



# **Wellington Primary School**

Right Start – Bright Future

## **Policy for Behaviour Management**

Draft: Behaviour Working Party  
Completed:

Date of review:

## Contents

Aims	Page 3
Objectives	Page 4
School practice	Page 5
The Curriculum at Wellington	Page 5
Rewards	Page 6
Consequences	Page 7
Praise	Page 9
Roles and Responsibilities	Page 10
Special Educational Needs	Page 11
Monitoring and Review	Page 12
Success Criteria	Page 12
Appendix 1 Wellington Behaviour Code	Page 14
Appendix 2 Good classroom management at Wellington Primary School	Page 15
Appendix 3 Strategies for using praise to develop behaviour	Page 18
Appendix 4 Procedures for playtimes and lunchtimes	Page 20
Appendix 5 Wellington School Rules and Playground Rules	Page 22

## **Aims**

The aim of this policy is to show how the school develops a positive, caring environment in which each child is valued and develops their self-esteem, self respect and respect for others including respect for each others cultural identities.

The promotion of good relationships is important so that we can work together with the common purpose of helping everyone to learn.

We seek to develop in the children a sense of responsibility and increasing independence in school life through building confidence and self-esteem. Wellington Primary School is a harmonious community, whose values are built on mutual trust and respect for all. The Behaviour Policy is therefore designed to support the way in which all members of the school can work together. It aims to promote an environment where everyone feels happy, safe and secure.

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly. Wellington Primary School aims to provide high quality learning experiences, in a stimulating, safe and happy environment, through which our children can maximise their abilities and talents and thrive in society.

The school provides opportunities to help children develop the skills they need to investigate, make sense of and communicate with the world around them; in order to become responsible, healthy members of the community.

The school promotes positive attitudes to work. Children establish sound work habits. We firmly believe that praise and recognition of good behaviour, effort and achievement promotes a school ethos in which we all feel valued and respected.

The management of behaviour includes every aspect of our school and community life and can never be seen in isolation. It is only when a school and community move forward together in a spirit of co-operation and mutual respect that a behaviour policy can hope to achieve success.

### **At Wellington Primary School, we aim to:**

- Promote high standards of behaviour;
- Promote self discipline amongst the children;
- Develop in the children a proper regard for authority and acceptance of responsibility for their own actions;
- Create and maintain a positive, safe and orderly school climate where effective learning can take place and all children can grow academically, socially and emotionally.
- Ensure mutual respect between all members of the school community, for belongings and the school environment;
- Ensure the school is a safe place for all members of the community;
- Treat everyone with respect;
- Value the contribution each individual makes to the life of the school;
- Promote positive behaviour and conduct in and out of school;
- Develop children's social skills and communication skills;
- Foster independence, a sense of personal responsibility and self discipline in a caring and safe environment;

- Encourage children to develop mediation and negotiation skills to help resolve differences and ask for adult intervention if necessary;
- Work in partnership with all members of the community;
- Ensure that a balance is reached whereby positive behaviour is recognised, rewarded and praised and where sanctions are used consistently and applied fairly, making apparent the distinction between minor and serious offences.

### **Our aims are achieved when:**

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour;
- A positive school atmosphere is created which is caring and supportive and in which children are able to reach their personal best;
- The choice to behave responsibly is placed on the child and children are taught how to make responsible behaviour choices;
- Children are provided with good role models;
- Children and parents understand the hierarchy of consequences which are a natural outcome of inappropriate behaviour and which are applied within the school in a calm and considerate manner.

### **Objectives**

Children understand the behaviour that is expected throughout the school day, through a constant awareness and consistent application of school rules.

- Any harassment or abuse, verbal or physical, is therefore unacceptable.
- An action that causes physical harm is unacceptable.
- The inhibition of learning is unacceptable.
- Causing damage to property or the school environment is unacceptable.

We believe that the most effective strategy for developing a positive school ethos is positive reinforcement. Consistency of approach, reputation and use of the pronoun 'we' in terms of relationships within school, are significant ingredients in securing commitment to the school ethos.

### **Consistent use of positive encouragement is used to:**

- Create a positive school environment;
- Increase children's self esteem;
- Reduce the number of poor behaviour choices;
- Promote a model for good behaviour and relationships.

Positive encouragement may take the form of:

- Praise, which acknowledges appropriate behaviour;
- Positive attention when choosing positive behaviour;
- Special mentions in assembly;
- Achievement Certificates;
- Positive messages home verbally or through the child's planner;
- Rewards such as stickers and team points and other methods teachers may use in their class.

Any deviation from expected and appropriate behaviour will result in appropriate sanctions being used. Constant good behaviour is acknowledged through a range of rewards such as weekly / termly / end of year reward system. At Wellington we use a system of actions and consequence, known in school as the Wellington Behaviour Code. (See Appendix 1)

Children are taught to:

- stop and think about choices available to them
- to think about good choices and the consequence of poor choices
- to decide on a good choice
- to act on the good choice

## **School Practice**

### **In school:**

A class learning charter is negotiated between the children and their class teacher at the beginning of each school year; these are displayed in the classroom using vocabulary children can understand easily. These are designed to promote a purposeful and respectful learning environment and to ensure movement around the school is in a calm and safe manner.

The system of 'rewards and consequences' in the Learning Charter is built upon the communal understanding of 'rights and responsibilities', as opposed to a set of rules imposed from on high. Rights, responsibilities, rewards and consequences are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore, accepts the consequences of these. The Learning Charter therefore provides a cohesive structure that empowers children and brings consistency in managing behaviour positively.

The promotion of positive behaviour and conduct can be helped by the following:

- classroom layout taking into consideration access to resources, equipment, storage and placement of personal belongings;
- Establishing clear and high expectations;
- Maintenance of appropriate routines;
- Grouping of children for activities;
- Planning and delivery of a stimulating and motivating curriculum that engages the learner;
- Using a range of varied teaching and learning styles;
- Fair and consistent application of rewards and sanctions;
- Class room rules on display;
- Consistent and frequent use of praise.

(See Appendix 2 for Good Classroom Management at Wellington Primary School)

### **At playtime and in the Playground:**

High standards of behaviour and courteousness are expected at all times, including before school and after school. (See Appendix 4 Procedures for Playtimes and Lunchtimes)

Playground rules and general School Rules have been compiled in collaboration between staff and children. They are on display inside each learning area, outside in the playgrounds and in the school hall. (See Appendix 5 - School Rules and Playground Rules).

## **The Curriculum at Wellington**

This reflects the needs of our children. We strive to make this motivating and engaging. All children have access to a curriculum that develops a range of skills, attitudes and knowledge. There are links to the PHSCE curriculum with programmes that include Learning to Respect, Personal Relationships, and Social Emotional Aspects to learning and Drug, Alcohol and Tobacco education.

Activities include the following (some activities will offer training to support the children in particular roles):

- Use of circle and discussion time
- Use of photos and pictures
- Drama and ICT
- Lunch time social skills clubs
- Extra curricular activities
- School council
- Peer mediators and buddies
- Environmental Officers
- Sports Play Leaders

## **Rewards**

### **Good to Be Green ( Red, yellow, green, silver & Gold Cards)**

How Good to Be Green is organised:

Good to Be Green is used in school to promote and reward good behaviour.

All the children begin the week with their name on the green card (displayed clearly in class). If a child does not adhere to agreed class or school rules their name will be moved onto the 'Be Careful Yellow Card'. If the child continues to break a rule they will be moved to the 'One More Chance Orange Card'. However, if there is an improvement in their behaviour the teacher will move them back up to Be Careful Yellow Card then the Good to be Green card. If the child continues to break the rule they will be moved to the 'Red Consequence Card'.

## **Severe Clause**

In cases of severe misbehaviour (fighting, vandalism, defying an adult, bullying, inappropriate challenge, threat of violence towards another child or adult, intimidation, violence or disrupting the class from functioning) the child would not receive a warning but would jump to an appropriate stage. In these cases the parents will be notified of the incident and informed as to what action was taken.

## **Other rewards are as follows:**

- Merits and team points can be awarded for positive behaviour,
- Headteacher Certificates and Special Mentions are sent home for excellent work or resilience.
- Privileges and positions of responsibility;
- Children who manage their behaviour well are rewarded with by moving on to the silver and then gold card and a certificate sent home at the end of the day.
- Good behaviour at lunchtimes will be recorded by SMSAs and added to the good to be green card system.
- Stickers will be awarded by adults in school for positive behaviour.

## **Consequences**

When children choose not to follow the rules, all staff are expected to deal with them in a calm and consistent manner. It is important that the consequences of poor behaviour are presented to the children as a choice. This places responsibility for behaviour on the child. Furthermore, we believe that the child themselves should always be positively acknowledged; it is their behaviour choices that are inappropriate. Consequences should not be seen as punishment but rather as a natural outcome of poor behaviour choices. After a child receives a consequence, it is important to find the first opportunity to praise good behaviour and so reduce the attention away from bad behaviour.

Consequences may include:

- Time out in class;
- Time out in another class agreed by your Key Stage leader;
- Loss of privileges, e.g. classroom jobs;
- Loss of breaktime or lunchtime play;
- Detentions;
- Official warnings;
- Speak to the Assistant Headteacher, Deputy Headteacher or Headteacher;
- Parents are contacted and informed of the incident which is recorded in the child's planner.

Consequences used must, to some extent, depend on knowledge of the child, particularly those identified with emotional and behavioural difficulties. Class teachers must follow up and monitor incidents in the first instance. Senior members of staff may be involved in more serious incidents. Please record any incidents of Bullying or Red card incidents onto CPOMS so the senior team can monitor.

## **Lunchtime Supervision**

The lunchtime supervisors have the same authority as all other school staff with regards to discipline. Each supervisor will maintain a log of unacceptable behaviour at lunchtime and report incidents to the class teacher at the end of the lunchtime period. This will then be logged on the good to be green card system.

Consistent with all other staff, Lunchtime Supervisors will focus primarily on reinforcing good behaviour through the use of positive praise and encouragement. Footballs are only allowed in designated areas of the school playing area. Play equipment is provided at lunchtimes and the appropriate use of this equipment should be modelled to the children by lunchtime staff.

Further consequences may well be provided. Serious incidents are reported by the class teacher to parents and recorded on CPOMS. Parents may be asked to pay for damage to school property or vandalism resulting from their child's inappropriate behaviour.

### **Breaktime Supervision and Out of Class Behaviour**

Children are supervised into and out of the classroom area before school, at breaktime, at lunchtime and at the end of the school day. Children should be reminded of how to move around, enter and leave the school building in a safe and sensible manner. During morning and afternoon play breaks, teaching staff and non teaching staff will be on duty on a rota basis. The duty teacher will be responsible for deciding if it is indoor or outdoor play, dependant on weather conditions. If children are kept in at break or lunchtimes, an adult will remain with the child/children. No child will be left unsupervised. Children are permitted to bring one small fruit snack for morning break time; alternatively they can buy fruit for a small charge.

### **Persistent Disruptive Behaviour**

If a child persists in making poor behaviour choices then there are a variety of options that may be taken:

- A behaviour monitoring/ report card may be issued through a meeting with the Deputy head or Headteacher and parents must sign daily;
- The child may spend some time working away from their class;

It is important that teachers and children begin each day with the highest of expectations. Consequences accumulated on one week will not roll over to the next week; each child will begin each week on the Green Card.

Occasionally, individual reward charts may be used for some children who may be experiencing emotional and behavioural difficulties. Small step targets will be set with Mrs Norton and/ or Mrs Gleeson; the schools lead behaviour professional, for certain vulnerable children that have been identified by class teachers in discussion with their parents. The children will be seen on a daily or weekly basis with progress regularly monitored and rewards for improved behaviour are negotiated with children.

There may be occasions when children are provided with "On Report" cards. These children are set daily targets to achieve with progress monitored by the headteacher or deputy headteacher and their parents. School maintains a behaviour log on CPOMS accessible to Key stage leaders in order to monitor trends.

Procedures for more serious incidents may include:

- For persistent unacceptable behaviour a report card will be issued by member of SLT / Headteacher / Deputy / Assistant Head to monitor improvements to behaviour. Behaviour will be discussed with parents. Staff and parents will need to complete the child's report card daily and return this to school. All such incidents will be recorded on CPOMS in their log.
- Children who continuously disrupt learning are seen by the Headteacher to discuss their inappropriate behaviour.
- If there is a repetition of the behaviour after this, the child's parents will be asked to come into school to agree specific actions with the teacher and the Headteacher to

ensure future good conduct. The date of the meeting will be agreed with the parents.

- If the inappropriate behaviour persists, the child may be excluded from the classroom. A child's timetable may be reduced and parents asked to collect the child at an agreed time.
- Children may be excluded internally from the classroom or from the school for persistent disruptive behaviour, aggressive or violent behaviour towards children or staff. Fixed term and permanent exclusion procedures follow LA and DfE guidelines and procedures.

Every effort will be made to reinforce positive choices for the child and school staff are committed to inclusion. However, it is important for children to understand the consequences of their actions and how this affects their learning and that of their peers alongside the health and safety of themselves and others.

## **Praise**

As a school we recognise that praise is one of the most effective means of positive recognition. Praise in school is used to reinforce to individuals and groups of children the positive aspects of particular behaviour. It develops in the children a belief in themselves, raises self esteem and confidence. It recognises effort, progress and achievement and can be used to show appreciation for contributions.

As well as recognising appropriate behaviour, praise can be used to prompt those children who are choosing to misbehave in order to help them change their behaviour. Praise teaches children that they receive attention through good behaviour choices.

Wellington Primary School recognises that using praise effectively can:

- aid the ethos and community in school;
- encourage a warm and positive atmosphere;
- promote self esteem;
- reinforce rule following and draw children's attention to appropriate behaviour;
- develop more positive dialogues about attitudes
- become infectious and rewarding

(See Appendix 3 Strategies for using praise to develop behaviour)

## **School Visits and Out of School Activities**

We feel this type of activity is very beneficial. Three basic rules are reinforced with the children prior to leaving the school site along with other health and safety concerns and assessed risks:

- To follow all adult instructions quickly and without question;
- Be polite, truthful and caring towards members of the public that the children might meet.
- For the children to behave appropriately when in public.

At all stages of planning and preparation for an off-site visit, a risk assessment will be carried out particularly when a child whose behaviour whilst at school or during a previous visit gives cause for concern. Parents may be required to accompany the child on the visit. The headteacher in consultation with the class teacher reserves the right to refuse to take a child whose behaviour may endanger the Health and Safety of themselves or others.

**Schools response to Bullying** (See separate Anti Bullying Statement and Parents leaflet)

## **BULLYING WILL NOT BE TOLERATED**

Bullying is a cowardly act which arises from a wish to hurt, threaten or frighten someone.

Bullying can be:

- Physical – pushing, pinching, hitting or kicking
- Verbal – name calling, teasing, taunting or threatening
- Silent – isolating the victim by ignoring or excluding
- Rude Gestures
- Intimidation
- Deliberate damage to the victim's property
- Taking money without permission
- Bullying affects everyone and not just bullies and victims. It affects those who observe it and those who may be drawn in through group pressure.
- Bullying is NOT an inevitable part of school life, NOT a necessary part of growing up and it does NOT usually sort itself out.

### **Children's Response to Bullying:**

Through PSHCE lessons, children at Wellington Primary School are taught that bullying is:

- Something that happens repeatedly; it is not a one-off falling out;
- It is deliberate;
- It is unfair; the person doing the bullying is perceived as being stronger or more powerful;

Children are encouraged to respond in the following ways:

- Say loud and clear 'STOP';
- Tell your Mum or Dad or your Carer;
- Tell any adult in school;
- Make friends with people who are being bullied;
- If you see bullying, report it;
- Do not stand and watch.

### **Roles and responsibilities**

**The Governors roles are to:**

- Oversee the implementation of the Behaviour policy and support the Head teacher and senior schools staff to ensure school fulfils the aims set out above;

- Monitor serious incidents leading to exclusion and convene discipline and appeals panels as necessary;
- Ensure this policy is monitored and reviewed regularly.

**The Headteacher / Deputy Headteacher roles are to:**

- Implement and monitor the Behaviour policy on a day today basis;
- Ensure the policy has been distributed to all in the school community and that staff are aware of their responsibilities;#
- Monitor and respond to patterns of behaviour on CPOMS
- Advise the Governors on the implementation, including training needs and resources required as part of the School Improvement Plan;
- Ensure the policy is reviewed with staff;
- Ensure the school complies with DfE and LA guidelines on child exclusion.

**Senior Leaders roles are to:**

- Implement the policy on a day to day basis in accordance with agreed procedures;
- Provide support and advice to colleagues;
- Monitor CPOMS on a regular basis;
- Inform HT / DHT / AHT of any serious issues or concerns about individual children;
- Identify and communicate training needs with Professional Development Co-ordinator.

**Special Educational Needs**

Children who present persistent behavioural difficulties will be registered on the SEN register under emotional and behavioural concerns once discussions have been held with parents. This is managed under the school's Special Needs Policy and, where necessary, outside agencies may be involved (e.g. Early Intervention Service Behavioural Support, Educational Psychologist).

**SENDCO role is to:**

- Provide support and advice to colleagues for children with emotional and behavioural needs;
- Monitor CPOMS and link to education and health plans.
- Ensure Provision Maps are drafted and reviewed and appropriate targets set;
- Refer more serious cases to the Early Intervention Service, Educational Psychologist or other support service for advice or assessment;
- Inform HT/ DHT of serious issues or concerns about children.

**The roles of all other staff:**

- Ensure policy and procedures are known and used;
- Report via CPOMS with non-judgemental and factual records of incidents as well as a record of positive events;
- Follow procedures in referring children to senior staff, SENCO, DHT / AHT / HT.

**Lead Behaviour Professional role ( SENDCO with external support when needed) is to:**

- Meet regularly with identified children;
- Set targets and monitor progress of behaviour;
- Discuss issues and review children with SENCO / DHT / HT as necessary.

### **Parents role:**

We hope that you will agree that we need to work together to make your child's life happy and secure so that all children will be best able to benefit from the opportunities available at our school. Parents and children should be reassured that all reports of bullying are fully investigated and parents will be kept informed.

### **Monitoring and Review**

This policy is renewed regularly by the whole staff team. It is used consistently by all staff in school to reward good conduct and behaviour and sanction inappropriate behaviour.

### **Success Criteria**

#### **The Behaviour Policy will be monitored against the following:**

- The number of fixed term and / or permanent exclusions;
- The school being judged as a happy and successful school where children feel secure and safe;
- Through consultation with children, school council, School Self evaluation, OFSTED, Local Authority Reviews;
- Questionnaires to parents, staff and children.

Dear Parents and Carers,

We are pleased to attach a copy of the School's Behaviour Policy. Please could you spend time reading the policy and discuss it with your child as this will reinforce the work we are doing in school. Once you have read the Behaviour Policy, please sign and return the slip below to school. Thank you for your support in the education of your child.

Yours sincerely,

Mrs Norton

To the Headteacher, Wellington Primary School

I have read and understood the Behaviour Policy. I understand that the school will reward the good behaviour choices that my child makes. I understand that should my child make poor behaviour choices this will result in a consequence. I will encourage my child to make the right choices and to help them consider the consequences of these choices.

Signed:

Parent or Legal Guardian with responsibility for the named child

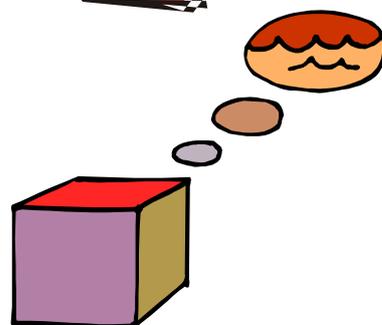
Child's Name:.....

# Wellington Behaviour Code

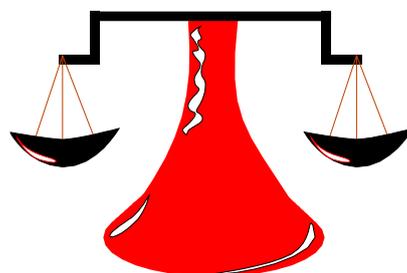
**Stop**



**Think**



**Choices**



**Decide**



**Act**



## **Appendix 2: Good classroom management at Wellington Primary School**

### **Classroom Layout:**

Please consider the following:

- Arrangement of children's tables, particularly in relation to the interactive whiteboard and other key teaching resources;
- Use of floor space, including carpet area;
- Location of resources and equipment;
- Use of wall space, ceiling and display;
- Location of storage and teacher / assistant's administrative area;
- Organisation of provision for personal belongings of children.

### **Developing Routines**

Routines are vital in good behaviour management.

Routines may be established for:

- Entering and leaving the classroom;
- Getting out materials;
- Getting work marked;
- Getting the attention of the class or teacher;
- Changing activities;
- Making up non-completed work;
- What to do when work is completed;
- Distribution of administrative information;
- Going to the toilet;
- Water breaks and playtime snacks;
- Getting started and end of day.

## **Curriculum Considerations**

Consider the following questions:

- Is the teacher working within the curriculum guidelines for the school?
- Is the content of work meaningful, relevant, interesting and challenging for all children?
- Is there a matching of curriculum activities and tasks to the attainment of each child in the class?
- How are groups organised?
- Are a number of curriculum areas in action at any one time?
- Is there a balance of activities - whole group, small group, teacher talk, discussion, independent work, practical work?
- How appropriate is curriculum organisation and delivery?
- Is there a balance of questioning techniques?
- Is there appropriate feedback to children about their work?
- What techniques of child assessment and monitoring are used?
- Is there planned encouragement of independent working and learning habits?
- What are the reward systems for work and effort?
- What provision is made for children with Special Educational Needs, for those with English as an Additional Language and for the most able?

## **Establishment of the class learning charter**

Discuss with the class the importance of good behaviour and co-operation and negotiate a clear class charter. These should be positively phrased.

The Class Learning Charter should be:

- Clearly displayed for easy reference (the children can be encouraged to help create the display);
- Succinct and catchy, linked to the school's code of good behaviour;
- Negotiated with the children;
- Flexible - open to re-negotiation;
- Positively phrased;
- Teachable and enforceable;
- Frequently read through and referred to;

- Link rights with responsibilities; e.g. Rights 'We have the right to be respected and treated fairly.' Responsibility 'We have the responsibility to respect others and treat them fairly.'
- Usually general and exemplified by routines; e.g. Rights 'We have the right to be heard' Responsibility 'We have the responsibility to listen to others' Routine for discussion activity: 'Listen when others are speaking and take turns to speak.'
- Try to use the language children suggest but remember compliance with the responsibilities in the learning charter must be observable or you will not be able to praise them for following it.
- Praise the children who follow the learning charter (e.g. put a hand up) mentioning their name and the area of the learning charter when you do so in as far as possible. This will remind other children.
- Do not attend to behaviour which does not comply with the learning charter.
  - Make sure to praise the child as soon as they behave appropriately e.g. put a hand up.
  - It may be necessary to remind a child of the class charter sometimes, but remember to praise as soon as the child's behaviour becomes appropriate and then praise again in order to keep the child on task.
  - Try to make all instructions positive. For example. "I want to see you all standing really quietly in the line. I know you can".

Remember - Cultivate the "All Seeing Eye" by briefly glancing up for a look around the room every few minutes.

Remember - All children need attention so 'Catch Them Being Good' or they will get the attention they need by misbehaviour.

Be positive - Make every day a new day

## **Appendix 3: Strategies for using praise to develop behaviour**

### **Rules - Praise - Ignore**

Rules-Praise-Ignore is a structured behaviour management system and is dependent on the following aspects of teacher behaviour;

- The negotiation of a clear set of rules (the learning charter) with the class.
- A high rate of praise.
- Use of--learning charter related praise.
- Ignoring of minor infringements of learning charter where possible.
- Use of learning charter related reprimands.
- Use of brief, simple correction procedures.

The essence of Rules-Praise-Ignore is the teaching of appropriate classroom behaviour through positive monitoring and feedback.

### **The language of praise**

When making comments about children's efforts take care not to place value judgements on what they have done and seek to avoid making positive comments in a critical manner. Values and opinions should be expressed in such a way as to help children believe in themselves.

Try not to overuse value-loaded words at these moments (e.g. good, great, excellent etc.) Substitute these with phrases which show the child more specifically what he/she has to be proud of:

#### **Phrases that demonstrate acceptance.**

"I like the way you handled that."

"I like the way you tackle a problem."

"I'm glad you enjoyed the work you did in class today"

"I think that's fine. How do you feel about it."

#### **Phrases that show confidence.**

"Knowing you, I'm sure that you will do well."

"You'll make it."

"I can trust you to do that."

"I think you can work that one out for yourself."

#### **Phrases that show appreciation by focusing on contributions and abilities.**

"Thanks, that helped a lot."

"It was thoughtful of you to..."

"Thank you, I really appreciate .... because it makes my job much easier."

"I need your help on ..."

"I really enjoyed working with you"

"You can do really well. Would you like to do one for the class?"

### **Phrases that recognise effort and improvement**

"It looks as if you have put a good deal of work into that"

"Look at the progress you've made." (be specific - tell how)

"You're really improving in..." (be specific)

"You may not feel that you've reached your target, but look how far you've come."

### **A word of caution**

Encouraging words can become discouraging if motivated by a desire to establish "good behaviour" permanently or by an "I told you so" attitude. Avoid giving with one hand and taking away with the other. That is, avoid qualifying or moralising comments.

For example:

"It looks as if you really worked hard on that - so why not do that all the time?"

"It's about time."

"See what you can do when you..."

## Appendix 4: Procedures for playtimes and lunchtimes

Playtimes, including lunchtime play

<b>Staff</b>	<b>Children</b>
<ul style="list-style-type: none"> <li>• If away on trips / courses arrange a duty exchange;</li> <li>• Duty teacher rings the bell promptly for morning and afternoon playtimes.</li> <li>• Monitor all areas of the playground to ensure a safe environment for all children;</li> <li>• Stop any unsafe play including 'play fighting' immediately;</li> <li>• Send children with minor injuries accompanied by another child to the welfare room;</li> <li>• In case of more serious injury, one adult accompanies child to office welfare room or First Aider is sent for to attend child in playground.</li> <li>• Send outside any child found in the building unsupervised;</li> <li>• Grant permission for children to stay in only in exceptional circumstances e.g. to complete a specific task or project and supervise fully any children to whom such permission has been given.</li> <li>• At the end of ring bell twice, once for the children to stop and stand still and once to line up..</li> </ul>	<ul style="list-style-type: none"> <li>• Walk quietly to their class and line up;</li> <li>• Take coats if needed;</li> <li>• Follow playground rules;</li> <li>• Follow rotas and rules for playground equipment and play areas;</li> <li>• Play ball games only in allocated areas;</li> <li>• Play safely on the climbing equipment (children playing in an unsafe manner will lose the right to play on that equipment for the rest of play);</li> <li>• Ask permission to enter the building for any reason.</li> <li>• All children are expected to go out to play unless an alternative arrangement has been made e.g. for serious injury/illness;</li> <li>• Injured children must remain in a supervised area (after speaking with HT / DHT) or welfare room with full knowledge of the class teacher and leadership team. No child must be left alone without supervision.</li> <li>• Walk to class line and line up without talking.</li> </ul>
<p><b>Wet Play</b></p> <p style="text-align: center;"><b>Staff</b></p>	<p style="text-align: center;"><b>Children</b></p>
<p>Duty Staff</p> <ul style="list-style-type: none"> <li>• Decide the status of the playtime and send a message to all classes before playtime begins;</li> <li>• Members of staff patrol classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in class except to visit the toilet with permission.</li> <li>• No tools or scissors to be used at wet play.</li> </ul>

## **Additional procedures for lunchtime**

- Classes go to the playground to play until the SMSAs ring the bell to signal it is time for them to enter the dining hall;
- When directed to enter the dining hall, children taking packed lunch sit quietly at an allocated table;
- Children taking school dinner stand in line in a quiet and sensible fashion awaiting their turn to choose dinner;
- Inside the dining hall children may talk quietly;
- Unacceptable behaviour at lunchtime is dealt with by the SMSA's, minor infringements are reported to class teachers directly and / or recorded in the SMSA's lunchtime books, more serious incidents are reported to the senior teacher on duty (SLT/Head Teacher, Deputy )
- Children are not allowed in school at lunchtime unaccompanied unless allocated with a lunchtime yellow badge.



Wellington  
Primary

# Our School Rules

At school we listen to  
and follow adult instructions.



We treat everyone at school  
with respect.



We will treat the school building  
and all property with respect.





Wellington  
Primary

# Our Playground Rules

Treat every one and all equipment  
with respect.



Be kind to each other.



Share games and equipment.



Ask a peer mediator or an adult  
if there is a problem.



Listen and follow adult instructions.



Use please and thank you, talk nicely  
to everyone.

