



# Positive Behaviour & Achievement Policy

September 2018  
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**Introduction**

***"Good behaviour is a necessary condition for effective teaching and learning to take place."***

*"...consider how much impact could be made if every member of the school whether child or adult was committed to creating an environment where everyone was regularly listened to and encouraged, where a school made clear its commitment of finding ways to building relationships and giving respect and support to all its members."*

Jenny Mosley

The Governing Body accepts this principle and seeks 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 educational process.

Waterville Primary School community sees pupil behaviour, pastoral and welfare support as a positive and co-operative effort involving all teaching and support staff, parents/carers and pupils of the school.

The evaluation of this policy is on going and programmed for regular review by the staff and the Governing Body.

Appropriate behaviour mainly results from self-discipline, and the most effective way to foster this is through children realising and accepting responsibility for the outcomes of their own actions.

### **Rationale:**

At Waterville Primary school we are concerned with the development of all young people for adult life. Part of this development is ensuring that children know how to live in an appropriate and positive manner both in and out of the school environment. We aim to encourage positive behaviour and, as a consequence, prevent negative or destructive behaviour throughout the school.

### **Aims:**

At Waterville Primary School, we wish to promote positive behaviour throughout the school. We aim to achieve this through:

1. Ensuring that all children clearly understand the Golden Rules and behaviours expected from them.
2. Developing the House System based on rewards for positive behaviour/achievement/citizenship.
3. Issuing clear sanctions if children do not abide by expected behaviours.
4. Ensuring that consequences for poor behaviours are fair, consistent and appropriate for all children.
5. Encouraging children to be responsible for their own behaviour.
6. Encouraging and helping children to respond and interact in a positive manner with peers and adults alike.
7. Providing a positive role model for children.
8. Avoiding confrontation by adopting a calm and rational approach to behaviour problems.

9. Helping children to feel secure and to develop a sense of belonging within the school thus developing a positive ethos throughout.

## **EVERY CHILD HAS A RIGHT TO LEARN AND EVERY TEACHER HAS A RIGHT TO TEACH**

## **EVERY CHILD HAS A RIGHT TO A SUPPORTIVE, CARING, ENCOURAGING ENVIRONMENT AND EVERY MEMBER OF STAFF HAS A RIGHT TO EXPECT CHILDREN TO WORK AND BEHAVE WELL**

## **BOTH CHILDREN AND STAFF HAVE A RIGHT TO BE RESPECTED**

*This policy will be effective when:*

### *All Staff*

- Adhere to the Golden Rules as a measure of good behaviour
- Identify strongly with the school, and are proud to be part of it
- Teach, discuss and display expected behaviours
- Watch out for and acknowledge appropriate behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- PRAISE children regularly focusing on good behaviour and positive reinforcement to raise self esteem.
- Respond and act fairly and consistently in the use of rules and sanctions, taking into account each individual child's needs.
- Act as role models for desired behaviour, treating all adults and children with respect.
- Are punctual in collecting classes and ensure that children are never left unattended.
- Create a calm working atmosphere in the classroom, with access to resources and with well established routines for clearing up, collecting equipment, changing activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Remind pupils that they are representatives of the school when they are on their way to and from school and on trips.
- Use Achievement Assemblies and circle time as a forum to PRAISE and REWARD pupils.
- Ensure rewards are valued by pupils and provide motivation to behave/work well
- Inform parents about their child's good behaviour/achievements and as well as inappropriate behaviour.
- Work in partnership with parents/carers informing them as soon as possible when an incident has occurred and that it has been dealt with/will be dealt with.
- Work closely with the Senior Leadership Team and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- Receive support from the Senior Leadership Team and Phase Leaders in monitoring the implementation of this policy.
- Reviewed and evaluate procedures regularly.

### *Pupils should*

- Identify strongly with the school and be proud to be part of it.
- Follow the Golden Rules.

- Co-operate readily with other pupils and all school staff, having high expectations of themselves and others.
- Show respect for the school community

*Parents/Carers should:*

- Support the School's hierarchy of rewards and sanctions.
- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour and achievement at all times
- Ensure that their child attends school regularly/punctually and notifies the school of reasons for absence.
- Sign up to the home/school agreement as a commitment to our shared aims and ethos.

## Golden Rules

### We follow the 5 Golden Rules at School

<b>We do</b>	<b>We don't</b>
We are friendly, kind and helpful	We don't hurt others
We listen and we are polite to the person who is talking	We don't hurt anybody's feelings
We are honest and tell the truth	We don't interrupt
We try our best and have a go	We don't tell lies
We look after our School and keep it safe for all	We don't waste our own or others' time
	We don't waste or damage things

# Code of Conduct

**There is one rule for everyone who comes to work in our school**

***Everyone will act with courtesy and consideration to others at all times***

**This means that-**

1. We always try to understand and respect other peoples' point of view.
2. We help to make it as easy as possible for everyone to do his or her work properly
3. In the playground, we remember that everyone has the right to enjoy playtime.
4. We move sensibly, responsibly and quietly around school.
5. We help to keep the school clean and tidy so that it is a pleasant, welcoming place of which we can all be proud. We look after the environment and respect the property of others.
6. We are good learners and do our best so that we can be proud of our work and ourselves.

***We also have a set of 'common sense' rules that are applied for health and safety reasons.***

## **General Rules**

1. Children should not bring sweets, snacks or fizzy drinks to school, but may bring a bottle of still water or single piece of fresh fruit for playtime if they wish to do so. Currently all Foundation Stage and KS1 pupils are provided with a piece of fruit daily as part of a Government health initiative.
2. Apart from trip money, clubs money, etc. children should not bring cash into school.
3. Children should not wear any form of jewellery. Watches and 2 small flat stud earrings excepted, but these **must** be removed for P.E. and swimming. Staff are **not** in a position to be able to do this for children.
4. Children should not wear any form of hair colouring/dye unless given permission by school staff as part of a celebration/charity event.
5. Long hair should be tied back at all times for health and safety reasons.
6. Pupils are discouraged from attending school with 'outrageous/extreme' hair styles and accessories as this can cause disruption to learning.
7. Children must wear plain school colours or school uniform. Blue gingham dresses are allowed. PE kit where worn should comprise plain navy shorts/plain white or navy blue top. Wearing casual clothes - jeans/beach wear/ football strips/brightly patterned clothes/ items of clothing with logos, patterns or stripes etc. is against school rules.
8. Children should not throw stones or any other object likely to be dangerous or to cause damage to property.

9. Where balls or other items go over the fence or wall, permission must be sought from duty staff to retrieve them. Children are not allowed to retrieve balls etc from Waterville Road.
10. Toys - Foundation 3/KS1 - Children should only bring appropriate large outdoor toys to school (balls, ropes etc.) unless specifically requested to do so in order to support a topic etc.
11. If it is necessary for a child to bring their mobile phone to school, it must be switched off during the school day. Responsibility for mobile phones lies with the child.
12. Children must play in the yard or on the field during dry weather. They are not allowed to play in the school car park, the wildlife garden or in any of the flower borders including that between the kickwall and the gas yard fence etc.
13. Children must enter and leave the school by the way of normal yard gates at the start of the day or home time. They are not allowed to either enter or leave school through the main reception area/school car park and goods delivery entrance unless they are attending Breakfast club, have permission from a member of staff or they are being collected by a parent/carer/social worker etc. for specific appointments
14. The main corridor carpet is kept 'wheel free' – no buggies, prams, skate boards, bicycles, roller skates etc. and the children are expected to wipe their feet on the large mats laid at all door entrances before they come into school.
15. Children must not open the security doors for parents/visitors etc. A member of staff must be called immediately. Children must not leave the school premises during school time without permission.

1. Come into class quietly and settle down quickly ready to learn.
2. Put up your hand if you need attention.
3. Listen, do as an adult tells you first time without answering back or muttering.
4. Be friendly and help each other.
5. Speak quietly to each other.
6. Tidy up and put away equipment.
7. Wait until you are told before you leave the classroom.

### **Expected behaviours for assembly:**

1. Line up quietly when told to do so and sit down when a member of staff gives you permission
2. Come to and from the assembly hall quietly.
3. Be polite and respectful to each other and to staff.
4. Listen and do not talk during assembly.

### **Expected behaviours for the dining hall:**

1. Come to the dining hall quietly.
2. Remember to say 'please' and 'thank you' .
3. Be polite to the dinner staff and do as an adult tells you first time without answering back or muttering.
4. Eat your lunch quietly and sensibly.
5. Talk quietly to the people next to you.
6. Clear up and clean up when you have finished.
7. When you have permission, leave the hall sensibly.

### **Expected behaviours for the playground:**

1. Listen to, follow instructions and be polite to the adults on duty.
2. Keep off the grassy mound when it is wet.
3. Problems in the playground must be settled without fighting. If differences can't be settled ask a teacher, midday supervisor or Buddy for help.
4. Be friendly and respect each other - say only nice things to each other - no put downs or swearing.
5. Be a peacemaker.
6. Play happily, safely and sensibly.
7. Put all your litter in the bins provided and keep your play area tidy.
8. Stop playing as soon as the bell sounds and line up to wait for your teacher.
9. Walk quietly to your class.

### **Rewards**



The vast majority of our children behave well and are a credit to themselves, their parents/carers and the school. We believe in rewarding them for following the Golden Rules that govern all behaviour. There are additional playground, lunchtime and assembly rules that are slight variations on the Golden Rules.

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

The school encourages and acknowledges good behaviour/achievements with:

- Verbal and non verbal praise (including peer praise) including smile, thumbs-up, nod etc.
- Stamps, stars, stickers, star of the day, whole class awards e.g. marble in the jar, extra playtime, smiley faces which go towards school house point system (All rewards devised by class teachers must feed into the house system. Sweets must not be used as a reward as it is against our Healthy Schools Policy.
- Sending children to the Headteacher/Deputy Headteacher for good work/behaviour (Headteacher Stickers).
- House points and certificates, golden box rewards.
- Whizz Kid Certificates and Badges awarded to an individual pupil from each class during weekly Achievers Assembly.
- Letters/postcards/phonecalls home for good behaviour and work.
- Waterville Going For Gold Awards
- Lucky dip prizes for excellent attendance and punctuality each half term.
- Non-uniform days for classes with best overall attendance over a half term.
- Book Tokens/prizes for individuals with 100% attendance at the end of each year.
- Parent/teacher consultation – positive comments and report on target sheet/ interim report and end of year reports – recognising behaviour and attitude to school.
- Any other reasonable reward suggested by individual classes.

**House system:**

We have a house system to enforce expected behaviours and support a culture of teamwork. There are four houses named after Northumberland castles:

Alnwick (red)

Bamburgh (blue)

Dunstanburgh (green)

Warkworth (yellow)

Children are put into houses by staff. Brothers and sisters are in the same house.

Children can be awarded 1-5 house points. They are recorded in the child's individual house card by the teacher and on a class chart by each child (or member of staff depending on age). All house points are recorded as a tally chart and totals will be announced on a weekly basis and displayed in the hall. A 'house' cup is awarded to the house which accumulates the greatest number of points in a week and this will be presented to the House Captain during the Golden Achievement Assembly and displayed in the trophy cabinet with appropriately coloured ribbons.

Guidelines for awarding house points are as follows:

<b>Number of house points awarded</b>	<b>Reason (examples only)</b>
1	Trying hard to improve your behaviour and /or the standard of your work. Using home-school reading record, homework diary correctly, returning homework on time
2	Producing a good piece of work which fulfils criteria set. Excellent test result (spelling, table tests.) Working very hard. Being helpful, polite and thoughtful.
3	Succeeding in improving your work and/ or behaviour over a <b>longer</b> period of time and consistency in application.
4	An excellent standard of work, kind action, outstanding work within the community, consistent good behaviour, excellent attitude etc.
5	Outstanding effort, achievement, behaviour , commitment to the school e.g through raising funds, contributions, showing initiative etc.

House points can be individualised by teachers e.g. a Teacher's Award, Smiley Face, Stamper, Homework Award etc depending upon the age of the child. These can be recorded on a child's individual record card.

A house point chart displayed in each class will indicate house points as a tally .Totals will be collected weekly.

### **House captains**

Children in KS2 elect a year six pupil each year to represent their House. The house captains should be exemplary role models and reflect outstanding commitment to the school rules. They may lose the privilege because of unacceptable behaviour at the teacher's discretion .

As a part of their duties as house captains they collect the house points weekly from each class.

## **House Competitions**

There will be special events throughout the year when children can take part in 'House Competitions' e.g. Sports Day, Quizzes, Talent Shows etc.

## **Golden 'Achievers' Assembly**

There will be a 'Golden' Achievement Assembly on a Friday, when success will be celebrated e.g. Whizz Kids, House Point certificates, any other notable achievements.

# Going For Gold

## **Guidelines for awarding Golden Tickets and Certificates**

Over the year classteachers will be awarding the children with golden tickets. These golden tickets will be awarded for a range of reasons which reflect the 5 golden rules of the school :

***Do be friendly, kind and gentle***

***Do try your best and have a go***

***Do look after our school and keep it safe for all***

***Do listen and be polite to the person who is talking***

***Do be honest and tell the truth***

Over the year the children will be collecting as many golden tickets as possible. A record of how many golden tickets each child has won will be collated by the classteacher. Once a child receives **10 golden tickets** they, and their parents, will be invited to a special '**Golden Prize-Giving Assembly**' where they will be awarded with a **Golden Certificate and Prize**.

There is no limit as to how many Golden Tickets a child may be given throughout the school year. The children's totals will be carried forward over each term and each school year. For example, if a child finishes the school year with 7 golden tickets, then they will return in September only requiring 3 more to be awarded a Golden Certificate and Prize.

## **Sanctions/Consequences**

### **Early Years**

The Foundation Unit is not included in Golden Time, but supports the School's Golden Rules to encourage good behaviour. If necessary, children who are unable to behave

appropriately are given 'time out' – i.e. removed from an activity, sitting apart from the others for a period of time. Foundation staff work very closely with parents/carers and outside agencies in dealing with children who may be experiencing difficulties.

### **Key Stage 1 / 2**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions/consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment.

The use of punishment should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear which rule has been broken and what changes in behaviour are required to avoid future punishment.
- Group punishments should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

## **WATERVILLE PRIMARY SCHOOL – BEHAVIOUR POLICY**

<b>Stage</b>		<b>Teacher Action</b>	<b>Pupil Action</b>
1	<b>Verbal Warning</b>	First time a rule is broken	Pupil given

		teacher to discuss with pupil possible consequences of actions	opportunity to amend behaviour
2	<b>Informal notification to parents</b>	Teacher to inform parents (either in person or by telephone) about behaviour.	Pupil is placed on 'Behaviour Book' if necessary and KS manager is informed. Book to be signed daily.
3	<b>Informal 'Time Out' session with SLT</b>	Teacher to arrange for pupil to work with member of SLT for session.	Pupil is put on report book and must report to member of SLT to be signed daily. All privileges will be taken away while on report.
4	<b>Visit to Head Teacher</b>  <b>Internal Exclusion</b>	KS manager / SLT to send pupil to Head Teacher. Parents to be informed if necessary	Pupil will be internally excluded. Pupil will lose breaks / lunchtimes during this period. Pupil will report to chosen class with work.
5	<b>First Day Response / Fixed Term Exclusion</b>	Head Teacher follows Behaviour Improvement Programme FDR or North Tyneside Exclusion Policy and Procedures	Pupil reports to FDR nominated school
6	<b>Permanent Exclusion</b>	Head Teacher follows North Tyneside Exclusion Policy and Procedures	

### **Behaviour Leading to 'Timeout'**

Inappropriate behaviour during breakfast club, playtime, lunchtime and assembly may result in pupils being sent to 'Timeout'. Names should be recorded in the 'Timeout file' in the school office.

For minor incidents e.g. being silly, stone throwing, being unkind, telling lies pupils may be asked to spend some time to 'cool-off' with a member of staff.

**Bullying, biting, stealing** will result in parents being contacted by the Senior Leadership Team immediately

**Spitting, swearing, inappropriate gestures, violent conduct and kicking/punching** will result in immediate referral to the SLT.

Each day will be a fresh start. However if a pupil continues to break the rules each day, the class teacher will discuss this with a member of the SLT. The child could have the number of warning levels decreased so that parents/carers are informed about their child persistently breaking the rules. Copies of pupils/staff contact forms may be sent home or parents contacted by telephone to inform them that their child's behaviour is giving cause

for concern. Parents are then asked to meet with senior staff to implement an internal report.

## **Exclusion from School**

The ultimate sanction for extreme behaviour, available to all schools is Formal Exclusion. Waterville Primary School works in partnership with other local schools which enables pupils who are at risk of exclusion to be 'referred for a First Day Response' to another local school where they are supervised by a Learning Mentor over a fixed period of time up to a maximum of 5 days. The Headteacher may, however, in very serious cases decide to implement a formal fixed term exclusion. This is a legal document whereby a parent is asked to remove their child from the school. An agreement is drawn up on the child's return which both the parent and child sign agreeing terms for re-admission.

Physical punishment of pupils is never acceptable/appropriate and is considered an act of assault, which will always lead to the implementation of disciplinary procedures. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases additional specialist help and advice may be sought from the SENCO, referral to Behaviour Support, Educational Psychologist or other outside agencies may be necessary.

## **Breaks/Lunch times**

The playground is where social exchanges and behaviour can become strained very quickly. Children behave better if they are occupied with appropriate games in the playground. Playground equipment is provided and distributed by Duty Staff or class teachers. The playground is continually being developed so that markings and 'zones' can be set up to facilitate different activities.

Strategies to use by duty teachers and midday supervisors to deal with any behaviour problems are

- Call the pupil aside and motivate towards acceptable behaviour
- Time-out/isolation within the play area for a limited time
- Ban them from using equipment for a day if they are not using it appropriately
- Pupil walks with the supervisor
- Report incident to SLT
- Send pupil to 'lunch Time Out' where name is recorded in file and children lose lunchtime
- Refer pupil to Learning Mentor for support/intervention
- All incidents of a serious nature should be reported to the Deputy Headteacher or Headteacher immediately

According to the severity or repetitive nature of the incidents parents/carers may be informed and the child may be excluded from school during lunch times for a period of time

If a child has 5 lunchtime detentions over a half term:

Class teacher and Phase Leader meet with the parents and lunchtime monitoring charts will be implemented. Charts to be monitored by the class teacher and by the DHT/HT. If no marked improvements, Headteacher may have to inform parents that the child will

receive a temporary lunchtime exclusion. On return to school, lunchtime behaviour is monitored by class teacher and phase leader for further week. If a child continues to put others at risk through persistent malicious or violent behaviour a permanent exclusion will be issued by the Headteacher.

### **Attendance & Punctuality**

Punctuality and consistent good attendance will be rewarded weekly in assembly by a certificate for the class with the highest attendance figures. These figures will be published in newsletters. At the end of each half term, the class with the highest attendance over the course of the half term will be awarded with a non-uniform day.

At the end of each term, those that qualify will be presented with certificates for 100% attendance and punctuality. Certificates and yearly medals for good attendance will also be issued.

Any suspected cases of truancy or unauthorised absence MUST be reported to the headteacher who will decide the most appropriate course of action. The school works closely with the Behaviour & Attendance Support Services to address problems with attendance.

### **Strategies to Support Inclusion**

We have a range of support mechanisms to help the inclusion of pupils with social, emotional and behavioural difficulties and enable their access to the National Curriculum and wider school life. These strategies are over and above the strategies that are used for the majority of pupils.

Lunchtime social skills groups with the Learning Mentor - this has a mixture of children who need support in improving their behaviour as well as positive role models who attend as a reward for their good behaviour.

Nurture groups for identified groups of children.

Close liaison with the Behaviour Support teams and other agencies who support pupils through:

- Observing pupils and advising on new teaching strategies

- Supporting IEP's

- Play therapy

- Circle time and R-Time

- Anger management strategies

- Class profiles - looking at a child's behaviour in relation to the rest of the class

- Team building

- Drop-in advice sessions with staff

- SEN referral – IEP formulated and strategies to support

- Educational Psychologist referral

- Pastoral Support Plan – an improvement plan to support children at risk of exclusion

- Regular meetings with parents

- Referral to Behaviour Support

- Referral to CAMHS (Child and Adolescent Mental Health Service)



### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the classteacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the SLT/Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. All parents and carers will be asked to sign the home-school agreement in September or on entry to school. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

M.Nugent

# Appendix 1 Home School Partnership Agreement at Waterville

## Pupils

I will try to:

- Come to school regularly and on time
- Do all my classwork and homework as well as I can
- Take care of the school building, grounds and equipment and respect others' property
- Follow the school rules
- Wear my school uniform and bring the things I need each day
- Be considerate and caring about the feelings of others
- Be polite to others and listen carefully
- Be responsible for my own actions
- Take school letters home and give them to my parent/carer

Child's Signature.....Date.....

## School

The school will:

- Provide a safe, well ordered and caring environment
- Be open and welcoming and build good relationships
- Promote increasingly high standards of work and behaviour
- Provide a challenging, interesting and relevant curriculum that is matched to your child's needs and abilities
- Help you child develop a positive self image, tolerance and understanding
- Let you know about concerns or problems that affect your child's work or behaviour
- Encourage your child to do its best in order to realise its potential and reward achievements
- Inform you of your child's progress through parents' meetings, written reports and end of key stage assessments
- Keep you informed about the school through letters, newsletters and the school prospectus
- Prepare your child for its future

Headteacher's Signature.....Date.....

## Parents

I/we will

- Do my best to see that my child arrives at school on time: 8.55am for the morning session and 1.15pm for the afternoon session
- Make sure that my child attends regularly and contact school on the first day to explain any absence
- Tell the school about any concerns or problems that might affect my child's work, behaviour or well being
- Try to attend parents' meetings
- Support the attendance, behaviour and homework policies of the school
- Support the commitment to school uniform, including PE kit
- Accept responsibility for any proven wilful damage to school property caused by my child

Parent/Carer's Signature.....Date.....

# WATERVILLE PRIMARY SCHOOL

## LUNCHTIME 'TIME OUT' REFERRAL

Date \_\_\_\_\_

Dear Parent/Carer  
(Child's Name) ..... has been referred for  
lunchtime 'Time out' on five separate occasions this half term.

This has mostly been for:

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We would be grateful if you would support us in this matter by stressing to your child the importance of good behaviour in the school and playground.

A further referral to lunchtime time out this term will result in a fixed term exclusion for lunch periods.

If you would like to discuss the matter with us, please do not hesitate to get in touch. We will be monitoring your child's behaviour very carefully and we will inform you immediately should it deteriorate further.

Thank you for your support.

Yours sincerely,

Mark Nugent  
Headteacher

.....  
LUNCHTIME TIME OUT REFERRAL

Pupil's Name \_\_\_\_\_  
Class \_\_\_\_\_

I/We have received and noted the contents of your letter.

Signed \_\_\_\_\_ Parent/Carer  
Date \_\_\_\_\_

Waterville Primary School  
Behaviour Journal

Pupil's Name \_\_\_\_\_ Date \_\_\_\_\_

This is the rule(s) I broke \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I chose to break this rule because: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

This is what I could have done instead:

.....  
.....  
.....  
.....  
.....

Pupil's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Circle Time: the underlying principles

- o Circle Time offers opportunities for positive communal activity.
- o Circle Time offers time for discussion and reflection.
- o Everyone in the circle is equally important. Circles have no top, no bottom, no head and no tail. Circles do not create superior or inferior places to sit, nor do they signal that some people are 'leaders' and 'important' whilst other people are 'followers' and 'unimportant'. Without each person there, the circle is incomplete – everyone is in a position to make an equally valuable contribution to the success of the circle.
- o The teacher is a part of the circle, and not the centre of it. If children are seated then the teacher must use the same chair. If the children are on the carpet then the teacher must sit there also.
- o Initial Circle Time sessions can focus on the drawing up of Golden Rules for behaviour both within and outside the circle. (This is linked with Our Class Behaviour Agreements and behaviour plan)
- o Circle Time is a time not only for talking, but also for listening and respecting other people's rights to speak up and give opinions.
- o Pupils are as much entitled to influence the agenda for Circle Time as teachers. Properly and consistently applied, the principles of Circle Time make a major contribution towards enhancing each child's self esteem and belief in his/her own worth.

### Operating Circle Time (See Quality Circle Time P35 for ground rules)

1. The teacher sets aside a given amount of time each week for Circle Time (limit to 20-30 minutes as making it overlong will kill interest.) This should not be postponed or pushed to one side when something more 'important' crops up as this gives the wrong message to participants about its significance.
2. The timing of Circle Time within the week is at the discretion of the teacher, and is built into the planning for each week
3. The basic structure and sequence of Circle Time is
  - a) a quiet listening game
  - b) a lively game
  - c) an open forum
  - d) a round using the 'talking' object
  - e) a fun/enjoyable game to end on a positive note.

5. The teacher devises a system by which every pupil is given an opportunity to positively contribute to Circle Time e.g. by passing round a 'talking' object that has special significance for the class. A member of the circle is entitled to speak only when in possession of the object.
6. A child does not have to contribute to a round and can say 'pass' and hand the talking object to the next person in the circle. Most children feel more confident about making a contribution when they have the option of not participating.
7. The teacher may wish to ensure that certain items feature on the 'agenda' e.g. a response to an incident or event that affects the class, school or individuals.
8. The teacher's task is to ensure that Circle Time does not become a forum for complaining. Participants must agree not to name anyone in the circle in a negative way. Instead they must say "Someone hit me or I don't like it when someone pushes me in the playground". This also respects family privacy if a child says something about their home environment.
9. In Circle Time, the teacher must try not to say anything negative. If you wish to change child's inappropriate behaviour you must try to praise another child in the circle who is showing the desired behaviour e.g. "Can I just say I really like the way that Suzanne is sitting - so nicely with a concentrating body." (The teacher will then see twelve of her class suddenly conforming to that expectation!)

Jenny Mosely and Bill Rogers resources can be found in the Staff Resources/Meetings Room

Turn Your School Around  
 Quality Circle Time in the Primary Classroom  
 More Quality Circle Time  
 Poems for Circle Time and Literacy Hour  
 Video Quality Circle Time in Action  
 By Bill Rogers  
 Books  
 Behaviour Management  
 Behaviour Recovery  
 Classroom Behaviour  
 Cracking the Hard Class  
 Effective Supply Teaching  
 Managing Teacher Stress  
 Teacher Leadership and Behaviour Management  
 You Know the Fair Rule