choices that the pupil can make
- If the behaviour is repeated, the child/children must walk beside the adult for an appropriate amount of time – not holding hands.
- If behaviour persists, the lead SMSA will talk to the child; the class teacher will talk to the child at playtime or dinnertime
- AHT and, if necessary, the Head teacher should be involved when behaviour is repeatedly poor or when something happens which is particularly "out of line"
  ***Parent to be informed, incident logged onto CPOMs.***

Appendix D

## Happy playground rules

 We are always polite and friendly.

 We ask children who are on their own to play with us.

 We stop & listen to instructions from grown-ups.

 We are kind and caring and respect each other.

 We stop and stand still in silence when the whistle blows or the bell rings.

 We have kind hands and feet and use kind words.

 We look after our school and make sure we put our rubbish in the bin.

 We only play football when it is our turn on the rota.

 We look after our toys and equipment and put things away when we have finished playing.

 We never play on playground equipment after the bell has been rang and before or after School.