



**PRINCE OF WALES  
PRIMARY SCHOOL**

Behaviour and Discipline Policy

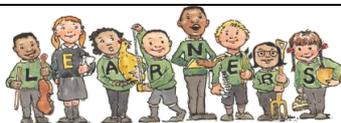
All policies at Prince of Wales reflect our LEARNERS Values system and support our vision statement.

*We aim to be an outstanding, values-based school at the heart of our culturally diverse community, striving for excellence, enabling our children to achieve their highest potential in all areas of their learning.*

**Behaviour and Discipline Policy**

Reviewed: Summer 2015 and Autumn 2016
Due to be reviewed: Summer 2018

At the centre of our behaviour policy is the relationship between school, families and pupils. By working together positive change can happen for all.



## **Aims of the Behaviour and Discipline Policy**

The aims of the Behaviour and Discipline Policy reflect the aims of the school.

### **The Aims of Prince of Wales Primary School and Children's Centre**

1. Meet the individual needs of every pupil within the school and Children's Centre
2. Help each pupil to develop their full potential and ensure they have equal access to the curriculum
3. Support pupils not only in terms of school readiness and academic achievement but also in their moral, spiritual, physical, social and emotional aspects of learning.
4. Provide a broad, balanced and relevant curriculum, which is differentiated to meet the variety of needs.
5. Promote equal opportunity regardless of race, gender, class or disability.
6. Encourage wider access to the community as a whole and the involvement of parents, carers and others who may wish to work alongside school staff.
7. Create a warm and friendly environment in which everyone can feel secure, valued, happy and able to achieve.
8. Celebrate our pupils' achievements with others in a positive and supportive manner.

### **Appropriate Behaviour**

The table below lists the behaviours that children need to engage in and will be encouraged to follow in order to ensure the aims of Prince of Wales School are achieved.

Come to school every day and on time
Always do your best and ask if you need help
Be kind, friendly and polite to all children and adults
Follow instructions
Listen when adults and other children are talking
Treat others as you would like to be treated and take care of each other
Keep hands and feet to yourselves
Take responsibility for your own actions and learning
Join in group and class activities
Allow the children who wish to learn to do so
Appreciate differences and welcome children from all backgrounds
Be in the right place at the right time
Respect everybody
Say good things about each others achievement and encourage people when they



find something difficult
Look after your own and others property
Share
Discuss and respect other people's point of view
Appreciate all aspects of the curriculum and take an active part in your learning
Make sensible choices
Speak to a member of staff if something is wrong
Be proud when something has been achieved
Use resources and objects as they are meant to be.
Walk in the school building

## **THE GOLDEN RULES**

The Golden Rules have been formulated for the various occasions and activities throughout the school day in order to keep the children safe and maintain the learning environment. Children need to be taught how to behave in all situations so the rules will be visible and taught to all children. The rules are based upon the list of appropriate behaviours above, and the school values that have been agreed by pupils and staff.

**We are kind and gentle**  
**We are helpful**  
**We listen**  
**We are honest**  
**We work hard**  
**We look after property**

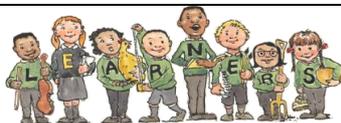
## **The School Values**

In September 2012 each class was asked to contribute suggestions for whole school values. From these a selection was made that put together would spell out LEARNERS, an easily remembered word on which to hook our school values and expected behaviours:

**Listen**  
**Excellence**  
**Attitude**  
**Respect**  
**Negotiate**  
**Enjoy**  
**Responsible**  
**Share**

The word LEARNERS reminds the pupils why they come to school in the first place. It also links with the expectation that all pupils want to be GOLD medal learners. When pupils 'break' a school rule or behave inappropriately, reference to the values must be made, to reflect what they should do differently next time.

The school also has a monthly value and uses playground values.



## The Prince of Wales School Behaviour Strategy (Yrs 1 to 6)

### Behaviour Procedures

#### Traffic Light System

All children start on GOLD every day. We want all children to succeed in remaining on gold by the end of the day so that they will receive a class reward (tick or mark on chart). Accumulating marks will result in a variety of rewards and prizes.

#### PRE- Green

Moving onto the traffic light system must be a big deal for children. Through a combination of quality 1<sup>st</sup> teaching, differentiation, use of IEPs, intervention strategies and consistently applying the agreed behaviour policy, procedures and positive behaviour strategies throughout the school, it will be unlikely that children move off Gold.

#### Redirecting children back on task

1. The look
2. Physical proximity
3. Proximity praise - accentuate the positive behaviour of children around the child who is behaving inappropriately.
4. Mention child's name during teaching
5. Praise appropriately once back on task
6. If behaviour continues, issue a warning, use sanction hierarchy - keep note of warnings in a place that does not advertise the negative. Emphasise/advertise the positive.

1. **First reminder** Children can return to Gold, although not at the last moment, they have to prove to have made a considered effort

2. **Second reminder**

3. **Reflection or Thinking Time within class**  
(age appropriate, use a timer if possible)

*At each point children should become calmer and start behaving more appropriately. They will be able to earn the right to move as they show more appropriate behaviour.*

4. **Reflection Time in a parallel class and break detention** Age appropriate, children complete a form, reflecting on their mistake

*Children who have been on amber may return to green BUT should not return to gold and receive an award. Staff must make a note in the class behaviour book with details that may help spot patterns of behaviour.*

5. **Extreme behaviour or continuous unacceptable behaviour**  
**Break detention and involvement of senior leader**

As the child opts out of being a Gold Medal Learner, they will be removed from the reward chart and be put on a behaviour chart for one week (appendix 1). They will have to show good or better behaviour for the most part of this period. The teacher signs each session and the chart goes home for the parent to sign each day.





## Prince of Wales Behaviour System –EYFS



Gold

### Gold

At the end of the day if a child is on Gold they receive a special Gold Certificate to bring home.



Silver

Bronze/ Silver – children can move up or down the medals throughout the day, aiming for Gold.



Bronze



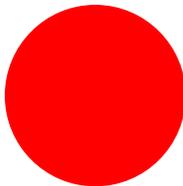
All children start afresh each day in the starting box.



Amber – reflection time (time out in class)

CT to remind child(ren) of expectations.

If child(ren) begin to display Gold Learner behaviour again, they will be able to return to the starting box.



Red – CT to note name and reason for behaviour in class book. Child is sent to a member of SLT, a letter home/text and given an escorted lunch the next day.

### Reasons an escorted lunch is given:

Any member of staff may give an escorted lunch but before the escorted lunch is conducted it needs to be initialled by a member of the SLT team and class teacher informed. If the escorted lunch is due to behaviour at lunch times Cindy Knight will deliver a blue slip letting the class teacher know.

### Reasons:

1. Fighting.
2. Leaving a classroom / hall/ playground without permission.
3. Swearing.
4. Racist comments.
5. Homophobic language.
6. Inappropriate language/behaviour.
7. Continual disruption of learning time.
8. Three entries into the lunch time behaviour log in a half term.
9. Being disrespectful towards adults.
10. Repeatedly not following adult's instructions (more than twice).
11. Being on red.
12. Stealing.
13. Hurting another child.



### **When to use the strategy**

The behaviour strategy is to be put into place once a child has chosen to break the rules. The child must be aware that they have chosen to be sanctioned through their choice of behaviour. They should be able to reflect on which rule or value they have not followed.

A record of the warnings that children have received will need to be kept in the class behaviour book.

The Family Leaders meet with their Family colleagues to discuss behaviour issues at each Family meeting. The Inclusion Team also meet regularly to discuss incidents which have occurred and will monitor the class behaviour books.

Records of bullying and racism are to be recorded on proformas found on the S-drive and forwarded to Mr Taylor and Miss Clarke respectively.

### **The importance of praise in maintaining an effective behaviour strategy**

Disruption must be dealt with quickly, quietly and calmly. To ensure that the behaviour strategy is effective, the implementation of sanctions must be balanced with the provision of praise. Adults need to constantly and consistently catch opportunities in which the child is following the rules and take full advantage of this. This is why the negative attention, the warning and resulting sanctions are given discretely compared to the opportunities in which praise is awarded.

The behaviour strategy starts afresh each day, or for some pupils, each lesson.

### **Use of physical proximity**

Physical proximity can help to stop disruptive behaviour. Move in and show your concern and in a quiet, firm matter of fact manner, let the child know that their behaviour is inappropriate. Getting down to the child's eye level may help to engage them.

Remind child of consequences received so far in a caring manner. Inform them what will happen next if misbehaviour continues and give opportunity to make the right choice.

Older children may need to be moved away from peers to hear this message - stay calm, avoid arguing, recognise child's feelings.

### **Use and types of Praise**

- Praise needs to be specific and reinforce expected behaviour
- Positive recognition - use positive role models within the group to reinforce behaviour expectations;
- Praise students frequently
- Teach them how to behave to maximise their learning e.g. when answering a maths question, praise child for participation and waiting quietly;
- Praise as soon as it is possible after child makes the right decision;
- Ensure there is a higher ratio of positive praise to negative feedback



## **Nature of Praise**

1. Personal – use name
2. Genuine
3. Timely
4. Descriptive
5. Age appropriate
6. Specific

## **Various types of rewards**

- ❖ Stickers
- ❖ Certificates
- ❖ Responsibility
- ❖ Good behaviour charts
- ❖ Visits to the Achievement Leader, an agreed adult, Head Teacher
- ❖ Achievement assemblies
- ❖ Nomination for Awards
- ❖ Verbal and written comments to parents, to inform of achievement

## **The need to teach negotiation skills**

Teach children to negotiate grievances. This is a powerful skill in dealing with life's difficulties. Allow each child to have their say, stating what it was that made them feel upset and how they could have reacted differently. The object is not to punish wrongdoing but to ensure it will not be repeated. Build up a variety of responses. This will be time consuming at first but as children get used to the process it becomes faster. This helps in decreasing the use of curriculum time to sort disputes after break sessions. Children are encouraged to address each other as part of this process, saying "You ...."

## **More challenging children**

Consistent use of behaviour plan and rewards etc will work for 90-95% of children, but for the 5-10% that do not respond other methods may be needed.

Some children come to our school with particular behaviour problems. We have a special responsibility towards these children to understand their problems, and with appropriate support, to target our resources to meet their needs. In this way the needs of the majority of well-behaved children will also be met.

Some children may display challenging and sometimes dangerous behaviour. As a result staff may use reasonable force or make other physical contact, please see our reasonable force policy;

Physical Intervention Training;



- Emphasises a response based on de-escalation using verbal and non- verbal skills.
- Emphasises what is done before crisis behaviour is reached and what is done following a crisis to change behaviour and to prevent a repetition.
  
- Provides a range of physical skills to assist with their physical safety and for the control of those within their care. The physical skills have been designed to meet the needs of vulnerable groups of children who may experience learning, social and emotional difficulties.

Parents will always be informed if this happens or of any decisions the school may take to help children within these vulnerable groups.

Staff must record any physical intervention in the class behaviour book and a record of event form completed on line and emailed / hand written copy to Ms Paddon. There are also chronology files, on-going records, for pupils who show constant concerns. Entries onto chronologies take place as and when they occur and by any member of staff involved. These can be found on the 'S' drive on the school internal system.

### **Contacting parents about misbehaviour**

1. Contact the parent as soon as you are able
2. Inform a colleague if you are concerned about the nature of the incident and /or potential parent reaction
3. Make an appointment with the parent or invite them inside for a private and confidential meeting
4. Begin with statement of concern
5. Describe specific problem
6. Describe what you have done
7. Get parental input on the problem
8. Get parental input on how to solve the problem
9. Tell parent what you will do to help solve problem
10. Explain what you need the parent to do to solve the problem
11. Let parent know you are confident that it can be worked out
12. Tell the parent there will be follow up contact from you
13. Recap all agreements
14. Write what you are going to do and parent will do and keep for reference

### **One to one problem solving conference**

1. Show empathy and concern
2. Question children to find out why there is a problem
3. Determine what you can do about it
4. Determine how children can improve behaviour
5. Agree a course of action
6. State you expect behaviour to change
7. Summarise the conference and show confidence

Individualised behaviour plans or contracts are put in place for some children with input from Parent/Carers. Support for this can be obtained from the Inclusion Team.



Pastoral Support Plans are written for children at risk of permanent exclusion.

A multi-agency assessment will be considered for pupils who display continuous disruptive behaviour.

### **Bullying or other forms of discrimination**

**We do not accept any form of bullying or discrimination including racial abuse.**

Bullying is deliberately hurtful behaviour which is often repeated over a period of time

It can take a variety of forms:

- Physical : hitting, kicking and taking belongings
- Verbal : name calling, racism and insults
- Indirect : excluding someone, spreading nasty stories
- Cyber : Using text, photos, video, email, social media

The School takes all bullying incidents very seriously and works hard to prevent this. Once proven, victim and perpetrators parents are written to and events recorded.

### **Discrimination**

All members of the school community should be treated with the respect and sensitivity implicit within the practice of a code of equal opportunities. Equality of treatment and opportunity operate regardless of background, ability, gender, religion or ethnicity.

If a child feels s/he is being bullied or discriminated against we encourage the child to tell a member of staff. Staff are aware that bullying can take place and may go unreported. We ask parents to inform the school if they suspect their child is being bullied or discriminated against.

All allegations of bullying or discrimination will be thoroughly investigated, acted upon and recorded. Parents will be notified if their child bullies or discriminates against another child or is bullied/discriminated against by another child. Victims of bullying/discrimination will be reassured, offered further support and their parents involved if necessary.

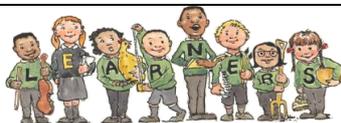
### ***Racial Incidents***

The Race Relations Act 1976, Race Relations Amendment Act 2000 makes it unlawful to discriminate either directly or indirectly on the ground of race against anyone in the field of education. Racial grounds include race, colour, nationality, citizenship and ethnic or national origin.

Racism not only relates to the individual concerned but, by inference, extends to their family and their ethnic community as a whole.

Racial incidents can take a variety of forms:-

- name calling - insults, jokes, taunts on the basis of race.
- racist graffiti - on walls, books, desks, school bags



- literature - books, comics or leaflets
- comments - in discussion during a lesson
- refusal to co-operate or work with a member of different ethnic group
- threat or actual physical assault because of a pupil's colour or ethnicity.

All incidents of racial harassment are recorded.

We tackle bullying and racial harassment with reference to Learning for All (Commission for Racial Equality CRE) and Stand up Against Racism employing a range of strategies:

1. We promote a positive happy atmosphere in school where children are listened to by staff.
2. We promote an ethos that identifies the school as a community that works together. This is reinforced by:
  - Focus on being Gold Medal Learners, Learners' Values and weekly themes (ie Word of the Week or Month)
  - Friday Achievement Assembly and certificates
3. Assemblies and Collective Worship develop themes such as "friendship" and "friendliness" for modelling behaviour.
4. Story, drama and Curriculum Weeks provide many opportunities for role play and discussion around moral issues.
5. Through recognition and celebration of the school's diverse cultures, languages and religions children are helped to understand and respect each other so that there is less likelihood that children from ethnic minorities will suffer racism.

However, all children should be aware that bullying or discrimination (including racism) will not be tolerated and sanctions will follow.

**CHILDREN UNDERSTAND AND ARE FREQUENTLY REMINDED NOT TO SUFFER BULLYING OR DISCRIMINATION (including racism) IN SILENCE - THEY MUST TELL.**

It is important that when children do tell, action follows. Victims will be supported and be made aware of the action taken.

(see Anti-Bullying Policy)

### **Incidents and sanctions**

Whilst believing in good behaviour through incentives and rewards and the celebrating of good models of behaviour, it is clear that at times

punishment/sanctions/consequences will be necessary and as long as it is fair and consistent and the reason for it is understood, it will be accepted as a vital part of the school's behaviour policy.



## **Nature of sanctions**

The nature of the sanctions that have been chosen at Prince of Wales School are as follows:

- Sanctions are fair and effective
- They are appropriate for teachers to use
- They do not harm physically or emotionally
- They have been organised into a hierarchy so that children know what will happen at each stage a rule is broken.
- We will separate the child from the problem behaviour. We avoid using terms like 'Naughty child' because that labels the child. Instead we label the action, for instance, 'that was a dangerous thing to do'.

It would be impossible to describe every type of pupil misbehaviour and prescribe a punishment. Often this will depend on particular circumstances and there must be flexibility within consistency. However, teachers should be aware of the degree of seriousness and the relevant punishment.

### **Unacceptable behaviours include:**

Showing a lack of respect to others, property and school rules;  
e.g. running in corridors, talking in class/assembly, talking out of turn, laughing at others inappropriately, verbal abuse or insults to others, aggressive or intimidating act to others, deliberately provoking another child, play fighting or rough play, encouraging others to argue or fight, deliberate damage to property, vandalism and graffiti, making deliberate noise and distraction, calculated idleness (deliberately being a passive learner), unauthorised leaving the classroom or school site, telling lies, being part of a gang, accessing inappropriate websites, not wearing appropriate school uniform, bringing personal items and sweets from home,

These could be dealt with by a variety of sanctions:

- Showing disapproval though reasoning with them either in class in front of other pupils or alone
- Moving onto/up the traffic light (p4 and 5)
- Keeping a pupil in at break (detention) or lunch (escorted lunch)
- Task or action appropriate to the offence (i.e. writing lines; 'community service' such as picking up litter in the playground, tidying and removing graffiti)
- Removing a privilege (i.e. participating in National film week, wearing Year 6 jumper)
- Discussion with class about things that are going wrong
- Sending pupil to colleague, Achievement Leader, Deputy Head Teacher or Head Teacher



**More serious incidents will be recorded and might include:**

insolent or rude comments to a member of staff, walking out of class without permission, leaving school grounds, general rowdiness or unruliness, frequent occurrence of minor incidents, intentional racism, deliberate discrimination, violent

acts, stealing, running away from school, repeated ignoring of school rules, (cyber) bullying, serious damage to school property, possession of and using mobile phone or electronic recording devices, accessing and sharing sexually explicit images and possession of drugs, knives or other sharp implements and any breaches of health and safety, making false allegations against staff.

These should be dealt with by:

- Moving onto **RED** on the traffic light
  - Making a note in the detention book
  - Taking a child's name off the class reward chart
  - Informing Achievement Leader or Leadership Team
  - Informing parents and arranging an interview
  - Agreeing a plan of action, including a behaviour chart that will be signed by the teacher and parents
- 
- Possibility of preparing a Pastoral Support Plan - PSP
  - Reviewing behaviour at agreed intervals

**Sanctions and the class Traffic Light**

1. When a child is placed on green they are able to return to Gold.
2. When a child is placed on amber they will get time out in another class.
3. When a child is placed on amber they will receive the next available break time detention.
4. Three detentions result in a letter being sent home.
5. Children on amber may due to improved behaviour go down to green, but not to Gold.
6. Children on red remain there. They will receive an escorted lunch. Staff inform a member of SLT who will sanction an escorted lunch. A text message is sent to parents / carers informing them of the incident. The child's behaviour will be monitored after the incident and staff take note whether the child cooperates and accepts responsibility for their actions. This will affect the feedback given to the parents and further possible sanctions.

**Detentions:**

A detention may be given in KS2 (or Year 3 from the summer term) to a child who reaches yellow on the traffic light system in the classroom or for inappropriate behaviour in the playground. This may include:

- Disrupting the learning of others



- Repeatedly not having their PE / swimming kit in school
- Constantly talking when an adult or peer is speaking

### **Escorted Lunch**

An escorted lunch is a consequence for children who demonstrate inappropriate behaviour. This may include:

- Fighting
- Repeated refusal to follow an adults' instructions
  
- Leaving a classroom without permission
- Using inappropriate language to another child or adult

The child's name is written into the Escorted Lunch folder and they are collected at the start of lunch time from their classroom by one of the Learning Mentors. The child will have their lunch with one of the Learning Mentors and will spend the rest of the session completing a reflection sheet. When the escorted lunch is completed a text message is sent home to inform parents / carers.

### **Exclusion**

Very serious incidents might include any or combinations of the above and may result in the pupil being excluded from the school.

They may be excluded:

- During the lunch break
- For a fixed period internally or externally
- On a permanent basis

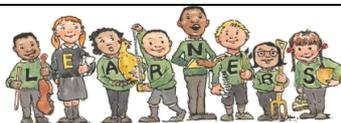
**Fixed Term:** In extreme circumstances the decision may be taken by the Headteacher, after consultation with appropriate staff, to exclude a child from school for a fixed period of time. Governors will be informed, and parents is expected to accompany the child on his or her return to school, and have an interview with the Headteacher or Deputy to establish clear guidance for the future. The child is expected to constructively reflect on their behaviour that led to the exclusion. The child may spend the first day of their return in a different class or room as part of the reintegration process.

**Permanent:** As a last resort the decision may be taken by the Headteacher, after consultation with appropriate staff, to permanently exclude a pupil. Parents and the Local Authority will be informed of the decision as soon as practicable. A meeting of the Governing Body Exclusion Panel will be held as soon as practicable to discuss the exclusion and to decide if it should be upheld.

The decision to exclude will only be taken by the Headteacher, or in his absence, a Deputy Headteacher.

The school follows the Government guidelines on exclusion:

- *'Statutory guidance on school exclusions from September 2012'*
- <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion/g00210521/statutory-guidance-regs-2012>



### **Guidelines for behaviour which could lead to exclusion from school:**

This assumes that we would have first carried out all school procedures as laid out in the Behaviour Policy and that ideally parents would be involved.

- Behaviour which is life threatening. Intentional physical violence towards a child or a member of staff.
- Unprovoked and/or sustained physical violence towards another child.
- Serious actual or threatened violence against another pupil or a member of staff.
- The deliberate use of extreme, abusive language towards a member of staff
- Repeated abusive language towards any one, contrary to the principles of the Single Equalities Statement.
- Sexual abuse or assault.
- Defiant behaviour i.e. repeatedly and deliberately refusing to cooperate,
- Behaving in an unreasonable, violent and disruptive way.
- Repeatedly out of control and behaving in a way that is of physical danger to themselves and/or others.
- Refusing to accept the authority of the staff in school.
- Making false allegations against staff.
- Supplying an illegal substance.
- Carrying an offensive weapon, possession of an illegal substance,
- Repeated bullying of any kind.

### **Parental Involvement**

This policy is dependent upon parental support and it is given to all parents/carers as they enrol their child into school. Parents are expected to support the school's behaviour policy.

Where children show aggression towards others or repeatedly demonstrate irresponsible behaviour, parents will be asked to take their child to school and wait with them until classes go in as well as collect from the playground at the end of the day.

Parents will be asked to pay in full or make a contribution towards putting right acts of vandalism, graffiti, theft and deliberate damage to property.

### **Screening and searching pupils**

If staff believe items which are banned have been brought onto school premises, children's bags, coats and clothes may be searched.

### **Out of school behaviour**

The school may decide to discipline children on conduct that occurs beyond the school gate but that impacts on the lives of children and staff.

### **Payment for damage to school property**

The school may decide to invoice the parents / carers of pupils who have deliberately damaged school property.



### **Staff expectations**

In order for the behaviour strategy to work, it is expected that all staff will ensure all children are treated in an equitable, fair way throughout the school.

Treat children equally & fairly	Be friendly and approachable
Develop relationships	Be positive and have high expectations of children's behaviour
Give gentle reminders	Respond positively to appropriate behaviour
Smile	Stay calm
Catch children getting it right	Praise
Use incentives e.g. stickers	Be fair
Be polite	Avoid confrontation
Help children back out of difficult situations e.g. accept apologies	Don't shout
Offer thinking time	Fresh start at the earliest opportunity
Do not use sarcasm as this creates resentment	No labels e.g. stupid, naughty, silly, fool, idiot
Provide parents with good news about their child	If the adult is likely to inflame the situation, let another help calm down. There is no loss of face.
Be aware that using language which avoids confrontation can be a positive strategy to use, e.g. "That behaviour is not safe/acceptable, we need to do this..." and give a clear alternative rather than "Stop that at once".	Make sure that the child knows that it is the behaviour NOT the person that you do not accept.

### **Lunchtime supervision**

All staff at Prince of Wales follow the Behaviour Strategy. Incentives and sanctions are available for Play Leaders (lunchtime supervisors) to support the behaviour strategy. Stickers and certificates are provided to reinforce the good behaviours described in the Behaviour and Discipline policy.

There is a short handover period at the end of the lunchtime, in which the teachers hear good and bad news affecting their children. Staff are expected to be in the playground before the end of any break time to ensure a good transition and minimise incidents from occurring.

### **Supporting Vulnerable Children:**

#### **Lunch Club:**

Children in KS2 who are finding it difficult to consistently manage their behaviour in playground situation at lunchtime can be directed to Lunch Club. This club is supervised by Teaching Assistants and has a weekly timetable of activities that include art, crafts and board games.



### Peach Club:

Children in KS1 who find the playground situation over stimulating or are unable to manage their behaviour may be directed to attend Peach club. This is run daily by Teaching Assistants and involves the children taking part in a variety of activities that help to promote their social skills.

Identified children have been linked with specific members of staff to provide support so that they interact well at this time of the day. Several interest clubs and activities have been started to provide situations which allow a successful lunchtime for more children, for example, Chill Out Club, which operates on a daily basis and provides quieter activities. Teaching Assistants time has been adjusted in order to provide more adult availability for children at this time of the day.

The Leadership Team take turns at being visible in the dinner hall and playground to support behaviour strategies and engage children in positive activities.

Lunchtime raffle tickets reward good behaviour, with raffle drawn each Friday.

Buddies are also present on the playground and have been trained in mediating their fellow peers. Lunchtime play leaders point children in the right direction if they feel a buddy could help solve a problem.

Staff must ensure supervision is available before leaving their class in the playground.

Children who have demonstrated unacceptable behaviour at break or lunch time will be entered in the behaviour book and moved up the class traffic light.

SLT, inclusion or senior member of staff:

- Jan Bless (HT)
- Alan Taylor (DH)
- Julia Clarke (DH)
- Susan Paddon (AHT)
- Cheryl Redmore(AHT)
- Simone Vourloumis (AHT)
- Jenny Davies (EYFS)