



Thorndown Pre-School

# Positive Behaviour Policy

At Thorndown, we value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all
- Ensure a caring, safe and welcoming environment
- Promote and model co-operative and responsible attitudes to make a positive contribution
- Actively encourage independence and confidence to thrive in a changing world
- Ensure that our pupils can self- manage their behaviour and accept responsibility for their own actions.

# Positive Behaviour Policy

The school's behaviour policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure and is able to learn and reach their full potential. The welfare of pupils is paramount.

- Our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with respect as well as promoting independence and self-discipline accepting responsibility for one's own actions.
- We understand that every child is an individual and so we treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- The policy also aims to develop pupils' learning behaviours so pupils complete assigned work.
- This behaviour policy applies to pupils at school or taking part in any school organised or school related activity off the school site.

The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

We aim to:

- Create a positive climate with realistic expectations.
- Emphasise the importance of being valued as an individual within the group.
- Promote, through example, honesty, respect and courtesy.
- Provide a safe, caring and effective learning environment.
- Encourage relationships based on kindness, respect, honesty, tolerance and understanding of the needs of others.
- Ensure fair treatment for all, regardless of age, gender, race, sexual orientation, ability and disability
- Show appreciation of the efforts and contribution of all.
- Accountability for your own choices.
- Promote citizenship with an understanding of rules, rights and responsibilities.

## Rewards and Sanctions

These are managed through the 'Crystal Code of Conduct' (see Appendix 2)

- Staff congratulate pupils for their positive contributions and they move up the crystal receiving smilies, vouchers, postcards. The top reward is a letter home from the Head which relays to the parents the good behaviour shown by their child that day.
- We give special recognition in assemblies for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. This is given out in a Head teacher's award. Anyone receiving the Head teacher's award has a photograph of

themselves displayed on the Head teacher's Award Board with their certificate to show the reason for their award. They are also invited to have lunch with the Head teacher, although there is no obligation for children to join her.

- Rewards and incentives are used across the school in the form of smilies and tokens. Any adult in the school can award a smilie for good work or effort. When a pupil has 10 smilies, they exchange them for a token for their team, of which there are five within the school. At the end of the term, the team with the most tokens can choose from a range of rewards agreed on by the Student Council. When a child has 50 smilies they receive a certificate in assembly and another certificate when they achieve 100 smilies. This is a whole school reward activity for all to participate in.
- Certificates or stickers are given in the school assembly for 100% attendance at the end of every term.
- Individuals may also be given special stickers or effort cards for work, effort or acts of kindness.
- Acknowledgements of pupils' achievements outside school are also shared in class or assembly times, as well as in the school's regular Newsletter.

To ensure a safe and positive learning environment, we employ sanctions appropriately to each individual situation. We separate the child from the behaviour so they understand it is their behaviour choices which need changing. In this scenario the children will move down the crystal receiving firstly a verbal warning. This enables the pupil to understand that there will be consequences if they continue with the inappropriate behaviour. The bottom of the crystal mirrors the top with a head teacher's letter to parents as a final consequence.

Our behaviour policy follows our legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. We do everything in our power to ensure that all children attend school free from fear. Please refer to our Anti-Bullying Policy.

Sanctions are imposed for behaviour which prevents the school from fulfilling its function to develop fully the potential of all pupils. This may be when an individual is behaving inappropriately, preventing their own learning, or when unacceptable conduct disrupts the teaching and learning within the school.

The consequences are modified a little for younger pupils with reflection time being more immediate.

Please refer to Appendix Three for Staged response list.

Following an incident a pupil may need a 'cooling off' time. In these circumstances the pupil will be allowed to sit in a quiet location until they are calm. At this point they are given a blue card so the staff know to give them reflection time. At an appropriate time we will engage with the pupil to talk about what happened.

- What were you thinking at the time / What did you want to happen?
- What have your thoughts been since?
- Who has been affected by what you did and how?
- What needs to happen to put things right?
- What are you going to do differently next time?

The pupil who has been harmed may also be spoken to.

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

These strategies help us to develop a restorative approach for our pupils, where things can be sorted in a more amicable way with understanding from all parties. It is an area for further development throughout the school.

Teachers keep records of the incidents involving their pupils. Significant incidents are recorded on a behaviour incident form. These are collated and monitored.

### **Class Teacher**

- Teachers have the statutory authority to discipline pupils whose behaviour is unacceptable (Section 90 and 91 of the Education and Inspections Act 2006)
- At the start of a school year, it is the responsibility of class teachers to work with the pupils to reinforce the principles of our positive behaviour policy. They should establish the Crystal Code of Conduct systems to boost self-esteem and to promote positive attitudes towards learning. In this way, every child in the school knows the standard of behaviour that we expect. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class at an appropriate time.
- The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly, with respect and understanding.
- Incidents of unwanted behaviour and the action taken are recorded. In most cases this is dealt with by the class teacher. In some cases, the child may be referred to a more senior member of staff or the Head teacher if they continue to display inappropriate behaviour. All punishments will be proportionate and may vary according to the age of the child.
- The class teacher reports to parents about the progress of their child, and may also contact a parent if there are concerns about the behaviour or welfare of a child.
- If a pupil has to miss a break or lunchtime, pupils will be given time to eat, drink and use the toilet.

### **More serious behaviour incidences**

In cases of repeated misbehaviour or when a behaviour incident is extreme, for example, it causes harm to themselves or others, staff will no longer use the crystal and will instead speak to a member of the Senior Leadership Team.

In some cases, one member of the SLT will manage the situation and will select the sanction required. The member of SLT or class teacher will then inform the parents. If there has been a victim involved in the incident, the parents of this child will also be contacted to discuss the situation and how it has been resolved.

In more extreme circumstances, further meetings may be arranged between senior staff, parents, staff linked to the class of the child and any other professionals involved with the pupil.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date given.

If the pupils has behaviour needs linked to a special need, the plan may be recorded as an ILP (Individual Learning Plan)

If the behaviour causes harm to the pupil or other children or adults, the team of staff around that child may need to write a RAMP (Risk Assessment Management Plan) This will enable the staff to discuss and provide an environment that reduces the likelihood of the pupil's behaviour escalating to this level. It will also provide a plan of action if the child starts to become a risk to themselves or others. This may include the staff planning to physically remove the child in extreme circumstances. Select staff have been trained in these procedures using STEPs training.

If the behaviour continues even with these steps in place, the Head Teacher may need to make the decision to exclude the child for a period of days. This may lead to a managed move or permanent exclusion in the most extreme of cases. For more details on these procedures, please read the exclusions policy.

## **Head teacher**

It is the responsibility of the Head teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

In severe cases of aggressive or violent behaviour which may cause physical harm, major disruption or damage to property there may be the need to use force or restraint. This would be done in a controlled manner. (see appendix 2)

The Head teacher will ensure that all staff have support carrying out any behaviour sanctions and to put any relevant training into place e.g. physical restraint training on an individual pupils basis.

## **Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave.

Strong partnerships develop reciprocal trust and we hope that parents will support the actions of the school in dealing with behaviour incidents. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and/or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Governors**

The governing body has the responsibility of setting down the general guidelines on standards of behaviour and discipline and of reviewing their effectiveness. The governors support the Head teacher in adhering to these guidelines.

The Head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

## **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school follows the local authority 'Exclusion Guidance Sept 2012' which is based on the DfE regulations.

- Only the Head teacher (or the acting Head teacher) has the power to exclude a child from school.
- If the Head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher.
- The governing body has an Appeals panel made up of between three and five members. This panel considers any exclusion appeals on behalf of the governors. The panel consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

## **Monitoring and Review**

The Head teacher monitors the effectiveness of this policy on a regular basis. S/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 concerning incidents of misbehaviour. The class teacher records minor classroom incidents. These are reviewed at regular intervals to observe any repeated misbehaviours. The Head teacher records those incidents in which a child is sent to him/her on account of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime supervisors give written details of any significant incident on a specific behaviour incident form. These are handed to the respective class teachers so that they are also aware of these incidents and any need for follow up.

The Head teacher keeps a record of any child who is excluded for a fixed-term or permanently.

It is the responsibility of the governing body to monitor the number of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality; it will seek to ensure that the school abides by the non-statutory guidance.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **Appendix 1**

### **Physical restraint**

Members of staff are aware of the regulations regarding the use of force / physical restraint by teachers, as set out in the Education Act 1996 and the Education and Inspections Act 2006 (section 93)

All members of school staff have a legal power to use reasonable force / physical restraint.

This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force /physical restraint be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, from causing disorder or committing an offence.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

In a school, force is used for two main purposes – to control pupils or to restrain them.

#### **What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

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

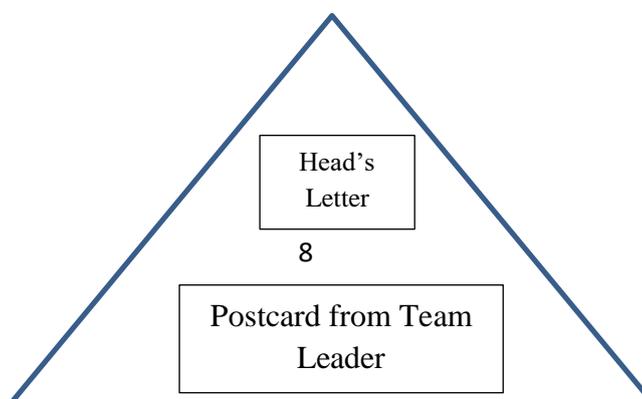
As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible.

## Appendix 2

Crystal Code of Conduct



### **Appendix 3**

The following **Crystal Code of Conduct** is in place for each half day classroom session. At the end of lunch, a child has a 'Fresh start'.

#### **Y.O.Y.O.B (You Own Your Own Behaviour)**

<b>Classroom</b>	
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First time a rule is broken: Verbal warning	<b>1</b>
Second time a rule is broken: Verbal warning card; 5 minutes reflection time- no contact	<b>2</b>
Third time a rule is broken: 10 minutes reflection time outside the class room	<b>3</b>
Fourth time a rule is broken 15 minutes reflection time with member of SLT or Team Leader	<b>4</b>
Fifth time a rule is broken Letter from the Head Lose 15 mins lunchtime (reflection time) Internal Exclusion <b>Parents informed</b> with a letter explaining their choices. Noted on Behaviour Record in pupils personal file kept in the office.	<b>5</b>
Fixed Term Exclusion Parents contacted immediately to remove child from school if appropriate.  Meeting with parents and class teacher (SENCO if necessary) to discuss the way forward.	<b>6</b>

#### **Other possible responses depending on severity and frequency**

Move to another place

Apologise - verbal / letter

Repeated actions pre stage 4 result in Risk management Plan being implemented.

Confiscation of belongings as appropriate

Home at lunch times

Daily report card

Restrict / Deny participation in a voluntary / optional activity

School based community task such as removing of litter, graffiti etc.

#### **Guidelines for Implementing YOYOB**

- be calm and matter of fact;
- be consistent; remind the child about YOYOB and that there will be a consequence each time someone chooses to disrupt;
- give a clear direction;
- remind child of the relevant rule; ask a question if appropriate; repeat direction or question; re-state the responsibility of the child in making their choice;
- defer action until the session ends if necessary to maintain a positive learning environment;

- recognise a positive behaviour at the first opportunity after a consequence/sanction is applied;
- provide an opportunity for a child's need to discuss/explain their action, possibly through:
  - writing a note to request a talk later;
  - providing a notebook in which they can record their comments;
  - providing a 'token' (object, sign, etc.) that a child can use to suggest they want to talk about their behaviour;
- record the more serious incidents of inappropriate and disruptive behaviour on a behaviour record sheet which may result in further action taken.

Never deny a child a compulsory curriculum activity (e.g. games, music, physical education...) as a sanction because they have a legitimate claim to participate.

#### GOING DOWN THE CRYSTAL:

Behaviours	Consequences
<b>Low level behaviours:</b>	
in possession of mobile phone / device	confiscate for the day - make a note in the behaviour book and note that item returned
fiddling with others' hair	Remind pupil of YOYOB and code of conduct Start crystal system
playing with rulers etc	
shouting indoors	
misusing equipment	
Making noises	↓
swinging on chairs - not sitting on them properly	stand up or sit down instead after 1 <sup>st</sup> warning
not sharing - snatching	
talking when others are talking	
invading personal space	line up at the front of lines etc
refusal to complete tasks / work	complete work at break / lunchtime / as homework
pushing (in line)	if the majority of the class, make them line up again
running indoors or in 'WALK' areas	go back to the place and walk
<b>Medium level behaviour</b>	
low level swearing	make the child aware of what they are doing repeated – go down the crystal as appropriate

throwing small items	warning
name calling / teasing	make the child aware of the impact of what they are doing
rough / dangerous/inappropriate play	Remind pupil of YOYOB and code of conduct Start crystal system
Attention seeking copycat behaviour	Time out can also be used
disrupting games / activities	Remind pupil of YOYOB and code of conduct Start crystal system
huffing / shrugging / rolling eyes inappropriate voice (disrespectful)	
answering back	
non-compliance - requests / instructions	
lying	↓
<b>High level behaviour</b>	
vandalism /damaging equipment with intent/tearing up work/marketing walls with kicks or punches	e.g. rulers, equipment, graffiti, put right,  Remind pupil of YOYOB and code of conduct – Either send pupil straight to SLT/Teamleader or evacuate class – inform SLT  Calm down in isolation. In the use of isolation, pupils can leave the room of their own free will unless there are very exceptional circumstances where harm may occur to a member of the school e.g. another pupil or adult.
swearing - general	
Throwing things at a person	
swearing at someone	
offensive gestures	
hiding other people's possessions	
encouraging misbehaviours in others	↓
Hurting another: biting, kicking, punching, spitting	Consider age, severity and intent
inappropriate touching - others	both sets of parents informed
exposing self to others	both sets of parents informed

deliberate humiliation e.g. pulling trousers down	both sets of parents informed
stealing	both sets of parents informed (where relevant)
hurting another child e.g. kicking / punching / pinching / biting / squeezing / grabbing/spitting	both sets of parents informed if severe (i.e. mark left/first aid required/child extremely distressed)
Leaving school site	Inform SMT, follow at a safe distance and inform parents and police.
possessing a weapon in school (e.g. knife)	confiscate for the day - make a note and note that item returned to parents.
throwing any items such as chairs or items over the void	Escorted downstairs. Internal exclusion in set location
bringing prohibited items into school including knives, weapons, alcohol, drugs, fireworks or any item that could cause offence or harm to a person or property.	Any weapons or offence materials must be handed over to the police.
malicious accusations against school staff	SMT will take advice from Local Authority Education Advisors and LADOs after an investigation.
attacking member of staff	
<b>bullying - see Anti-Bullying Policy</b>	
bullying - physical	Bullying policy
bullying - excluding	Bullying policy
bullying - verbal	Bullying policy
bullying - cyber-bullying	Bullying policy
bullying - racist, homophobic	Local Authority Racial Incident Log

## Exclusion

Many factors will be taken into account when dealing with a possible exclusion and consequences will be appropriate to the offence. Each incident will be examined individually in the light of school expectations, policies and also criminal law. Such factors are:

- the age and state of health of the pupil;
- the pupil's previous record at the school;
- any particular circumstances unique to the pupil which might sensibly be taken into account in connection with the behaviour;
- the extent to which parental, peer or other pressure may have contributed to the behaviour;

- the degree of severity of the behaviour, the frequency of its occurrence and the likelihood of it recurring;
- whether or not the behaviour impaired or will impair the normal functioning of the pupil or other pupils;
- whether or not the behaviour occurred on school premises if in the charge of staff or on the way to or from the school;
- the degree to which the behaviour was a violation of one or more rules contained in the school's **Positive Behaviour Policy** and the relative importance of the rule;
- whether the incident was perpetrated by the pupil on his or her own or as part of a group;
- whether consideration has been given to seeking the support of other agencies, such as the education welfare service or educational psychology service.

Proper consideration will be given to the possibility that a pupil's behaviour may be an emerging sign of an emotional and behavioural difficulty giving rise to a special educational need.

## GOING UP THE CRYSTAL

Behaviours
Offering an idea, solution, answer or explanation above what is normally expected
Showing good manners towards others
Giving answers to difficult questions
Showing what we have learnt by using or applying it.
Doing our best at deep dive challenges
Encouraging/ helping a friend without being asked
Encouraging/helping another without being asked
Using initiative
Showing kindness to a friend eg inviting them to join in a game.
Showing kindness to someone else eg inviting them to join in a game.
Solving a problem to help others eg clearing others' things up as well as your own
Being trustworthy to deliver a message/resources around school
Actively showing resilience eg having another go without being prompted, redrafting a piece of work without being asked. Trying something new.
Taking action to keep someone else safe
After marking, the teacher thinks you have go over and above what was expected.

Thinking 'outside the box' – giving an answer the teacher has not thought of.

**Appendix 4 This handbook is explained to the pupils at the start of every year and is displayed in each classroom.**

# Thorndown Primary School



# Lunchtime Handbook

## **Introduction**

This lunchtime handbook is an integral part of the Thorndown Primary School Behaviour and Discipline Policy.

It is available to all lunchtime staff, teaching staff, teaching assistants, admin staff, parents, governors and visitors to the school. It will form the basis of the induction of new lunchtime staff as well as clarifying the procedures for existing staff.

This handbook will be reviewed regularly by the lunchtime staff and leadership team. It will be displayed in every classroom and explained to the children.

Playtimes and lunchtimes should be an enjoyable and valuable experience for children where through play, they can discover, explore and develop the understanding of the environment around them whilst children can and should be able to play without being organised by adults, they need adults to provide a secure environment.

### **Children have the right to**

- Feel safe
- Be treated fairly
- Be listened to and heard
- Have and show consideration for others

### **Health and Safety**

Lunchtime supervisors have a responsibility to ensure the health and safety of the children in their charge at all times.

- Children's feet should be kept on the ground at all times unless children are using the apparatus. This means no climbing on trees, hedges, benches, fences, walls
- Children should stay visible at all times especially when upset. This means no playing or hiding in hedges, in the toilets or in the classrooms
- Children should walk in school at all times
- Children's shoes should be kept on their feet at all times
- Children should report any broken glass, sharp objects or dead animals/birds to the lunchtime supervisors and not pick them up themselves
- Children may only use balls, skipping ropes and other outside toys when it is dry
- Children should follow sun protocols during hot sunny weather – slip on a fastened shirt, slap on a hat and slurp plenty of water
- Children must not play games that involve physical contact i.e. play fighting games
- Children in KS2 should use the toilets by the hall.
- Children must ask an adult before coming back into school.

### **Expectations of Behaviour- following the Crystal Code of conduct and YOYOB**

- Children should listen to and follow instructions
- Politeness from all (this includes staff as well as children)
- Respect for each other and the environment
- To use the toilets sensibly
- If a child is unhappy see an adult – do not hide in toilets
- Honesty by all

### **How we encourage good behaviour**

Everyone at Thorndown Primary School agrees that the following are effective ways of encouraging good behaviour;

- Adults should show an interest and listen to the children
- All children should be treated fairly and equally. Don't label children and jump to the wrong conclusions
- Give gentle reminders
- Adults should stay calm. This will help you to remain in authority and be effective
- Give praise frequently – it's more effective than criticism
- Adults should recognise and reward good behaviour with smiles
- Adults should encourage children to take responsibility

- Adults should encourage children to apologise and be considerate and caring of other people's feelings
- Help children out of awkward situations which would prevent bad behaviour occurring
- Smile and appear happy; hence producing happy children
- Give smiles for outstanding helpfulness
- Adults polite to children

### **Around the school remember to**

- talk to pupils in informal situations
- greet pupils, especially those with whom you have difficulty
- set high standards in all you do with pupils
- take any opportunity to rebuild relationships soon after using control tactics

### **How to prevent inappropriate behaviour**

At Thorndown Primary School we believe it is more effective to try to prevent inappropriate behaviour. The following are guidelines to help prevent poor behaviour

### **What to look for**

- Noise level – too loud, too quiet, excessive laughter
- Groupings – large groups or isolated child
- Facial expression – crying, looking worried, upset or angry, frowning
- Body language – hunched shoulders, physical contact, boisterous play
- Pupils checking of adults whereabouts

### **As an adult you too can make it worse**

#### **Think about your:**

- Voice – avoid the 'loudness cycle'
- Gesture – pointing
- Body language – hunched shoulders, extended neck, tense
- Proximity – invasion of personal space
- Facial expression – looking miserable and cross

### **Avoid Conflict**

#### **Keep things calm by:**

- Making rules clear
- Using the rules as buffers
- Avoid audience participation
- Give choices – this helps avoid more confrontation
- Remain in control of yourself
- Don't shout
- Explain how you feel
- Always follow up the incident
- Rebuild the relationship

### **Interventions**

The following interventions should/can be used to stop inappropriate behaviour

#### **• Verbal warning**

Use the MDS conduct card:

Name:
Class:
Stage on crystal: Verbal warning 5 minute reflection time
Code of conduct broken: 1. We are kind 2. We are honest 3. We are respectful 4. We are safe 5. We are resilient and try our best
MDS:

### **Communication**

At Thorndown Primary School everyone agrees that effective communication is important. Therefore

- copy of the lunchtime supervisors handbook is displayed and available in every classroom
- conduct cards should be placed in the box near Helen's desk for distribution to the class teachers.

### **Eating Lunch**

#### **Eating in Classrooms**

- children should stay sitting until they have finished their lunch
- children should talk quietly
- children should keep the food within their lunchboxes and not on the floor
- children should only touch their own food
- children should take any rubbish home
- children should walk out onto the playground

#### **Eating in outside**

- children should sit in the shade where possible whilst eating their lunch
- children should stay sitting until they have finished their lunch
- children should talk quietly
- children should keep the food within their lunchboxes and not on the floor
- children should only touch their own food
- children should take any rubbish home or compost any fruit and vegetable waste

#### **Eating in Hall**

- children should sit in allocated tables.
- children should stay sitting until they have finished their lunch
- children should talk quietly
- children should keep their food within their lunch boxes and not on the floor
- children should only touch their own food
- children should take any rubbish home
- children should walk out onto the playground

#### **Water Bottles**

Water bottles may be taken outside but are the children's responsibility.

## **What can we do at Playtimes?**

### **Wet Playtimes**

The following activities can be done by all children but they must be sitting down

- games, drawing, cards, quizzes, reading .In the interest of health and safety children are not allowed to use scissors, glue or staplers.

### **When the field is out of action**

When the field is out of action children can play on the playground and on the apparatus areas according to the timetable.

### **Playing on the Field**

In the interest of health and safety children should not play games which involve physical contact. Children may play

- Football, rounders or kwick cricket, skipping, duck, duck goose, what's the time Mr. Wolf, Grandmother's footsteps, hop scotch, snakes and ladders, stuck in the mud, statue tag

### **Playing on the Playground**

In the interest of health and safety children should not play games which involve physical contact. Children may play

- skipping, duck, duck goose, what's the time Mr. Wolf, Grandmother's footsteps, hop scotch, snakes and ladders, stuck in the mud, statue tag

### **Playing on the Apparatus or Football**

Children may play on the apparatus or play football using the timetable displayed on the hall windows.

### **Lunchtime Supervisors' Duties**

Lunchtime supervisors must follow the timetable for duties displayed on their board.

**Remember once the whistle has been blown playtime is over**