



Barden Primary School
Only my best is good enough for me



Positive Behaviour Management Policy

Date Approved	Next Review	Responsible Person
July 2022	July 2024	C. Holgate

Positive Behaviour Management Policy

“Good behaviour is a necessary condition for effective learning to take place”

The Governors and staff of Barden Primary School accept the above principle and seek to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the education process.

Barden Primary School takes a positive attitude towards behaviour management and discipline. We are committed to providing an environment where all pupils are **valued** and are able to learn and play together in a **caring, happy, co-operative** and **safe** atmosphere. It is the responsibility of children, staff, governors and parents to ensure that high standards of behaviour are maintained in an atmosphere of mutual **respect, trust, openness, fairness** and consistency.

We aim to do this by;

- Ensuring that everyone feels safe and secure
- Helping all children develop appropriate and relevant social skills
- Ensuring that relationships within school are based on mutual **respect** and **trust**
- Involving parents and the community and ensuring that communication between home and school is clear, open and **honest**
- Creating a **friendly** and **peaceful** environment in which children want to participate and belong - in the classroom, playground and dining hall
- Creating an interesting and stimulating environment in which children want to learn
- Rewarding and praising good behaviour and choices
- Developing pupil voice within the school so that children have a say in what happens in school
- Encouraging children to **care** for others and to **understand** and **embrace** diversity
- Providing children with the language and skills to solve their problems calmly, openly and with **understanding**
- Creating opportunities to share feelings and talk about strategies to help solve problems e.g. circle time
- Encouraging pupils to take self-**responsibility** for the consequences of their actions and choices and developing collective responsibility.

Expectations and shared responsibility

We operate a positive behaviour management system, and work hard to ensure that children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at Barden Primary School how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Barden Primary School have a responsibility for behaviour. They support our “no shouting and no intimidation” culture and ensure that they treat children with respect and kindness. When a member of staff requires the attention of children in a group, they raise their hand into the air and wait for children to respond by copying this action (quietly awaiting further instruction). We do not ‘shush’ or ‘shout’ to gain the attention of a class/group of children. Children are expected to

respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher. For incidents which have been addressed by members of staff who are not the child's class teacher, they will inform the child's class teacher as soon as possible. All supply teachers are expected to fully adhere to the guidance of this policy.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations. When children join Barden Primary School they are provided with a Home-School agreement which clearly outlines what the school expects of pupils and parents and what they can expect from Barden.

Barden Primary School Code

We expect all children at Barden Primary School to follow the behaviours which are captured in our school code. Our school code is revisited each year by all children and staff. It is displayed in all classrooms and understood by all children.

1. We always try our best and work hard
2. We respect each other and our property
3. We walk sensibly and quietly around school to keep us safe
4. We treat other people as we would like to be treated
5. We do as we are asked the first time

Positive Rewards

At Barden Primary School, our emphasis is on positive behaviour. We use a Traffic Light system (please see appendix 1) in every class to encourage children to have ownership of their behaviour. We praise and reward positive behaviour in many ways including;

Praise – verbal, written, sticker, friendly word or gesture, referral to another adult (other class teachers/support assistants, Key Stage Leader, Deputy Headteacher).

Special responsibility, privilege or trust – work with/sit by a friend of their own choice, complete a special task, be awarded a special job or responsibility.

Badges – children work towards bronze, silver and gold badges (then bronze, silver and gold merits).

Teams – children are placed in colour teams (red, yellow, blue and green) to work towards collecting stars for the end of term treat.

Head Boy/Head Girl and Deputy Head Boy/Deputy Head Girl – this prestigious responsibility will be awarded to children in Year 6.

Team Captains – four children from each class (two girls and two boys) will be awarded the title of team captains for the school teams.

Silver and gold on the traffic light system - children that get onto silver receive a praise pad certificate to take home. Children that get onto gold receive a special prize in Praise Assembly.

Informing parents – communicating good news whenever possible, sending home messages (praise pads), entry in home/school diary or sometimes a phone call.

Visiting the headteacher – for outstanding performance/behaviour children may be sent to visit the headteacher. Stickers/certificates/praise pads/small gifts will be used to reward.

Weekly Achievement Assemblies (Praise Assembly) – These are held on a Friday morning. Four children from each class are selected. They are commended for hard work, good manners, sporting achievements etc.

Jar of Joy – the whole class can work together to earn rewards for the class. Every time a child does something praiseworthy, a handful of pasta goes into the jar. When the jar is full the class receive a reward (which is decided upon by a class vote).

Children are graded on their commitment to learning – in school reports children are recognised and celebrated for how committed they are to learning (how much effort they put in).

Securing consistent consequences

An essential part of our behaviour management lies in the fact that each child knows that consequences will be imposed for unacceptable behaviour. The decision to sanction a pupil must be made by a paid member of school staff or a member of staff authorised by the headteacher. All sanctions will be recorded, so that a clear log of support, interventions and impacts can be built up and evaluated at each stage. The principles upon which consequences are based are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate
- must not breach any other legislation (for example, in respect of disability, SEN, race and other equalities and human rights)

We have divided inappropriate behaviour into five categories. Examples are as follows;

STAGE 1 - Low level inappropriate behaviour – isolated occurrences

This is day-to-day classroom behaviour that would be handled by the class teacher and teaching assistants.

Examples include	Consequences may include
Name calling	<ul style="list-style-type: none"> • A look/quiet word to establish why • Warning with clear boundaries • Time out within the classroom (age appropriate) • Amber/red on the traffic lights (dependent upon severity) • Broken code sheet at playtime (if on red)
Running	
Shouting	
Pushing	
Discourtesy	
Minor damage	
Minor classroom disruption	

Over aggressiveness	
Persistent talking	
Negative use of body language	

Stage 2 – Low level inappropriate behaviour – frequent occurrences

This is day-to-day classroom behaviour that would either be handled by the class teacher or referred to other staff in the year group

Examples include	Consequences may include
Name calling	<ul style="list-style-type: none"> • Discuss with child why this is happening • Liaise with previous teacher • Discussion with other staff for advice • Move the child • Amber/red on the traffic lights (dependent upon severity) • Broken code sheet at playtime (if on red) • Red on the traffic lights – therefore miss a playtime • Record on CPOMS • Inform parents (low level) • Cause for concern – SEN
Running	
Shouting	
Pushing	
Discourtesy	
Minor damage	
Minor classroom disruption	
Over aggressiveness	
Persistent talking	
Negative use of body language	

Stage 3 – Serious inappropriate behaviour – isolated occurrences (use your knowledge of the child) To be referred to the Executive Leadership Team (Key Stage Leaders, Deputy Headteacher, Headteacher)

Examples include	Consequences may include
Pre-meditated theft	<ul style="list-style-type: none"> • CPOMS • Record in class behaviour log • Red on the traffic lights (broken code sheet) • Detention (lunchtime or after school) • Withdraw privileges • Racist incident form • Parents informed • Referral to pastoral team • Internal/external exclusion
Serious aggression	
Serious verbal abuse	
Rude gestures	
Racial incidents	
Destructiveness	
Physical violence	
Refusing a member of staff	

Stage 4 – Serious inappropriate behaviour – frequent occurrences To be referred to Executive Leadership Team.

Examples include	Consequences
Pre-meditated theft	<ul style="list-style-type: none"> • CPOMS • Red on the traffic lights (broken code sheet) • Detention (lunchtime or after school) • Withdraw privileges • Report Card • Racist incident form • Parents informed • Bullying incident form • Internal exclusion • Relocation to a senior leader's class • IBP/pastoral plan • Referral to pastoral team
Serious aggression	
Serious verbal abuse	
Rude gestures	
Racial incidents	
destructiveness	
Physical violence	
Refusing a member of staff	
All forms of bullying	

	<ul style="list-style-type: none"> • Short term exclusion • Involve other agencies
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Stage 5 – very serious inappropriate behaviour To be referred to the Headteacher

Examples include	Consequences may include
Pre-meditated theft	<ul style="list-style-type: none"> • All of the above • Parents informed by the Headteacher • Permanent exclusion • Involve police
Violent physical assault	
Serious and wilful vandalism	
Misuse of drugs	
Sexual assault	

Detentions

- Detentions are used as a sanction when pupils are refusing to respond to the traffic light system OR they display serious behaviour management issues.
- The detention should be recorded in the detention book (kept in the school office) – a letter will then be sent home to inform parents/carers (24 hours’ notice is required for an after school detention). Detentions will also be recorded on CPOMS.
- Detentions dates are set by senior leaders.
- Mrs Holgate **MUST** be informed before a child is placed in the detention book.
- The severity of the behaviour will be reflected in whether the detention given is lunchtime (the whole of the lunchtime break except when they are eating their lunch and time for a toilet visit) or after school (3.05-4.00pm).
- If a child receives two lunchtime detentions in a term – the third will be after school.
- The class teacher for the pupil will need to set the work to be completed in the detention (regardless of who gave the detention).
- A member of the SLT will usually supervise detentions.
- Parental consent is not required for detentions but parents will be informed by letter when their child receives a detention.

New day – new start!

It is important to us that every day is a new day, a new chance to do well. All names are returned to green on the traffic lights at the end of day, so that children know that they have another opportunity to make good choices.

Identifying and recording difficulties

- Detentions are recorded in the detention book (kept securely in the school office). This is to ensure that letters are sent out to inform parents/carers of the detention.
- Records of Broken Code sheets are stored in the Time Out Log.
- Serious incidents are also recorded on CPOMS.

Confiscation of child’s property

Children are only permitted to bring to school items which have been authorised by their class teacher or the headteacher. Any items which deviate from this or contradict the Uniform Policy, distracts a child’s attention from learning, promotes inappropriate behaviour or is perceived by a class teacher as being dangerous, will be confiscated. Items which contravene this guidance and items which are deemed to be dangerous may be kept by the class teacher/Headteacher for

further investigation and/or safe return to a parent/carer. Confiscated items will be returned to pupils at the end of the school day (unless dangerous). Items which are dangerous or 'prohibited' will be handed to the Police. Staff within school (accompanied by the headteacher or deputy headteacher) have the power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Illegal drugs
- Fireworks
- Stolen items
- Tobacco and cigarette papers
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Exclusions

Internal exclusion

At Barden Primary School, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the Barden Primary School Code. There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home.

In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers. Parents will always be spoken to before a child carries out an internal exclusion. A letter will also be sent home.

External exclusion

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Headteacher, or in her absence the Deputy Headteacher, can exclude a child for a fixed term (suspension). This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Headteacher or Deputy Headteacher. Parents will always be spoken to before a child carries out an internal exclusion. A letter will also be sent home.

Finally, and in the last resort the Headteacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour. In all cases of exclusion, both fixed term and permanent, the school will comply with Lancashire guidance on exclusion and report cases as required. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with an exclusion.

Children with special educational needs

We expect all children to abide by the Barden Primary School Code. As much as possible, we want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times. Children with behaviour difficulties on the SEN Register may:

- Have regular meetings with their teacher and parents/carers.

- Be placed on a 'report card' (sticker chart - dependent upon age) by a senior teacher, Deputy headteacher or Headteacher. A mutual decision is made, involving the child as to when this is deemed no longer necessary. Parents/carers see the book/record daily.
- Have targets for improved behaviour on their SEN passport/IEP.
- Have an individual Behaviour Plan (including an ABC chart)
- Meet regularly with the SENCo to discuss progress.
- Children who have a full Statement of Special Educational Needs may need the whole school behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the school and are unable to meet expectations without additional support. Practical ideas include individual planning and reviews.
- A formal meeting will take place each half term between parents/carers, school staff and relevant outside agencies. Staff should refer to the Special Educational Needs Policy for information re: setting appropriate targets.

Monitoring and evaluation

All staff will be responsible for monitoring behaviour at Barden Primary School, however the Headteacher, Deputy Headteacher, Assistants Headteachers and SENCO will also use contextual information (e.g. age, gender, SEN) when monitoring and evaluating behaviour.

Power to use reasonable force (DFE advice and guidance – Use of Reasonable Force – July 2013)

What is reasonable force?

1. 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.
2. 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 pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. Force usually refers to 'control' and 'restraint'. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupils' 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.
5. School staff should always try to avoid acting in a way that might cause injury.
6. Reasonable force must never be used as a punishment; this is always unlawful.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force – only when it is required and necessary to the situation. Permanent exclusion (expelled) is also a sanction open to schools when all other available options and approaches have been considered.

When can reasonable force be used?

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend of the individual circumstances.
4. The following list is not exhaustive but provided some examples of situations where reasonable force can and cannot be used. School can use reasonable force to:

- a. Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- b. Preventing a pupils behaving in a way that disrupts a school event or a school trip or visit;
- c. Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- d. Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- e. Restrain a pupil at risk of harming themselves through physical outbursts.

*The school has a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs.

All incidents involving the use of reasonable force will be reported to parents/carers and also recorded on CPOMS under the 'serious behavior incident' category. The report describing the incident should include;

- a description of the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff; and
- the child's age.

Racist Remarks

All staff are expected to deal promptly with racist remarks and gestures with a firm reprimand. Racist remarks are seen as a stage 3 incident, and the incident will be recorded on CPOMS under the 'racist incident' category. Parents will be informed. In persistent cases parents may be asked to discuss the matter with the head teacher. All incidents are monitored by the executive leadership team and any incidents reported to the Governors termly.

Issues out of school hours

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'.

Issues out of school hours should be referred to the Executive Leadership Team. They may choose to act if the child is;

- On the way to / from school.
- Taking part in out of school clubs or school-organised activity.
- Wearing school uniform and therefore representing the school in the eyes of the community.
- In some other way identifiable as a pupil from Barden Primary School.
- Other behaviour which brings the school into disrepute (e.g. derogatory comments on a social network site).

Additionally, pupils may be disciplined for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

We would advise parents to inform the school of any out-of-school incident which may affect relationships.

Behaviour on School Trips, Residential Trips and Sporting Events

We are proud of the children who attend Barden Primary School and believe they are ambassadors for the school on trips and when representing the school at outside events. We have the same expectations for behaviour when taking part in trips and representing the school as we do during the school day. The same school code applies when children are out on visits or representing the school as will apply on the school premises during school hours. If children fail to comply with the Barden Primary School Code, the same sanctions and consequences will also apply.

Outside Agencies for children with emotional and behavioural difficulties

Close links are established with external support agencies e.g. the Behaviour Support Team, Educational Psychologist, Traveller Education Services, Children's Social Care and Health Authority. When behaviour falls below expected levels help may also involve:

- Involving the SENCo and Pastoral Team as appropriate
- Social stories
- Play therapy
- Involvement of Behaviour Support Services
- Involvement of the Educational Psychologist
- Support from a behaviour placement
- Managed moves (where a child spends time being educated at a different school).

Complaints procedure

The school's complaints procedure can be found in The Complaint Policy. There is a copy of this policy on the school website (a copy can also be requested from the school office). All complaints about the use of force will be thoroughly and appropriately investigated. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. School will refer to the “dealing with allegations of abuse against teachers and other staff” guidance where an allegation of using excessive force is made against a teacher. As employers, schools and local authorities have a duty of care towards their employees. As such Barden Primary School will provide appropriate pastoral care to all members of staff as and when it is appropriate.

Policy Reviewed July 2022. Review Date: July 2023

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APPENDIX 1



Barden Primary School Traffic Light System

Teachers have the right to teach and children have the right to learn. Children who break the 'Barden Primary School Code' stop teachers from teaching and stop themselves and others from learning. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so. All classrooms operate a traffic light system which is a fair and transparent system that all children understand.

The School Traffic Lights are a way to affirm positive discipline throughout Barden Primary School. All staff have collective responsibility to promote and enforce positive behaviour within Barden Primary School. This guidance will be followed carefully to ensure a consistent approach is implemented.

The Traffic Light system is displayed clearly at child height in the classroom to enable children to access the traffic lights when required.

- Every child starts with their name on green (this is seen as 'expected behaviour').
- If a child does something to break one of our school codes they will move **THEIR OWN** name down to AMBER. It is important that the child moves their own name so they realise the consequences of their actions (and also see that behaviour is something that they CAN influence). **Amber is considered a warning.**
- Children can get their name back up to green by the end of the day if their behaviour improves.
- If a child continues to display the same behaviour they will move their name down to **RED**. This results in the child losing a break time to complete a Broken Code Sheet (in the Time Out area). This will be recorded on CPOMS.
- Children remaining on green all week receive a small sweet.
- **Children who have been on AMBER but got back down before the end of the day can also receive a small sweet. (to be discussed first staff meeting back Sept 2022)**
- Children finishing the day on AMBER or have been on RED at any time do not get a sweet.
- Staff will check carefully who is on AMBER throughout the day – it is up to them to promote awareness of the Traffic Lights and 'notice' if children have moderated their behaviour to move back up the traffic lights. Children should not have to be reminding staff.
- Teaching assistants and support staff can also move children up and down on the traffic lights.

SILVER and GOLD

Silver and Gold sections on the Traffic Lights are used to celebrate the efforts of those children who 'go the extra mile'.

- SILVER is to be used for any act that makes the teacher or staff member happy and proud! Worked well without being prompted, good attainment, good effort, a kind act etc.
- If a child is on SILVER they receive a praise pad certificate to take home that day.
- GOLD is used for examples of excellent behaviour, effort or conduct. Any child getting to GOLD will go out in the Celebration Assembly for a certificate. They will also receive a gift from the 'GOLD what a star box!' (to be chosen in the Celebration Assembly)
- GOLD is to be used in extra-special circumstances – so we can really celebrate these 'special' achievements and children feel unique.

APPENDIX 2

Before school and break times/lunch times

Early morning (to be discussed first staff meeting back Sept 2022)

Children should not be on the school playground before 8.25 if they are unaccompanied. The school library will be open at 8.15-8.30am. This is for children that genuinely wish to read/change books and not to be used as a child care facility. Additionally, 'Go Noodle' will take place in the school hall. At 8.35am the school bell is rung in the infant and junior playgrounds. Children make

their way to their classrooms where their class teacher will greet them at the door and welcome them into the classroom.

Playtime

- Children are supervised by class teachers/teaching assistants during their exit to the school yard for playtime.
- Class teachers will greet their class at the classroom door at the end of playtime and supervise them whilst they hang up their coats and return to class (team captains will also monitor behaviour).
- The teacher or teaching assistants on duty will give a maximum of 3 children at a time permission to enter the school building to use the toilet. Once these children have returned, another 3 children can be sent.
- At the end of playtime the bell will be rung twice, 1st time all children will stand still. Once all children are standing still and quietly, the second bell can be rung, children will then walk to their classroom doors and line up quietly.
- Children who continue to play will be warned, but if they ignore this warning, they will move onto amber on the traffic lights.
- Teachers should consider having a lining up order, if their class has several children who find it hard to line up sensibly.

Lunchtime

- Class teachers to lead their class to and from the playground (team captains will also monitor behaviour)
- The steps for the bell as above are repeated.
- Lunchtime supervisors will report incidents of poor behaviour to the staff member on duty. It will be the duty of this member of staff to pass this information onto the relevant class teachers and to decide if any further action is required (for example, amber/red on the traffic lights).

Behaviour at playtime and lunch time

We expect our children to behave well at all times – both in the building and outside in the playground. Lunchtime supervisors will have stickers to reward good behaviour at lunchtime.

Rewards

We believe it is important for children to see that playtime behaviour also plays a part in our behaviour policy. Lunchtime supervisors are provided with stickers to reward children for good behaviour.

Consequences

As with classroom behaviour, playtime behaviour can be categorised and the most appropriate consequence will be given to children who break any of the school code. All children should be given a warning before any consequence is issued, if a child refuses to listen to the warning given and continues behaving in an inappropriate manner, then a consequence will be given in accordance to the type of behaviour displayed.

Time out – If children display continuous low level inappropriate behaviour (after being warned) they may be asked to take 5 minutes time out. They will walk around next to a member of staff on duty to enable the child to calm down and reflect. If their behaviour improves as result, there will be no further actions taken. If the poor behaviour continues further consequences will follow. Children will be brought into the Time Out table to speak to a member of staff who will speak to the child/children and decide upon appropriate sanctions.

Example of low level playground behaviour -Not sharing, taking turns or low level name Calling. Consequences – Warning, reminding to the children how they should behave the expectations that Barden Primary School has.

Example of medium playground behaviour – Not following instructions, throwing equipment, entering the school building without permission. Consequences – Time out – talk to child about their behaviour before they return to play.

Example of high level playground behaviour – swearing, fighting, deliberately breaking equipment and inappropriate use of the toilet. Consequences – the child is escorted to the Time Out room where a member of SLT will be present to deal with the incident.

The Headteacher may also consider asking parents to take their child home from school during lunchtimes in cases of repeated, or extremely inappropriate behaviour.