

St. Mary's Church of England Primary School, High Crompton



Behaviour Policy

Updated and Reviewed: September 2021

Review Date: Sept 2022

Approved by Governors on: 2/11/21

Signed by Chair: *K Cunliffe*

School Vision

'Love one another as Jesus loved us.' (John 13 v 34-35)

Jesus said, 'Love one another as I have loved you'.

Through God's love and our Christian Values, we encourage each individual to love, respect and value themselves and others.

We encourage and nurture the growth of every individual and their uniqueness so that all flourish and become all that they can be and all that God made them to be.

Rationale

Everybody who is associated with St Mary's CE Primary School wants it to be a place where every child can learn and grow in a calm and safe Christian atmosphere, a place where people care for each other and where we all feel good about ourselves. To make sure this happens we need to ensure that we create a happy, positive, inclusive school culture in which to promote our pupils moral development. We promote tolerance, mutual respect and forgiveness within the British and Christian values, encouraging children to make reflective choices.

Aims and Expectations:

Our behaviour policy:

- Establishes clear and consistent expectations of behaviour.
- Applies methods of positive reinforcement to encourage good behaviour.
- Applies consequences for poor behaviour choices.
- Assists children in developing good standards of personal behaviour.
- Promotes equality of opportunity by providing an environment in which children are able to learn.
- Develops in each child a sense of their own self- worth.
- Aims to help children grow into positive, responsible and increasingly independent members of the school community.

St Mary's Golden Rules:

Staff and pupils believe and live out the following Golden Rules. These are centred on our key Christian Values and will be the expectation of children at all times of the day, in all areas of school:

Everyone in our school should feel safe and free from physical and emotional harm. There is a strict '**no hurting**' rule and children are expected to be gentle towards each other at all times. These promises are displayed in classrooms and around school to remind the children of the expectations.

Golden Rules:

- Be honest at all times
- Work hard and do my best
- Show respect to myself and others
- Keep myself and others safe
- Be kind and helpful
- Look after my property and that of others

Rewards

Rewards, are a very powerful tool for adults in the school to use. We adopt a policy rewarding those children who are making the right choices and following our Golden Rules.

These include:

Praise

A verbal acknowledgement of the many positives a child brings to school goes a long way. The mere fact of a teacher or member of staff noticing something that children have done well or in which they have shown improvement can be very affirming of self-esteem. In addition we can also make positive written remarks about good work, send a pupil to the KS Leader/Deputy/Head for praise. All staff should make a conscious effort to acknowledge positive behaviour inside and outside of the classroom.

Stickers

Staff have a variety of stickers for a variety of occasions (including lunchtimes) which are awarded to children for good behaviour or following the golden rules.

Team Points

Awarded for good behaviour, attitude and good work. All children in the school are divided equally into four colour teams, Blue, Green, Red and Yellow. The Year 6 monitors are responsible for collating all points and presenting to the Headteacher in readiness for Monday Worship. The team with the most house points will be awarded 4 points, then 3, 2, 1. These points will be displayed in the school hall using coloured table tennis balls and coloured tubes. Each half term the team with the most 'points' will be awarded additional playtime.

Stars of the Week:

During the Friday Worship 'Stars of the Week' are chosen and celebrated for each class. Their names and photographs appear on a display in the Hall. A wrist band is awarded to each child who is star of the week.

Golden Tickets

Golden Tickets are awarded for exemplary, kind or helpful behaviour, excellent work and following Golden Rules. During each Friday assembly, a Key Stage 1/Foundation and a Key Stage 2 ticket will be drawn from the Golden Ticket boxes. The winning pupils then select a gift from the Golden Ticket Prize box.

Always Good – Each child is automatically issued with an 'always being good golden ticket' at the start of a week. This is retained unless a sanction is imposed. Membership of the 'always club' entitles each child to an automatic place in the golden ticket box.

Captain's Table

During the Friday Worship, winners of 'Captain's table are announced. The Midday Supervisors will reward good behaviour during by inviting one child from each class to sit with a friend at the Captain's Table during Wednesday lunchtimes. To earn a place at Captain's Table, children will have demonstrated that they are a helpful person showing a positive attitude during lunchtimes.

Headteacher Awards

On teachers' recommendation, the Headteacher will present a letter, badge and book Voucher congratulating children on outstanding achievements, sustained effort or improvement in their work, behaviour or attitude. The pupils who receive the award will be acknowledged and celebrated in a subsequent worship. Parents will receive a letter inviting them to attend the award worship.

Sanctions

Although rewards are central to encouragement of good behaviour, the children must understand that if they choose not to follow the rules there will be consequences.

We have adopted a Graduated Response (designed by the Oldham SEHMS team) to manage behaviour. (See Appendix 1 for detailed information)

At stage 1 of the graduated response initial sanctions include:

1. Verbal warning, initial placed on the whiteboard.
2. Tick placed on the whiteboard (part sunshine and cloud in Reception/Key Stage 1)
3. After 2 initial warnings pupils will move to stage 2 of the graduated response and be issued a 'final warning' with an offer of adult help to make a better choice.

*In some instances, teachers may move straight to 'final warning' but **always** with the offer of adult help to make a better choice*

4. If the offer of help is not accepted and the behaviour continues then a pupils will move to stage 3 of the graduated response and the pupil(s), will complete a Reflect and Repair coaching review in the next available break or lunchtime with the adult who gave the final warning. (See Appendix 2 for an example of the 'reflect and repair' prompt sheet.)
5. Pupils who are consistently completing Reflect and Repair reviews will then move to stage 4 of the graduated response and a meeting with Parents, Class Teacher and SLT will be arranged – the SENCO may also be involved.
6. If with a support plan there is no improvement then a pupil will move to Stage 5 of the graduated response. Targeted, specialist and intensive support is then sought.
7. Stage 6 is when the school considers a pupil to be at risk of exclusion and the Local authority will be contacted.
8. Stage 7 is when there is increased risk of permanent exclusion and a fixed term exclusion is issued.
9. Stage 8 is permanent exclusion.

NB in exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence where the learning or the safety of the school community has been severely compromised. Serious incidents need to be treated on an individual basis and the circumstances investigated according to policy

Serious examples of misbehaviour will be recorded on CPOMS by the member of staff who has dealt with the incident.

We have a strict NO HURTING RULE. **Any** child who has **chosen** to deliberately hurt another pupil will automatically be placed into Stage 3 and complete a reflection and repair. (See Appendix 3 and 4 for the agreed playground rules and fair play charter, signed by all pupils.)

Equality and Special Educational Needs (SEND)

This policy applies to all staff and children in the school. The systems for rewards and consequences should be consistent. However, some changes and adjustments can and should be made for children who may find it difficult to access this system. Any changes to the system for particular children should be discussed and planned with the Headteacher, Deputy Headteacher and/or SENCo before doing so. We recognise our duty to promote equality in line with the Equality Act 2010 which may mean that those with protected characteristics may be treated more favourably than others.

Discriminatory Behaviour

All Governors and Staff recognise our duties under the Equality Act 2010 to:

- Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

Repeated incidents that involve discriminatory behaviour or a single serious incident may lead to consideration under child protection procedures

Swearing

Swearing is not tolerated in school. Any child heard swearing will be instantly moved to stage 3 of the graduated response and will complete a 'reflect and repair'. If this behaviour becomes persistent then a pupil will move to the next stage on the graduated response and follow the procedures outlined.

Home Learning, Including Reading:

Where a pupil has not completed their home reading or home learning then pupils will be required to complete this at lunchtime. Should the same pupil be required to complete home learning or reading in school on a regular basis then parents will be contacted, initially by their Class Teacher. This will be monitored and recorded by the Class Teacher.

Behaviour Off School Site

Children at St. Mary's are expected to behave positively when 'off school site' in accordance with our Golden Rules. This would include representing the school at sporting fixtures or other events, time spent on educational visits or recreational visits or when wearing the school uniform in a public place. Positive behaviour choices are also expected when children attend school activities that take place on school premises after school hours, that is, during all extra curricular activities.

Violent Behaviour

If a child endangers themselves or others (including staff) or verbally threatens a member of staff, this will, in most cases, warrant an immediate fixed term exclusion. Violence, physical aggression and verbal abuse aimed to staff will not be tolerated. *Account must be taken for vulnerable groups and reasonable adjustments should be made and considered when dealing with incidents involving such pupils. (See Single Equality Plan)*

For dealing with Violence or Aggression please see Appendix 5

The Role of all Staff

- Be vigilant in all areas of the school in relation to any type of poor behaviour, harassment and bullying and ensure that appropriate and fair action is taken in relation to any incidents.
- Adhere to the Anti-Bullying Policy.
- Take appropriate action in response to incidents arising and ensure all incidents are recorded using CPoms
- Be a positive role model for pupils and treat all other staff and pupils with respect in keeping with the school's values.
- Adhere to the Staff Conduct and Safer Working Practices Policy.
- Be consistent in the application of this policy and feedback to SLT any relevant points regarding the effectiveness of the policy or behaviour management procedures.
- The Class Teacher should, in the first instance, liaise with parents if there are concerns about the behaviour of a child and log this concern in CPoms.

The Role of the Headteacher

- To implement this policy, its strategies and procedures and ensure that all stakeholders are aware of this policy and all stakeholders have access to it.
- The Headteacher/SLT will work to maintain high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- Ensure that all staff receive appropriate support, continued professional development and are supported in the implementation of this policy.
- To respond appropriately to any complaint made to the school in relation to this policy by pupils and/or parents/carers.
- Ensure that any incidents of poor behaviour or bullying are dealt with and recorded appropriately.
- Report to Governors regularly regarding any incidents, pupil support in relation to this policy and its impact.
- To ensure the health, safety and welfare in the school.

The Headteacher has the responsibility for giving fixed-term exclusions (in line with LA policy) to individual children for serious poor behaviour choices. For repeated or very serious acts of poor behaviour, the Headteacher may permanently exclude a child. The latter involves consultation with the Pupil Discipline Committee of the Governing Body. Such decisions are delegated to the Deputy Headteacher in the Headteacher's absence.

The Role of Parents

Parents/Carers are informed of the school's expectations and are expected to support the school in developing a safe and effective learning environment through its behaviour policies.

- Parents/carers are expected to read and sign the Home/School Agreement and act in accordance with it.
- Where parents/carers have an issue with the management of behaviour in school they are expected to raise their concerns appropriately in keeping with the school complaints procedure.

The Role of the Governors

Governing bodies have a duty under section 175 of the Education Act 2002 requiring to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This would include;

- Ensuring that the school complies with this policy.
- Ensuring that the school's policy and its procedures and strategies are carried out and monitored.
- Ensuring that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address the issues arising.

- Governors will support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.
- The Chair will reasonably consider any appeal against a decision made in relation to this policy.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Behaviour Management and Safeguarding

The Class Teacher (or member of staff on duty including the Midday Supervisor) has the prime responsibility for behaviour management and safeguarding. This includes:

- Giving rewards and sanctions.
- Watching out for pupils who are behaving out of character.
- Looking for signs of distress and upset.

Monitoring and Recording

The Headteacher monitors the effectiveness of this policy on a regular basis. She/he also reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents. (For daily recording and monitoring see Appendix 6)

Class Teachers are responsible for recording incidents on CPoms.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded with statutory records sent to the LA.

It is the responsibility of the Governing Body to monitor the rate of fixed terms and permanent exclusions and to ensure that the school policy is administered fairly and consistently.

Access to the Policy

A full written copy of this policy is included on the school's website and on the Shared Drive – St Mary's Conference for staff.

Parents can request a copy of the policy.

Data Protection - Managing and Storing Information

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

- a) CPOMS records are retained for the length of time that the child remains at the school plus one school year and then removed
- b) Reflection and repair records and associated documents are kept securely in the classrooms by the class teacher .Such records are retained for the length of time that the child remains at the school and then destroyed (shredded).

This policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

Appendix 1



A Graduated Response to Behaviour – Devised by Oldham SEMHS

Rationale

When we consistently teach about behaviour, our pupils learn to expect to come to a school where attuned adults will help them to learn and make good progress both academically and socially. This helps our pupils to feel safe, to grow and mature to understand how to become responsible citizens.

An improved understanding of behaviour as a form of communication inevitably leads to a reduction of incidences of unsafe or anti-social behaviour which in turn ensures our pupils are well included in every part of school life.

Adopting a model that includes a graduated response to behaviour and well-being ensures that difficulties and SEN are identified at the earliest stages and this enables us to better meet individual needs and use resourcing in a more targeted manner to support those who are vulnerable.

Having a system of structured restorative conversations which reinforce our teaching in regard to behaviour (the process of Reflection and Repair) as an integral part of the graduated response, ensures that those in more need, access a system that both supports their individual needs, whilst affording them additional help with their learning .

This in turn promotes positive learning experiences which reduce anxiety and increase mental well-being. The principles of Reflection and Repair reflects the school's Christian ethos and core values of forgiveness and reconciliation.

We aim to ensure that any behaviour that is likely to cause concern in the longer term is addressed at the earliest opportunity and this graduated response to behaviour has been designed to ensure staff are clear about the process and their own roles at each stage.

This process is outlined below and is intended to:

- provide clarity and consistency of responses at every stage of the process.
- minimise disruption to others (we all have the right to learn in a safe and respectful environment).
- provide regular opportunities for children to reflect on and improve their own behaviour making informed choices and avoiding negative consequences occurring from their actions.
- enable us to identify any Special Educational Needs (S.E.N.) at the earliest stage of intervention and support.
- facilitate the involvement of additional support in a timely and planned manner. These circles of support may include some or all the following: parents, school leaders, Special Educational Need Co-coordinator (S.E.N.C.O.), ELSA support, Senior Leadership Teams (S.L.T) and the relevant external support agencies.
- reduce the risk of exclusion from school.

It is essential that the parents, staff and children are familiar with our procedures and understand our approach to the teaching and support of the pupils in our care. Professional judgement is required regarding when to move to the next step in this process, but support and advice is built into the procedure at every Stage.

Note This should be read in conjunction with the School Behaviour Policy.

- If behaviour results in injury or other concerning issues, then discuss the incident with key stage leaders in the first instance who may refer you to a member of the SLT or will advise on reporting procedures.

NB in exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence where the learning or the safety of the school community has been severely compromised. Serious incidents need to be treated on an individual basis and the circumstances investigated according to policy.

Stage of process and staff involved	triggers	recommended strategies / processes linked to this stage of the Response	Expected outcome	Avenues of support
Stage 1 Universal support Class teacher	Challenges to expectations and / or disruption to learning	High Quality Teaching strategies including reminders of: <ul style="list-style-type: none"> • school expectations, • rewards and consequences. 	The child responds to reminders and the behaviour ceases.	Discussion with Key Stage Leader – who may be able to help with ideas for alternative HQT approaches Think HQ teaching checklists and classroom audits
Stage 2 Universal support Class teacher	Repeat infringement of classroom expectations.	final warning <ul style="list-style-type: none"> • Use the agreed script to warn this is final • Connect and offer help • Encourage the child to make a good choice • Remind the child of the consequence - Reflection and Repair coaching during the next break 	The child is helped to make a good choice and the behaviour ceases	
Stage 3 Universal support Class teacher	Child does not follow CT advice at final warning and meets consequences.	Use Reflection and Repair coaching to review with the child why they did not make a good choice in behaviour at final warning	The child learns from the 1:1 debrief session. They repair the situation and behaviour is not generally a cause for concern	
Stage 4 Selected support aka SEN support Class teacher, Key Stage Leader, SLT and SENCo	The teacher feels that Reflection and Repair is not helping to improve the child's behaviour.	Arrange a Person-Centered Planning meeting (PCP) with parents, teacher and SLT to discuss reflect and plan. Outcomes from the meeting may include some or all the following: <ul style="list-style-type: none"> • Review of High-quality teaching/ inclusion strategies • Cognitive assessments to rule out learning difficulties and/or dyslexia • Starting a SEN Support plan. • Using a range of assessment tools including observations • using an Inclusion Diary • Creating a Care and Support plan / consider use of a Functional Behaviour Analysis (FBA) etc. • Consideration of medical assessments • Work with Learning mentor/ pastoral team. • Advice from LA support services i.e. E.P, QEST, and SEMHS etc. • referral to Early Help • start to gather evidence for EHCP 	<ul style="list-style-type: none"> • PCR – evidences needs are being met at selected/ SEN support • The child's Lost Learning Time reduces significantly, and they no longer need this form of selected support. 	

Stage of process and staff involved	triggers	recommended strategies / processes linked to this stage of the Response	Expected outcome	Avenues of support
Stage 5 -targeted support Class teacher, Unit Leader, and SENCo S.L.T including Headteacher	When SEN Support is not enough (agreed at review)	SEN Support Plan –possible move to targeted support may include some or all the following: <ul style="list-style-type: none"> • Work with services and other agencies providing targeted interventions or bespoke support. • MASH for involvement of Early Help / Social Care HYM etc. • Intensive support from LA support services i.e. E.P, QEST, and SEMHS etc. • Application for EHCP assessment 	<ul style="list-style-type: none"> • Provision is well matched to need and behaviour against set criteria evidences improvement • Success criteria may include some or all the following: <ul style="list-style-type: none"> • Reduced Lost Learning Time • Reduced exclusion 	As above plus external agency advice
Stage 6 - targeted support plus Class teacher, SENCo S.L.T including Headteacher	Pupil at Risk of Exclusion (P.A.R.E.)	Targeted support <ul style="list-style-type: none"> • Internal exclusion considered • PARE PCR - this coordinated by the LA • Consideration of a Pastoral Support plan (P.S.P.) to avoid exclusion – this should be supported by an LA partner for Q/A purposes • Application for EHCP assessment 	Adjusted SEN Support plan evidences improved inclusion against outcomes from the plan. EHCP assessment is agreed. Pastoral Support Plan - Targets are achieved so the Pastoral Support Plan is no longer necessary.	As above
Stage 7 Class teacher, Age Phase Leader, SLT with Lead for Behaviour and Headteacher	Increased risk of P.A.R.E.	<ul style="list-style-type: none"> • Fixed Term Exclusion • Possible need for a Pastoral Support Plan (P.S.P.) 	<ul style="list-style-type: none"> • Child demonstrates co-operative learning behaviour and respect and is reintegrated to own class • If placed on a P.S.P - Targets are achieved so the PSP is no longer necessary 	SEMHS Team LA Access Team
Stage 8 Headteacher and identified school staff	Persistent disruptive behaviour and / or serious breaches of the school's behaviour and safety policies.	<ul style="list-style-type: none"> • Permanent Exclusion 	If appeal successful, or reinstated child stays on Contract or PSP for the maximum 16 weeks. <ul style="list-style-type: none"> • If appeal unsuccessful, remove child from school roll. 	L.A. Access Team for advice re exclusion. SEMHS Team for advice re Day Six Provision

FINAL WARNING SCRIPT AND STEPS



STANDARD PATH

1. Verbal warning initial placed on the whiteboard.
2. Tick placed on the whiteboard (part sunshine and cloud in Reception/Key Stage 1) and move child away from friends for the rest of session in their own classroom.
3. **MOVE TO REFLECT & REPAIR SCRIPT**



REFLECT AND REPAIR PATH

What to say	Why?
1. STOP	Attention grabber
2. THIS IS YOUR FINAL WARNING	Issues the warning
3. LET ME HELP YOU – THESE ARE YOUR CHOICES: (The key here is to provide help or suggestions of a way forward – eg: help with a question / scribe with you / give you a brain break / take a walk / give you thinking time / move away)	Offer help & a way forward
4. IF YOU CONTINUE TO CHOOSE TOTHEN YOU ARE CHOOSING TO SPEND SOME TIME WITH ME AT BREAK COMPLETING A REFLECT AND REPAIR SESSION. MAKE YOUR CHOICE	Remind of consequence NOTE: If at this point the child is not calm / not complying, get help.

Examples of where a child may need to complete a R & R session in replacement of the old ‘reflection’ form (i.e. where no ‘warning’ system would work and a consequence is needed)

In most circumstances, wait until child is calm before telling about R & R session

- Violence or aggressive behaviour
- Purposeful damage of school property
- Wilful swearing
- Proven name-calling
- Disregard of critical instruction (eg running across a road)

See choice of 3 Reflect & Repair sheets below to complete as the class teacher feels appropriate

APPENDIX 2



This is an example of a reflect and repair

Reflection and Repair

Name

Date

Location of incident:

Staff leading when the incident started:

Staff leading the R+R:

Who else was involved?



Q1. Why are you in Reflection and Repair?

What was the problem?

Q2. How did you feel at the time?

(Use the feelings chart overleaf to discuss a range of emotions)





You made a choice - When there is a problem we always have choices and it's like choosing which path to walk down

Draw yourself at the edge of the path and draw a speech bubble explaining the problem



Good choice

Bad choice



Q3. Which one did you choose? What did you decide to do?



Q4 was it a good choice?
(Did it help you to sort your problem out?)



Q5 – Did anyone get hurt or did you damage anything?
(This includes hurt feelings)



Q7 so now you have some time to think about your choices - what else could you have done in that situation?

Q8 how do you feel now?
(Use the feelings chart again to explore how feelings might have changed now they have had time and support to reflect on the situation)



Q9 – finally how are we going to end this and repair any damage to people and things? (Think about what may happen next (consequences) and what you need to say and do to make things better.



A List of Emotions

Go beyond the obvious to identify exactly what you're feeling.

Angry	Sad	Anxious	Hurt	Embarrassed	Happy
Grumpy	Disappointed	Afraid	Jealous	Isolated	Thankful
Frustrated	Mournful	Stressed	Betrayed	Self-conscious	Trusting
Annoyed	Regretful	Vulnerable	Isolated	Lonely	Comfortable
Defensive	Depressed	Confused	Shocked	Inferior	Content
Spiteful	Paralyzed	Bewildered	Deprived	Guilty	Excited
Impatient	Pessimistic	Skeptical	Victimized	Ashamed	Relaxed
Disgusted	Tearful	Worried	Aggrieved	Repugnant	Relieved
Offended	Dismayed	Cautious	Tormented	Pathetic	Elated
Irritated	Disillusioned	Nervous	Abandoned	Confused	Confident

APPENDIX 3



St. Mary's Church of England Primary School, High Crompton

PLAYGROUND AREAS

1. Netball Court.

This area may be used for suitable team games - usually football. Anyone may use this area but 'non-footballers' do so at their own risk. Games may only be played according to our **Fair Play Charter**. Games may be stopped by any member of staff for reasons of safety or discipline.

2. Lower Playground.

This is the area bordered by the school hall, infant classes and the shrubbery. Any games other than football may be played in this area. This includes small ball games or supervised netball practice. For example, games of chase, skipping, hopscotch, hoops, imaginative play or simply conversing with friends are all acceptable if played safely.

3. Quiet playground with benches.

This is a **quiet play area** where people can sit, stand and talk with friends. **No running games** are allowed in this area because they would be dangerous.

4. Tyres, Trim Trail, Field Path, Willow, Log Circle

Use all areas safely and for the purpose it was intended. **No pushing or dangerous behaviour.**

5. Field

The field may be used when the weather is sufficiently dry. A green notice will be placed in the hall window if the field may be used, while a red notice will show when the field is too wet. Children will be allowed on the banking adjacent to the northern perimeter fence provided they behave sensibly. Inappropriate or dangerous behaviour will result in a child being banned from the field for a fixed period. **Trees** should not be touched, although children may sit under them for shade. **Children must ensure that they can be seen by adults on duty and should not place themselves out of sight of teachers/supervisors (e.g. on the paths leading to classrooms or down the bank by the perimeter hedge adjacent to neighbouring homes).**

6. General Paths and Steps.

Paths and steps are for access only. People need to walk on them to get from place to place they are **not** part of the playground.

7. Buddy Bench

There is a Buddy Bench available for any child who wishes to talk to someone or who may feel isolated and in need of a friend. A **Buddy Patrol** of older pupils is on hand to support children who may want to speak to them.

8. Procedures for coming into school

Children need to follow the procedures for coming in as set out in the attached document.

9. Playground equipment

Football Days are Mondays, Wednesdays, and Fridays. Playtime buddies monitor the use of equipment.

No child should pick up or carry other children in any part of the playground.

APPENDIX 4



Fair Play Charter September 2021

We the undersigned wish to play break-time or lunchtime games at St Mary's. We agree that games may only be played on the playground or the field under the following conditions:

1. We understand and abide by the agreed rules of the game being played.
2. We shall obey the instructions of the referee, teacher or midday supervisor without question.
3. We shall avoid any deliberately dangerous or possibly hurtful behaviour.
4. Team games like football should be FUN and NOT OVER-COMPETITIVE. **TEAMS should be fairly chosen and equal sides – ask for help**

5. IF IT IS WET, YARD FOOTBALL IS ALLOWED EVERY DAY UNDER THE FOLLOWING CONDITIONS:

INFANTS AM BREAK	INFANTS LUNCH	INFANTS PM BREAK
STAFF TO SORT TEAMS	STAFF TO SORT TEAMS	STAFF TO SORT TEAMS
JUNIORS AM BREAK	JUNIORS LUNCH	JUNIORS PM BREAK
Y3&4	Y3&4 15 MINS Y5&6 15 MINS	Y5&6

6. Only a member of staff may exclude a child from a game. All who wish to play can do so if they follow the rules.
7. We will use the trim trail, tyre park and other facilities **safely and responsibly.**
8. The quiet area is not to be used as a space to run around in or play games such as tig.
9. We will look out for others and be friendly.
10. **You should not be on the grass AT ALL** unless the use of the field has been permitted.
11. It is YOUR responsibility to return equipment.
12. First whistle – STOP
Second whistle – TIDY AWAY AND WALK TO THE LINE UP
Third whistle – SILENCE

APPENDIX 5



Violence and Aggression

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

'Reasonable' in these circumstances means 'using no more force than is needed'.

The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The use of reasonable force should acknowledge the legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools can reduce the occurrence of challenging behaviour and the need to use reasonable force.

DFE Use of Reasonable Force in Schools. July 2013

Further clarity on this point:

There is a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to property
- Where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

If reasonable force has been carried out, the Headteacher will record any serious incidents and may inform parents.

APPENDIX 6:

Monitoring and Recording



Monitoring and Recording will take place in the following ways:

- Serious and persistent behaviour to be recorded by the Class Teacher CPOMS
This will then be read by SLT for monitoring and any actions noted
- Reflect and Repair proformas
- Lost Learning Time (LLT) and progress data proformas;
- LLT and Inclusion Diaries;
- Reflect and Repair proformas;
- Parents are to be notified of severe incidents or constant misbehaviour;
- LA notified for reportable incidents, including injuries to staff by pupils;
- Behaviour is monitored by the Headteacher and members of the SLT.