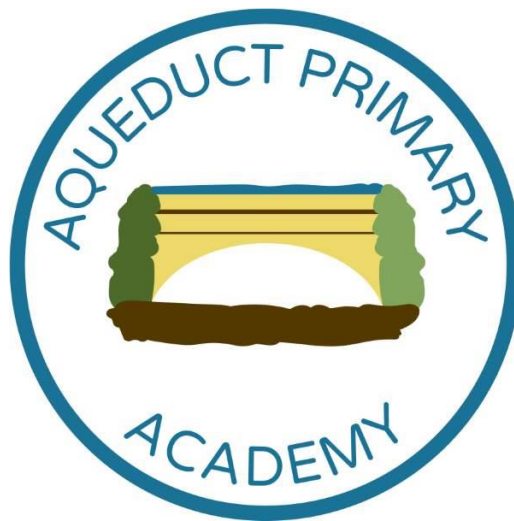


# Behaviour for Learning Policy



Written/Reviewed	September 2024
Next Review Date	September 2025

## *Our Strapline*

*Building tomorrow, Leading the way ...*

## *Our Values*

*Positivity, happiness, learning, kindness, safety and respect.*





## Leadership

Finding the leader in all of us.



## Inclusion

Realising the greatness in our difference.



## Learning

Creating exceptional opportunities for learning.



## Enjoyment

Loving what we do.



## Inspiration

Feeling the power of the possible.



## Integrity

Being courageously true to our purpose.



## Responsibility

Unwavering commitment to seeing things through.

## Our Aims

Aqueduct Primary School is a friendly, caring school with close links to parents and the local community. We believe the school needs to maintain a positive atmosphere in which there is a sense of community where every child and adult is valued. We aim to provide a broad and balanced curriculum and support the individuals' social, emotional and learning needs enabling all of our children to become enthusiastic and effective learners and happy people. We work hard, in partnership with parents, and other stakeholders, to make sure our children feel safe, happy and confident. We aim to help them to develop attitudes, understanding and skills, which will enable them to make a positive contribution to the world around them, both now and in the future.

### **We aim to create a school in which:**

- Everyone can feel safe, comfortable and valued
- All staff, children and parents are aware that Mental Health and Well-Being is part of our curriculum to support the needs of individuals.
- Children understand that their behaviour has consequences, both good and bad
- Parents and children support the school, its aims and our behaviour expectations






We reinforce positive behaviour and recognise the need for clarity and consistency. To reinforce positive behaviour and high respect for all, members of staff and each pupil are asked to consider and follow our six values.



Our values were chosen and agreed by pupils, parents, staff and governors. These 'Values' will be reinforced in the classroom, at play and lunchtimes and in assemblies. They will be used by all staff and pupils as the core of making the school a happy, successful and safe place to learn and for all to consistently make the right choice to enhance their own lives and the lives of others.

# AQUEDUCT SCHOOL VALUES ACROSS THE YEAR



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RESPECT	LEARNING	POSITIVITY	SAFETY	KINDNESS	HAPPINESS
<p>Protected characteristics (age, disability, gender reassignment, marriage, pregnancy, race, religion/belief, sex (gender) and sexual orientation.)</p> <p>Respect each other - diversity</p> <p>Respect different families</p> <p>Respect other religions &amp; beliefs</p> <p>Respect our environment/community</p> <p>Respect for Monarchy, Country, law British values</p> <p>Respecting artists/authors of different cultures/genders.</p>	<p>How to be an independent learner</p> <p>Growth Mindset</p> <p>Mistakes are good</p> <p>Creativity</p> <p>Accept Challenge</p> <p>Learning Audit how do they learn what sort of a learner are they?</p> 	<p>Growth Mindset</p> <p>Open to challenge</p> <p>Positive outcomes</p> <p>Local positives</p> <p>Positive messages about school improvements</p> <p>Team Building</p> <p>Positive community when diversity is viewed, valued and welcomed</p> <p>Positive relationships</p>	<p>E-safety</p> <p>Personal safety</p> <p>Everyday safety-curriculum</p> <p>British values Law</p>  <p>Anti-Bullying/Peer-on-peer abuse</p> <p>Reminder Speak out Stay Safe</p>  	<p>Kindness in the community</p> <p>Kind to each other</p> <p>Equality</p> <p>Anti-bullying/peer on peer abuse</p> <p>Positive relationships</p> <p>Playground Pals</p> <p>Transition/preparation</p> <p>Taking care of each other</p>	 <p>Freedom as a citizen- British values</p> <p>Making others happy</p> <p>Happy when safe/ not bullied/ have someone to talk to.</p>

All values taught should relate to our behaviour curriculum and be reinforced and reminded throughout the year.

Each half term we celebrate and reinforce one of our school values. These are linked to our behaviour curriculum which is taught throughout the year.



# Behaviour Curriculum

	Shared culture	Transition	Manners	Presentation	Playground
Respect	<p><u>All children and adults at Aqueduct understand that</u></p> <p>Being ready for learning is important, individually and as a group.</p> <p>We are respectful to others in the local and wider community.</p> <p>Everyone in the school should be kept safe.</p> <p>Responsibility and self-management are the most effective ways that everyone can show our school values.</p> <p>All children understand that we have 6 values.</p>	<p><u>In the classroom</u></p> <p>Silent voices.</p> <p>Face the front.</p> <p>Say good morning/afternoon to the teacher.</p> <p>Feet on the floor, backs securely in the chair with all 4 chair legs on the floor.</p> <p>Sit on the carpet (if required) cross legged with hands in lap.</p> <p>Tuck in chairs if required.</p> <p>Pick up anything which has fallen on the floor.</p> <p>Only agreed stationary should be kept in pencil cases/pots</p> <ul style="list-style-type: none"> <li>- pencil</li> <li>- pen (if a licence is held)</li> <li>- ruler</li> <li>- glue stick</li> </ul>	<p><u>All children and adults at Aqueduct understand that</u></p> <p>You can create a positive atmosphere by using manners.</p> <p>When asking for something, say please and to show respect.</p> <p>Say thank you when the adult or child has responded.</p> <p>Smile and try to make eye contact.</p> <p>Recognise and use a quiet and controlled tone of voice.</p> <p>Consciously alter your voice if you notice that is it not calm and respectful.</p> <p>Shouting is not necessary.</p> <p>If you see an adult or child, hold the door open for them and stand to one side.</p>	<p>In our work</p> <p>Follow modelled presentation.</p> <p>Notice that your book has a clean cover at the start of the year.</p> <p>Always use a sharp pencil.</p> <p>When correcting an error - ruled line through the mistake with a pencil.</p> <p>Record one digit in each box.</p>	<p><u>On the playground</u></p> <p>Use equipment for the correct purpose.</p> <p>The first two quick short blows of the whistle indicate a 5-minute warning, it is time to go to the toilet and start tidying.</p> <p>The second long whistle indicates you must stop, raise your hand and show you are ready.</p> <p>The third whistle indicates that you walk to your lines.</p> <p>Classes walk to rooms only when the outside of the classroom expectations are met.</p>

	<ul style="list-style-type: none"> <li>- Respect</li> <li>- Learning</li> <li>- Positivity</li> <li>- Safety</li> <li>- Kindness</li> <li>- Happiness</li> </ul> <p>All children are expected to learn these and be able to instantly recall them.</p>	<ul style="list-style-type: none"> <li>- whiteboard pen</li> <li>- whiteboard cloth or rubber</li> </ul> <p>Agreed stationary should be kept in pencil cases/pots unless being used.</p> <p>Activity resources should not be used until agreed with the teacher.</p> <p>All pupils to have a classroom job.</p> <p>Classroom should be tidied after every lesson.</p>	<p>Smile and make eye contact.</p> <p>Say good morning or good afternoon.</p> <p>Ask them a question such as 'Are you having a nice day? Is there anything I can help you with?'</p>	<p>Avoid placing whiteboards on top of your book.</p> <p>No doodling anywhere in or on your book.</p> <p>Understand that it is ok to make a mistake.</p>	
Learning	<p>All children understand that positive behaviour is rewarded through the following:</p> <ul style="list-style-type: none"> <li>- Half termly treat (if they have less than 3 reflection forms)</li> <li>- Dojo points</li> <li>- Phone call home</li> <li>- Golden forms</li> <li>- Praise pads</li> <li>- Stickers</li> <li>- Headteacher recognition stickers or certificates</li> <li>- Weekly celebration assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Books, equipment and resources put away neatly and carefully.</li> <li>All children use 'magnet eyes.'</li> <li>Correct use of 'talk partners.'</li> <li>All children understand and adhere to the silent 'stop' signal (raised hand.)</li> <li>- stop what you are doing</li> <li>- no talking</li> <li>- everything out of your hands</li> <li>- eyes on the adult</li> <li>Quiet music may sometimes be played in the background.</li> </ul> <p><u>Outside of the classroom</u></p> <p>Wait patiently at the lockers.</p>	<p><u>Pupil Parliament</u></p> <p>Understand that it is okay to disagree.</p> <p>Thank your peer for their point of view.</p> <p>Show that you are listening through positive use of body language.</p> <p>Recognise and value one another's strengths.</p> <p>Support and encourage one another.</p> <p>Respect one another's views/</p> <p>Be sensitive to one another's feelings and needs.</p>	<p>Recognise when you have made a mistake.</p> <p>Practise taking responsibility for a mistake.</p>	<p>Understand that it is ok to make a mistake.</p> <p>Recognise when you have made a mistake.</p> <p>Practise taking responsibility for a mistake.</p> <p>Understand why an apology can help resolve an issue.</p> <p>Use sentence stems to practise saying sorry.</p> <ul style="list-style-type: none"> <li>- I understand how you feel...</li> <li>- I didn't realise that...</li> <li>- It was not my intention to...</li> </ul> <p>Recognise that we can make people, including ourselves, feel better.</p> <p><u>On the playground</u></p>

	All children understand the consequences of unacceptable behaviour:	No more than 6 children at the lockers at any one time.			
Positivity	<ul style="list-style-type: none"> <li>- Verbal reminder</li> <li>- Warning</li> <li>- Sent to complete work in a different classroom</li> <li>- Complete work with a SLT</li> <li>- Loss of playtime</li> <li>- Loss of lunchtime</li> <li>- Phone call home</li> <li>- Behaviour log</li> <li>- Reflection form</li> </ul>	<p>Pick up coats/bags if you see them on the floor.</p> <p>Walk on the left.</p> <p>Single file.</p> <p>Silent voices.</p> <p>Face the direction of travel at all times.</p> <p>Enter the dining hall quietly.</p> <p>Inside voices at the table.</p>	<p>You can create a positive atmosphere by using manners. If you see an adult or child, hold the door open for them and stand to one side.</p> <p>Smile and make eye contact.</p> <p>Say good morning or good afternoon.</p> <p>Ask them a question such as 'Are you having a nice day? Is there anything I can help you with?'</p>		<p>The first two quick short blows of the whistle indicate a 5-minute warning, it is time to go to the toilet and start tidying.</p> <p>The second long whistle indicates you must stop, raise your hand and show you are ready.</p> <p>The third whistle indicates that you walk to your lines.</p> <p>Understand that children have the right to feel safe in the playground.</p> <p>Recognise safe and unsafe play.</p> <p>Recognise what unsafe physical games look like.</p> <p>Understand and follow the 'Hands Off' rule.</p> <p>Use equipment for the correct purpose.</p>
Safety	<p><u>Understand the Aqueduct uniform is:</u></p> <ul style="list-style-type: none"> <li>- Red logo sweatshirt or cardigan</li> <li>- White polo shirt or blouse</li> <li>- Black trousers/shorts or skirt</li> <li>- Summer red or black pinafore</li> <li>- Black shoes</li> <li>- Stud earrings only and a watch (no rings, bracelets or</li> </ul>	<p><u>Wet play</u></p> <p>Inside voices.</p> <p>Respectfully playing games.</p> <p>Everyone sat at a table or on the carpet.</p> <p>Tidy up before leaving the classroom.</p>			<p><u>Fire evacuation</u></p> <p>Silent voices.</p> <p>Face the adult and await instructions.</p>



	<p>necklaces unless for an agreed religious reason)</p> <p><u>Understand the Aqueduct PE uniform is:</u></p> <ul style="list-style-type: none"> <li>- Black or navy shorts or jogging bottoms</li> </ul>	<p>No use of classroom equipment (including laptops, whiteboards or Ipads)</p> <p>Line up correctly and respectfully for lunch.</p> <p>Classroom should be tidied after every lesson.</p>			<p>Line up quickly and in alphabetical order.</p> <p>Do not collect your belongings.</p> <p>Walk with your hands behind your back or by your side to the muster point.</p>
Kindness	<ul style="list-style-type: none"> <li>- Red T-shirt</li> <li>- Logo sports top (optional)</li> <li>- Hair tied back</li> <li>- Earrings out or taped over</li> </ul> <p>If a child is not wearing the correct uniform, they will receive.</p>	<p>Books, equipment and resources put away neatly and carefully.</p> <p><u>In the dining hall</u></p> <p>Enter the dining hall quietly.</p> <p>Inside voices at the table.</p> <p>Stay seated whilst eating.</p>		<p>Take pride in the work that you do.</p> <p>Recognise that others may be proud of something they have achieved.</p> <p>Recognise that everyone is individual and has different strengths.</p>	<p>Understand that sometimes games can make us feel left out, sad or confused.</p> <p>Recognise what unsafe physical games look like.</p> <p>Understand that arguments are a choice.</p> <p>Walk away or find a trusted adult when you feel a game is becoming too physical.</p> <p>Use respectful phrases to deescalate a situation.</p> <p>Use empathy to understand another's point of view.</p> <p>Say sorry if you have upset someone or an accident has taken place.</p> <p>Explain that you do not want an argument.</p>
Happiness	<ul style="list-style-type: none"> <li>- A reminder, the teacher will also talk to and remind parents.</li> <li>- A letter home.</li> <li>- After three letters home, a meeting with parents and carers.</li> </ul>	<p>Put your hand up for an adult's attention.</p> <p>Collect rubbish and put in the labelled recycling bin once you have finished eating.</p> <p>Leave tables and floors tidy.</p>	<p>Recognise and celebrate how doing small things for others can have a positive impact on their happiness and wellbeing.</p>		

## Promoting Good Behaviour

All staff focus on the good behaviour that we see in school every day. We are confident that positivity creates further positive effects. All staff encourage all children to reflect on their own, and others' positive behaviour.

- Staff praise children very specifically when they see good behaviour. Instead of 'Well done ...' staff will be specific about what it is they are praising or encouraging. This is the case in both spoken and written word.
- Staff tell children clearly what is expected of them.
- Staff refer to previous positive examples of behaviour to highlight expectations for all.
- School and classroom rules are consistent, fair, and simple.
- Rules are regularly reviewed with staff and children together through the teaching of our school values and behaviour curriculum.
- When required, trained support staff work with pupils to give additional support to them, encouraging them to change patterns of negative behaviour.
- Responsibilities, expectations, and activities are matched to individual children's age, needs and development.
- Staff regularly inform children's parents of good behaviour or achievement by sharing a record of this as an 'achievement form' (Appendix 1 to 3)
- When children have worked hard on a task and produced excellent work this is displayed as an example. Work and creations that are brought into school by the children are valued and talked about positively. We encourage the children to talk about their learning and achievements out of school. They can bring in certificates, examples of their achievement, trophies etc. to show in our weekly Achievement Assembly.
- Mental health and Well-Being are taught as part of the curriculum so that children have a clear understanding of feelings, both positive and negative so that these can be considered when making choices.
- In PDC and RE lessons, children are taught the reasons why good behaviour is essential in our society to become a good citizen and how poor behaviour can spoil the lives of others and restrict their own life opportunities.
- In our Achievement Assembly each week, each class teacher will select a pupil who has shown consistent evidence of one our Values. The child who has been named each week will also receive a postcard home, from the Head teacher.

## **Rewards**

We believe that good behaviour should be consistently rewarded:

We use the ClassDojo system across school. Each child can be awarded a dojo point for showing good behaviour which links to our school values. The child with the most dojos at the end of the week receives a 'Star of the week' certificate.

All staff have stickers, praise pads, dojo points and weekly 'Star of the Week' certificates. These are given to children to recognise good behaviour. All rewards are linked to the Values.

Children are encouraged to reflect on good behaviour; both their own and that of others.

Exemplary behaviour or achievement will be commended by staff and will be rewarded with an achievement form that the child fills in, is signed by the adult giving the reward and sent home. The child can keep this form/these forms at home. There is a tear off strip at the bottom of the form, which parents are invited to fill in and return to school. Once the pupil has three entries, he/she will receive a *Golden Certificate* in the *Achievement Assembly* to celebrate their success.

Teaching staff will endeavour to contact the child's parents to express how pleased they are with his/her behaviour.

With the aim of ensuring all pupils following the school rules and expectations are consistently rewarded, at the end of each half term the class decides on what to do as a class treat. This can be a whole morning or afternoon, and a small budget is put aside to fund their chosen activity.

## **Resources available in school**

- Achievement forms
- Reflection forms
- Golden Certificates
- Raffle tickets
- Dojos
- Stickers
- Postcards home
- Star of the week certificates
- Reward charts personalised for individual children where necessary

## Unacceptable Behaviour

We hope our strategies for promoting good behaviour will be successful for all children. Children will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other children or staff they may have offended or hurt and to show they can keep to school rules and make other suitable reparation. This is reinforced using our behaviour sequence. This is consistent across all classes and year groups.

Welcome to Class 1



We are all making good, safe choices.

First Warning



Remember

Our Values



Think about what you should do next.

Second Warning



Remember

There is always a way to prevent things from getting worse.

STOP, THINK, ACT.

Feel yourself getting angry, upset or confused? Is this you or is this your inner chimp? You can behave differently when you are in control. Make the right choice to keep yourself safe. Which of the ten helpful habits will you try to work on?



Consequence

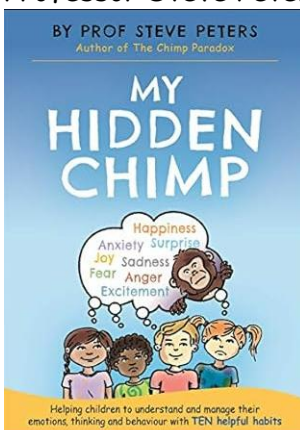


It's time to reflect on your actions and how they have affected you and others.

This may be:

- Moving to mark on another table.
- Moving to mark in another classroom.
- Loss of your playtime.
- Loss of your lunchtime.
- Loss of a privilege.
- A phone call home.
- Reflection form.
- Moving to mark with SLT.
- Staying after school.
- Internal exclusion.

All teachers use the resources and teaching guidance within the 'My Hidden Chimp' book written by Professor Steve Peters.



Depending on what a child may be struggling with, staff at Aqueduct will use the book to share explanations about what they are feeling inside and what they can do to make positive changes. Throughout the school year, the children will be taught about the different parts of the brain and where positive and negative feelings come from. Pupils are taught different words for describing themselves and how to choose to be the best they can be.

Within the book there are ten helpful habits which the children are taught about and regularly reminded of by all staff when appropriate. They are.

- 1 - Smiling
- 2 - Saying sorry
- 3 - Being kind to someone
- 4 - Talking about your feelings
- 5 - Asking for help
- 6 - Showing good manners
- 7 - Trying new things
- 8 - Accepting when 'no' really means 'no'
- 9 - Learning to share
- 10 - Doing what you have to do

We believe that time to reflect on behaviours and opportunities for discussion with an adult about feelings and struggles will enable children to make positive changes to their actions and reactions. A further consequence may be given to children who, despite the reminders and support available, behave in a way which results in the need for a consequence.

In these instances,

Categories include:

- verbal fighting/name calling
- physical fighting
- homophobic/transgender related
- extremism
- racism
- biting/spitting
- bullying
- continually disturbing/disrupting others learning
- stealing
- telling lies
- destroying property
- swearing
- repeated rudeness/poor manners
- leaving school grounds/classroom
- vandalism
- violence
- carrying a weapon

## Disciplinary Consequences

When a child's behaviour is unacceptable, and staff decide that a sanction is necessary, the behaviour sequence will be referred to, and the most appropriate course of action determined. They are generally not needed for children in Reception, as time-out, within the reception classroom, is used, when appropriate.

Prior to a consequence the children will be given some time to consider the 10 habits within the 'My Hidden Chimp' book and the explanations which accompany these.

Children's poor behaviour is dealt with in a number of ways. Children will always be given a number of opportunities to put right their own inappropriate behaviour.

All classrooms have the visual behaviour sequence displayed with children's names on pegs or faces which can be moved down following appropriate warnings and reminders. The children can clearly see what they should be thinking about and what the consequences may be should they decide to continue to display unacceptable behaviour.

We believe that most unacceptable behaviour should be dealt with by the child's own class teacher using the strategies listed above. As listed in the steps, it may be necessary for a child to have some dedicated time to reflect on their choices. It will be recorded by the pupils (with support if required) on the Reflection Form linked to one of the 10 helpful habits. (Example **Appendix 4**). When a pupil is given a reflection form, their parent is informed and given a letter explaining what the child has reflected on. (Example **Appendix 5**)

After a child is given a reflection form and they continue to behave in the same way that is linked to the reflection they completed, their behaviour may require a consequence. At this stage, children are informed that they will miss out on an aspect of the end of half term class treat and a letter is sent home. (**Appendix 6**) Three consequences of moving to work with an SLT member, internal exclusion or staying after school, results in them missing the treat morning/afternoon completely. They will, instead stay with a staff member reflecting on the consequences that their choices have resulted in. It will be at this time that the record of reflections will be shared with them again to try to determine what may need to change.

Should a pupil's inappropriate behaviour be extreme e.g. violent towards a member of staff, furniture thrown, violent towards another pupil, then The SLT or Deputy Head or Headteacher needs to be notified. If the rest of the class are in danger of being harmed, the class teacher should remove the class from the situation (by taking them into another room/area) and send a child (not an adult) to a member of SLT, the Deputy Head or the Headteacher.

In order for a consistent approach across the school, our clear steps of action will be used by all adults.

## Scripts

A script is a prepared set of actions, and a suggested set of phrases to say. At Aqueduct, staff use the following script when managing a child's unexpected behaviour.

When speaking with children about unexpected behaviours, adults should speak in a calm, patient and/or assertive tone depending on the context.

A child who is dysregulated:

De-Escalation Principles	De-Escalation Script
Use the child's name	Child's name
Acknowledge their right to their feelings	I can see something has happened
Tell them why you are there	I am here to help
Offer help	Talk and I will listen
Offer a 'get out' (positive phrasing)	Come with me and.....

A child who is showing unexpected behaviour (e.g. running in the corridor):

- "(Child's name), I can see that you are ..." (name the behaviour)
- "I need to see you ..." (following the agreed routine)
- "I expect..." (to see you sitting up straight like you were this morning)
- "I know you will ..." (help to put the equipment back in the right place)
- "Thank you for making a positive choice."

If a child's behaviour repeatedly indicates that these scripts are not effective, a personalised script must be created and shared with all adults who support that child.

## Meeting the needs of individuals

Individual Home/School Behaviour Logs are used with specific individuals, both at EYFS, KS1 and KS2 when appropriate. Parents/Carers need to be consulted prior to the logs being used. These log the positive and negative behaviours displayed by the pupil during each lesson. These behaviour logs are sent home for parents to read, add comments to and sign. They last for set periods of time, identified through discussions between the class teacher and parents e.g. 1 week, 3 weeks etc. After the agreed period, the child's positive behaviour is reviewed.

A small number of children will require support above and beyond that needed for the majority of children. These include children on the Special Needs Educational Register for Emotional and Behavioural needs and vulnerable children who may be going through a trauma. These children may be helped in a number of ways.

- Working on a specific programme individually or in a group with a Learning Mentor
- Working on targets for behaviour set with a designated adult

- Where a child is persistently displaying unsafe behaviour, that child may be required to go home for lunch for a set length of time. For Free School Meal children, lunch is still provided. Parents may also be invited into school to share lunch with their child.
- Outside agencies may be involved e.g. Behaviour Support, LSAT and Educational Psychologist. This will often be through the Early Help process.
- Behaviour Support working in school with a child, when that child has been identified as needing more intensive support through the Fair Access Panel
- Part-time education in school and at The Linden Centre.
- In rare cases children will be educated on a reduced timetable and may need to be educated apart from the class for a designated time.

### **Playground Pals/Safeguarding Board**

Our Children's Safeguarding Board and Playground Pals, made up of children in Year's 3-6, strive to help all children in our school feel safe and happy.

Playground Pals work as mentors at lunchtime and playtime, by making themselves available to any children who want to discuss any worries they have. They are distinctive by their Playground Pals tops.

The purpose of this group is to improve and promote many aspects of safety across our school for all of our children. Safety in the playground, physical safety around school, safety online, personal safety and safety in the community will all be discussed. The children have conversations about unsafe behaviour, including inappropriate behaviour perpetrated towards others. Some of these conversations will include sensitive subjects but they will be discussed with the children in a child-friendly and age-appropriate manner. The overall aim is to raise awareness of how to keep safe in a variety of ways.

The children on the Safeguarding Board have been carefully selected because they demonstrate sensible and safe behaviour and also because they show sensitivity to others and are able to listen well.

Their duties include:

- Attending meetings to discuss safety and behaviour concerns in school and how to address these
- Being a 'Playground Pal', promoting kind and safe behaviour on the playground
- Being a good behaviour model for others on the playground and around school
- Being a kind and listening friend to other children who are concerned about an aspect of safety and behaviour
- Helping to keep children safe and be there as a playground friend, for all pupils
- Lead NSPCC assemblies alongside a member of staff
- Lead safety lessons (alongside a member of staff) to Key stage 2 including different types of abuse



### Playground Pals/Safeguarding Board views

As part of a meeting led by the PDC lead, the Playground Pals/Safeguarding Board stated that they believed:

- Adults should avoid shouting at children.
- Adults in school should give children some alone time if they need it. This may include going to one of the breakout areas - mini pit stop and sensory room.
- "We as Playground Pals and the Safeguarding Board will always try and help children who do not feel happy or safe during break times. We will also try not to shout. If we cannot deal with the issue ourselves, we will pass it on to an adult in school."
- Playground Pals reported they have had training to promote positive play on the playground.

### At Lunchtime

1. Lunchtime Supervisors (LS) are expected to and are responsible for implementing the Behaviour Policy. Clear steps of action are to be followed by all LS. After reminders about actions and consequences, children are given the chance to make the right choices.
2. As with all teaching/support staff members, LAs promote positive behaviour and praise children specifically for their good behaviour on the playground/at lunchtime. They employ a 'raffle ticket' system at lunchtime to encourage consistent good behaviour. Children are awarded a raffle ticket when good behaviour is spotted. These tickets are then entered into a draw each week. Ten tickets are drawn out (5 from each key stage) and these children are then given the privilege of having lunch with the Headteacher during one of the lunchtimes that week. They sit at a specially decorated table, are able to go into the dinner hall first and have a treat to choose, e.g. a ruler, a sparkly pencil, a set of stickers, a bouncy ball.
3. Games and resources to encourage purposeful physical activity are used on the playground at lunchtime, e.g. basketballs, skipping ropes, four in a row. Specially trained groups of pupils 'Playground Pals' will support younger pupils in their play, teach them ring games, team games and other physical challenges such as skipping challenges. We also have our new play leader Mrs Kitching who offers a range of games to our KS1 and KS2 children including blowing bubbles, swing ball and hula hoops. They have a range of sports leaders from Year 6 who support with this.
4. There are prefects from Year 6 who monitor and take care of set areas of the school at lunchtime each day. They wear lanyards with Values and their photo/title displayed. At the beginning of each school year, they are introduced to the whole school and throughout the year their role is celebrated and reflected on in assemblies. They act as ambassadors for our school on other occasions too, such as when we welcome new parents to the school, e.g. at the Reception Welcome meeting in the summer term.
5. If the pupil is misbehaving during lunch (and the first few steps to promote a turn-around in behaviour haven't been successful) they are referred to the member of the SLT on duty that day.
6. The demountable will be staffed at lunchtimes wherever possible by The Inclusion Support Manager. Pupils can use this area when they want some mindfulness time away from the playground.

## Equal Opportunities

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle. It is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school. It is also about regularly monitoring that each child has the opportunity to achieve. Our commitment to equal opportunities is reflected in our 'Values'.

## Physical Intervention

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting themselves and/or others, or making a threat to injure using a weapon. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will follow safety intervention procedures and will be recorded. A member of staff will never be alone with a pupil when using physical restraint. Selected members of school staff have received SAFETY INTERVENTION training. This is regularly updated.

## Appendix Reference

**Appendix 1** - Achievement form (Reception)

**Appendix 2** - Achievement form (KS1)

**Appendix 3** - Achievement form (KS2)

**Appendix 4** - Reflection form

**Appendix 5** - Letter home.

## Safeguarding

<u>Designated Safeguarding Leads (DSL)</u>	
Claire Freestone	Safeguarding linked Governor
Tammy Lockley	Supervising DSL
Jo Clarke	Lead DSL (Deputy Head Teacher)
Ash Palin	Deputy DSL (Assistant Head)
Cara Duppa	Deputy DSL (EYFS Lead)
Lisa Batchelor	Deputy DSL (Inclusion Support Manager)

**APPENDIX 1**

Aqueduct Primary School  
Achievement Form - Reception



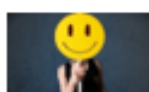
Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

\_\_\_\_\_ is pleased with me because I have done some really good work in:  
.....

Which Value have I thought about?



**Positivity**



**Happiness**



**Kindness**



**Safety**



**Learning**



**Respect**

My face shows how I feel about my achievement today.

\_\_\_\_\_

This is who will be proud of me.

\_\_\_\_\_

Signed: \_\_\_\_\_

Date/Time: \_\_\_\_\_

-----

\_\_\_\_\_ has received an achievement form for some great work detailed above. If you would like to follow this up with a treat at home, it would be well deserved!

Parental comments:

\_\_\_\_\_

**APPENDIX 2**

Aqueduct Primary School  
Achievement Form – KS1



Child's name:

Class:

is pleased with me because I have done some really good work in:

Which Value have I thought about?

<b>Positivity</b>	<b>Happiness</b>	<b>Kindness</b>	<b>Safety</b>	<b>Learning</b>	<b>Respect</b>

This is how I feel about my achievement today.

These are the people who will be proud of me.

Signed: \_\_\_\_\_ Date/Time: \_\_\_\_\_

\_\_\_\_\_ has received an achievement form for some great work detailed above. If you would like to follow this up with a treat at home, it would be well deserved!

Parental comments:

**APPENDIX 3**

Aqueduct Primary School  
Achievement Form - KS2



Child's name: \_\_\_\_\_

Class: \_\_\_\_\_

\_\_\_\_\_ is pleased with me because I have done some really good work in:

.....

.....

Which Value have I thought about?



**Positivity**



**Happiness**



**Kindness**



**Safety**



**Learning**



**Respect**

This is how I feel about my achievement today:

These are the people who will be proud of me and why:

Signed: \_\_\_\_\_ Date/Time: \_\_\_\_\_

✕

..... has received an achievement form for some great work detailed above. If you would like to follow this up with a treat at home, it would be well deserved!

Parental comments:

**APPENDIX 4**



Aqueduct Primary School  
Reflection Form (Stop, Think, Act, Reflect - S.T.A.R)

Child's Name:

Class:

Date:

Helpful habit to reflect on.

Showing good manners. **6.**  
*Pleasing someone else by being polite.*

Our school values linked to this helpful habit are.

Positivity

Happiness

Kindness

Learning

Respect

**stop!**  
It's time for YOU to help.

Write **WHY** the Chimp was rude, and what it could have **DONE** to be polite.

Write here

We are going to watch what I want to watch!

**Grabbing the television control.**

Burping loudly.

**BURP!**

I just want to say something.

**Interrupting and talking over someone.**

## APPENDIX 5



Aqueduct Primary Academy  
Castlefields Way  
Aqueduct, Telford, TF4 3RP



01952 984980



[admin@aqueductprimary.org](mailto:admin@aqueductprimary.org)

*Building tomorrow,  
leading the way.*



Headteacher: Mrs T Lockley  
Deputy Headteacher: Mrs J Clarke  
Assistant Headteacher: Mr A Palin

Dear Parent/Carer,

Today \_\_\_\_\_ spent some time with \_\_\_\_\_  
to reflect on their behaviour.

It was deemed that after a number of reminders of what is expected of them, they needed additional time to consider the impact that their behaviour had on themselves and others.

\_\_\_\_\_ was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The value and habit they were not able to show today is below. This is what they have discussed with the staff member using the book 'My Hidden Chimp' written by Professor Steve Peters. Should you wish to review the resources used or to discuss this reflection time, please do not hesitate to contact me via the school office on [admin@aqueductprimary.org](mailto:admin@aqueductprimary.org)

Helpful habit to reflect on.				
Showing good manners. 6. <i>Pleasing someone else by being polite.</i>				
Our school values linked to this helpful habit are.				
Positivity	Happiness	Kindness	Learning	Respect

Thank you for your continued support.

Class Teacher \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 6



Aqueduct Primary Academy  
Castlefields Way  
Aqueduct, Telford, TF4 3RP

01952 984980

[admin@aqueductprimary.org](mailto:admin@aqueductprimary.org)

*Building tomorrow,  
leading the way.*



Headteacher: Mrs T Lockley  
Deputy Headteacher: Mrs J Clarke  
Assistant Headteacher: Mr A Palin

Dear Parent/Carer,

Today \_\_\_\_\_ spent some time with \_\_\_\_\_ as a consequence for their behaviour.

Their behaviour is described below.

---

---

---

Your child was reminded of our school values (below) and warned that if their behaviour continued there would be a consequence.

Which Value have I not thought about?

Positivity      Happiness      Kindness      Safety      Learning      Respect

As a result of the behaviour displayed, your child has lost their \_\_\_\_\_ chance to participate in the end of term treat. Should you wish to discuss the behaviour displayed or the discussion we had during this consequence, please do not hesitate to contact me or the child's class teacher via the school office on [admin@aqueductprimary.org](mailto:admin@aqueductprimary.org)

Thank you for your continued support.

\_\_\_\_\_ (SLT member) \_\_\_\_\_ (Date) |