



Nettlebed Community School

High Street, Nettlebed, Oxon, RG9 5DA

Tel: 01491 641328

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Email: office.2504@nettlebed.oxon.sch.uk

Headteacher: Mrs Bethany Greenwood

Behaviour and Relationships Policy (inc. anti-bullying policy)

Policy Statement

Nettlebed endeavours to be a safe, supportive and secure environment in which children grow so that they become positive, considerate, responsible and independent members of the school and wider community. We aim to treat all members of our school community fairly and apply this policy in a consistent way.

Nettlebed's behaviour management policy, practice and ethos are in line with the Equality Act 2010 and maintain a child's right to be safeguarded. It also ensures no child is discriminated against due to any special educational need, race, religion, gender, culture or age.

Rationale and Ethos

At Nettlebed Community School, we believe that good relationships are at the heart of promoting positive behaviour. We are a caring school community and our aim is that every member of our school feels valued and respected. It is our belief that each person should be treated fairly, therefore we listen to and respect the views of others. Our school behaviour and relationships policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and where a culture of mutual respect and tolerance is evident.

The school is mindful of our duty to create future citizens; therefore we want to develop pupils who are kind, thoughtful, tolerant and empathetic. However, we also want our pupils to be able to speak out and to know that it is acceptable to challenge injustice. Our pupils should be aware of how they can keep themselves and others safe; understand that we may have different opinions and accept the views of others whilst also being able to explain their own ideas. In addition, we encourage our pupils to have personal responsibility and to be aware that we are all accountable for our own choices and actions. We also want our pupils to be resilient, to know that they may not always get it right the first time and to develop a positive attitude towards all aspects of school life and beyond.

School code of conduct

Nettlebed Community School has four diamond rules which we expect **every** member of our school community to follow. Our Diamond Rules are:

- ❖ Show care and respect for everything and everyone.
- ❖ Have good manners at all times.
- ❖ Follow instructions with thought and care.
- ❖ Be the best that you can be.

These rules are displayed in classrooms and around the school and are referred to regularly through assemblies, class, group and individual discussions. We also discuss what it looks like to be following these rules and how a visitor to our school would see the diamond rules in evidence.

We believe that these diamond rules are a means of promoting good relationships, so that everyone in school can work together with the common purpose of helping everyone to learn.

Within each class the pupils and adults will also have agreed classroom conduct which will be underpinned by the diamond rules. The code of conduct should be displayed in each class and all visitors to that class will be expected to follow that code of conduct.



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Positive Language and Reinforcement

We believe that we will get more of what we pay attention to; therefore we will always focus on the positive, acknowledging and where appropriate, rewarding good learning, attitudes and behaviour. Our language should always be about doing and being; it must always focus on the behaviour not the child.

Praise should be genuinely and deliberately given; it should be a mixture of verbal and non-verbal. There are certain behaviours which are expected, such as listening to whoever is speaking, therefore we should avoid over-praising expected behaviours. However, we also need to ensure that we achieve a good balance between pupils who consistently make positive choices and those who may do so more intermittently. Praise can be for behaviour and effort in work.

Choice and Consequence: We believe that life is all about the choices that we make and that for every choice there is a consequence. Therefore, and if appropriate to the behaviour and child, when a pupil is not following the school or classroom code of conduct, they will be given a choice and told that there will be a consequence for their action. This will be age appropriate. To ensure a consistent approach we ensure that:

- We are clear about the positive and negative choices that the pupil can make and what the consequences, whether positive or negative will be.
- Consequences should only be related to behaviour.
- Consequences should mean something to the child.
- We avoid giving a choice when there isn't one
- We avoid issuing threats or ultimatums.

We will refer to choices as positive or poor choices, in discussion with pupils about their choices we may ask them consider what different choices they could have made and how the consequences would have been different.

Possible positive consequences could include

- Going out first to break.
- Having the first choice of equipment.
- Being able to choose where to sit.
- Rewards such as stickers, house points etc.
- Extra golden time minutes

Possible negative consequences could include:

- Completing work in own time.
- Loss of golden time minutes
- Practising the expected behaviour at break/lunch time.
- Change of seat or working in another part of the classroom.
- Working with an adult during playtime.

The above list is not exhaustive and the focus should always be on the fact that there is a consequence. Pupils should also be encouraged to reflect on their behaviour choices and to consider the impact of those choices. Parents will be kept informed where appropriate of one off incidents but will always be informed if the behaviour is consistent. Staff keep a behaviour log – please see monitoring section.

Please see the Nettlebed Behaviour stepping stones.



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Classroom Management

The classroom should provide a warm and welcoming environment for children with the clear message that every child is valued. How children are managed within the classroom gives them a clear signal as to how we should treat others as well as influence behaviour. Classrooms should be organised so they develop independence and positive learning behaviours. Resources should be organised so they are accessible and reduce disruption to learning time.

See Appendix 3 for effective classroom management techniques

Whole School

The school follows a theme each week (see appendix 2). as well as its diamond rules. Children are encouraged to live out this theme and are awarded a certificate on a Friday assembly if nominated by their teacher. Children are also given house points for good behaviour which are collected each term and the winning house get to put their colours on Nettlebed's neck. Children are also given golden time each week as well as stickers and verbal praise. Children have the opportunities to earn more golden time but also lose it for poor choices. Any minutes lost are able to be earned back if the child corrects the undesired behaviour. Children are also nominated in the 'reach up, reach out' book for extra special behaviour which needs recognising.

It is important that children are praised separately for behaviour and good work.

Role of adults working in school

We expect all adults in school to model how to be learner, to use their voices to stay calm and to show pupils how to cope with challenging situations. Adults should always try to diffuse situations and recognise that all behaviour has a reason and is driven by feelings. Adults working in school should:

- Develop positive relationships with the pupils as quickly as possible – this will include welcoming and greeting pupils warmly at the start of the day, getting to know their names and showing an interest in them.
- Be consistent in their approach.
- Treat all pupils with respect, be fair and willing to listen, not jumping to conclusions.
- Give genuine and specific praise when it is due.
- Use a calm tone of voice; be firm where necessary and only shout if a child is in immediate danger.
- Establish clear routines and expectations from the beginning of the school year and stick to these.
- Use collaborative rewards.
- Keep transitions calm and organised; provide clear instructions and ensure that all pupils are clear about what they have to do.
- Use a range of strategies for managing behaviour and persevere with these strategies (see Appendix 3 for suggested strategies).
- Think carefully about the consequences they give children; allow children take up time and ensure that they (the adult) is able to follow through with the consequences.
- Remember that what we pay attention to we get more of; always focus on the positive.

Adults working in school should not do anything to belittle the child in front of others, label the child or personally humiliate them.

Possible sanctions could be:

- Non verbal cues eg 'the look'
- Quiet word
- Moved from space
- Finish work at break time
- Loss of golden time



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- Send to colleague
 - Internal exclusion or Positive handling techniques if deemed necessary

Nettlebed has a zero tolerance on specific behaviours which warrant immediate internal exclusion. Please see internal exclusion section.

If a child makes an accusation against a staff member which is found to be malicious, the child will receive a fixed term exclusion and the matter taken to the Chair of Governors. It will be discussed if it is appropriate for the child to remain in the school.

The staff member will be offered pastoral support.

Please also see whistleblowing policy.

Rewards and Acknowledgements

The school acknowledges all the efforts and achievements of children, both in and out of school. There is a weekly assembly in which children are nominated by their teacher to receive the award of the week which is a linked to a theme chosen by the children. Children are also invited to bring in successes they achieved outside of school so they can share with everyone as a community. Some classes have a show and tell time also. Every term there is a celebration assembly to which all parents are invited to celebrate as a community.

Rewards used in school:

Housepoints – collected and the winning house announced at the end of each term

Golden time – every child starts the week with 20 minutes extra playtime and each child can earn more time or lose time. If the child loses a minute or two they are given an opportunity to earn it back by correcting the undesired behaviour.

Reach up, Reach out nominations for extra special behaviour

Head teacher awards – children to go to the head teacher for great work. Head teacher certificates.

Other rewards – further rewards are given by teachers for good effort or good work such as stickers, table points and praise.

Pupils causing concern

If a pupil is persistently finding it difficult to follow the school and class rules and is displaying challenging behaviour deemed above that of normal school range, the following steps will be taken to support:

- Class teacher and other adults who work in the class will keep records, including dates and times in line with behaviour monitoring.
- Class teacher will have a discussion with the pupil about their behaviour choices and make an agreement about moving forward. Key Stage lead and head teacher also to be involved if necessary and escalated up the stepping stones
- A personal support plan will be put in place and a review date agreed
- If appropriate, the pupil will have the opportunity to have some nurture time within the school day – this may be 1:1, ELSA or as part of a small group.
- Parents will be informed at every stage.
- Class teacher will also give consideration as to whether there may be another factor such as a special educational need, contributing to the pupil's poor behaviour choices.
- Class teacher will consult with the Special Educational Needs Coordinator who will advise.
- If the SENCO feels that there may be additional needs to consider they will facilitate the class teacher and other adults in gathering evidence.



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- If appropriate, the SENCO will arrange further meetings with parents. If parents give consent and it is considered the right approach for the pupil, then the SENCO may involve outside agencies e.g. speech and language, educational psychologist or the behaviour support team.
 - Where a child's behaviour is causing concern it is important that all those adults who come in contact with that child, are aware of the concern and the system that has been put in place to deal with the problem. This information will be shared on a need to know basis through staff Insets and staff briefings.

Confiscation of Pupil's Property

Teachers have a legal right to confiscate, retain or dispose of pupil's property as a punishment so long as it is reasonable in the circumstances. If an item is confiscated or retained, it will be made clear to the child the reasons why and a set amount of time stated. This will also be communicated to parents. The disposal of items will be in exceptional cases and most likely relate to perishable goods such as chewing gum.

Power to search without Consent

The school retains the right to search a pupil without consent if there is reasonable suspicion that they are carrying "prohibited items". This can include knives, weapons, pornographic material, stolen items, tobacco products and any item banned by school rules. This can be carried out using physical intervention if the child does not comply and there is reasonable suspicion.

Any dangerous items (weapons, drugs and pornographic material) will be handed over to the police. Other items will be decided upon on a case by case basis by the member of staff.

Any search is done so in accordance with DfE guidance contained in 'Searching, screening and confiscation 2014' and can include outer clothing and pockets.

Physical intervention

Physical intervention is only used in extremely challenging circumstances which are a rarity. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils and Behaviour and Discipline in schools January 2016*.

Very occasionally a member of staff may need to physically intervene to control or restrain a pupil. Only such force as is reasonable may be used to prevent a pupil from committing a criminal offence (or one that would be an offence if the child were older) injuring themselves or others, causing significant damage to property (including their own) or engaging in behaviour prejudicial to maintaining good order and discipline. The Head teacher and authorised staff can also use reasonable force when conducting a search without consent for any suspected dangerous items (please see above for 'Power to search without consent'). A range of de-escalation techniques will most likely have been deployed before the use of physical intervention.

Physical force can only be regarded as reasonable if the circumstances warrant it, thus force can **never** be justified to prevent a child committing a trivial misdemeanour, or in a situation that could clearly be resolved without force. The degree of force must be in proportion to the circumstances of the incident and the consequences it is intended to prevent. Any force used should always be the minimum needed. If a child is demonstrating significant physical force, the rest of the children should



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be removed from the area. *(Key staff at Nettlebed have been trained to use positive handling techniques if and when behaviour becomes a threat or safeguarding risks to others on or off site.)*

When a physical intervention has occurred it, it is recorded by the member(s) of staff involved and a debrief will take place with Head teacher or senior teacher. The parents are also informed that there has been physical intervention and exactly what this constituted. It is also reported to governors if deemed necessary.

The member(s) of staff involved in the intervention will also meet with the child afterwards to discuss ways forwards next time, why they intervened physically (if appropriate) and to aid future relations so the child does not feel violated or victimised.

Internal Isolation

Nettlebed has a zero tolerance to any acts of violence, racism, homophobia or swearing in the classroom or on the playground. In some cases where behaviour has breached what is acceptable for normal classroom or playground behaviour but does not warrant a fixed term exclusion, then an internal isolation will be applied.

The child will be placed with a senior member of staff and expected to complete their work or the rest of playtime. It will be for a fixed amount of time and parents informed.

On return to normal class or playground routine, the child will have a clear behaviour action plan for a fixed period of time, expectations and any further consequences and rewards will be discussed.

The child will then meet with the Head teacher or senior teacher after a designated amount of time to review current behaviour. Parents will be informed as to the outcome.

The level of internal isolation is dependent on the behaviour. Children may be asked to spend the afternoon with another teacher or their key stage leader for unacceptable behaviours but lesser choices than those children who are internally excluded with senior staff. These lesser offences will still be communicated to parents.

Fixed-term and permanent exclusions from school

Fixed term and permanent exclusions are very serious sanctions which will only be considered for the most extreme behaviour.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. National guidelines are followed when considering exclusion – especially in the case of a SEND child – School and Standards framework Act 1998 and the DfEE circular 10/99..

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If a child is excluded for a period of more than 5 days, alternative provision must be found from the sixth day onwards. The school will provide and mark suitable work to be completed at home during the period of exclusion.

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish,



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appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

After a fixed term exclusion, the head teacher or SLT member will hold a re-integration meeting with the parents outlining the steps necessary for the pupil to remain in school and be safe. Pupils safety is paramount and steps will be taken to ensure this is protected. Governors will also be made aware of any fixed term exclusions at full governing body meetings.

The Headteacher will inform the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Any child who is deemed more likely at risk from exclusion by the DfE (looked after children, gypsy/Roma children, black/Caribbean children, Irish traveller children) may be offered further options such as being educated at an alternative provision for a period of time or a 'managed move'. The local authority will also be made aware. This also applies to any child which the school deems to be at 'risk from exclusion'.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

In the event of a permanent exclusion, the governing body forms a discipline committee which is made up of between three and five members. This committee would consider any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The parents can appeal the decision in which case it goes to an independent review panel.

Disciplining Students Outside of School

Teachers may discipline pupils for behaviour outside of school if they are wearing school uniform, travelling to and from school or identifiable to the school. Actions may also be taken if a child's behaviour threatens to disrupt the orderly running of the school, pose a threat to another pupil at the school or could adversely threaten the reputation of the school. Any sanctions are in line with the policy outlined above and can only take place on school property or if the child is under direct supervision of the staff member.

Communication with parents

The school will clearly communicate its ethos and expectations to parents. A good relationship between parents and school is key to developing positive behaviour strategies which have a good effect on the child. Parents are updated as to behaviour at open evenings, reports and separate incidents in line with our behaviour steps.

Parents are also expected to follow appropriate and respectful behaviour in school and to be mindful of their conduct in relation to dealing with school matters. Nettlebed will not tolerate any form of abusive or threatening behaviour to any member of its community and appropriate action will be taken should this be breached eg banning parents from the playground or involving the police



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Staff Training

Staff training will be developed alongside this policy and any statutory training. Training will always be led by the needs of the child.

Monitoring of this policy

The effectiveness of the policy will be assessed through the day to day monitoring of behaviour and the written reports of incidents which are monitored termly by the Head teacher or SLT member. Views of the children, adults in school, parents and teachers will be considered when developing behaviour strategies.



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Anti – Bullying Policy

Bullying is **persistent** action by one or more children with the deliberate intention of hurting another child, either physically or emotionally. We therefore do all we can to prevent it, by developing a positive school ethos in which bullying is regarded as unacceptable.

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

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Our aims to tackle bullying:

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- We aim to produce a consistent school response to any bullying incidents that may occur.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from the school. Any incidents of bullying that do occur are taken very seriously by them and they ensure that appropriate action is being taken.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

All incidences of bullying are reported to the headteacher who records them as part of behaviour monitoring and is personally involved in resolving the issues and informing parents.



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The headteacher makes a judgement about the need to involve outside agencies such as The County Behaviour Support Team and/or Social Services.

The role of the teacher

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They report to the headteacher all incidents that happen in their class and that they are aware of in the school.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment/restorative justice for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is involved in bullying other children, we inform the headteacher.

Teachers may attend training, to enable them to become better equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact the class teacher initially. If the situation continues, then parents should contact the Key stage leader. If it is still on-going then the head teacher should be involved.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and review

This policy is reviewed in accordance with the policy schedule by the headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's behaviour monitoring, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

The headteacher or SENCO liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the Education Social Worker or Behaviour Support Service. Parents' permission is always sought before making a referral and parents are involved in any discussions and recommendations.



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The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact a parent if there are concerns about the behaviour or welfare of a child.

Please also see:

Whistleblowing policy

Safeguarding policies

Equal opportunities policies

SEND and inclusion policies



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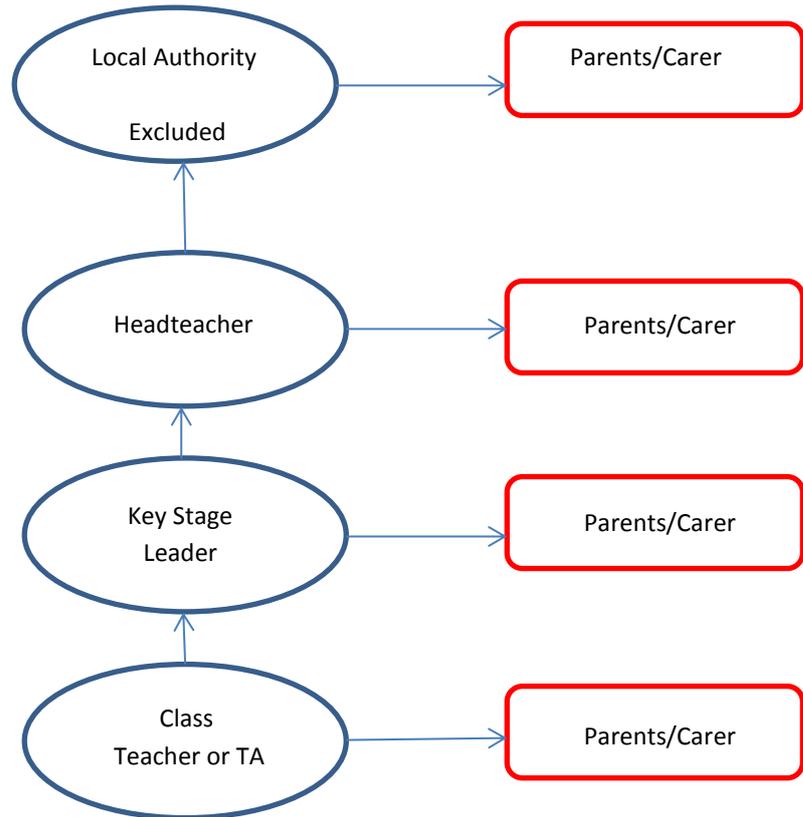
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Appendix 1

Nettlebed behaviour stepping stones



At lunchtimes the adults on duty will deal with any cases first of all and then escalate it dependent on the behaviour.

Appendix 2



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Examples of themes of the week

Term 1	
11 th September 2017	I can show respect to others
18 th September 2017	I can care for others
25 th September 2017	I can listen carefully
2 nd October 2017	I can make good friends
9 th October 2017	I can show kindness
16 th October	STARS OF THE TERM
Term 2	
31 st October 2017	I can include others
6 th November 2017	I can show teamwork
13 th November 2017	I can help others
20 th November 2017	I can show perseverance
27 th November 2017	I can show kindness
4 th December 2017	I can 'go the extra mile'
11 th December 2017	STARS OF THE TERM

Appendix 3



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Suggested Strategies for Effective Classroom management

- Develop positive relationships with the children as quickly as possible.
- Establish class/group rules and expectations with the class at the start of term, and reinforce these regularly.
- Consistently deliver good or better lessons which are engaging and appropriately differentiated – in particular think about the pace of learning.
- Enjoy regular circle times with the pupils - use these to reinforce assembly and PSHE themes and to deal with other issues which may arise from time to time.
- Keep transitions calm and organised – provide clear instructions and expectations.
- Use carefully thought out seating plans for table groups and carpet spaces and lining up orders if necessary.
- Be firm when necessary – giving instructions in a clear tone of voice.
- Remember that every child is an individual – make sure you are being consistent in how you manage each child's behaviour.
- Take time to hear both sides of the story – remember that pupils who find it difficult to manage their behaviour can get labelled as being the “child who misbehaves” or the “naughty child” - don't jump to conclusions, always hear the facts.
- Remember you are a role model for the pupils – they will be observing how you manage the situation.
- Consider if a work break is appropriate – ask yourself if the pupils need to be energised or have a change of scene.
- Reflect on your practice regularly to ensure that you are the best you can be.
- Always think about the language you use – be positive!



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Play and lunchtimes

The playground rules of playing safely and fairly, looking after others and being kind are underpinned by the diamond rules. The following guidelines for the playground have been agreed and should be followed:

- Children play on hard surfaces not on grass areas. Children may sit on grass in fine weather.
- No running along covered walkway.
- Children must ask permission before going into school building.
 - Adventure Class children use Adventure toilets.
 - All other children use main building KS2 toilets.
- Soft foam balls **only** used for football on playground. Must keep game to a limited area and no tackling.
- Keep to rota for AWP and climbing frame.
- Climbing frame not to be used if wet.
- FS and Yr 1 children should play in the KS1 playground and all others in the KS2 playground. The only exceptions to this are:
 - before school,
 - first part of lunch break
 - 'buddy play' when Yr 6 play in KS1 playground on Friday
- FS and Yr 1 children do not use climbing frame in KS2 playground.
- If a child is hurt and the injury is minor, staff on duty should apply first aid
- Familiarise yourself with the children with health issues, food allergies etc. (list on board in the Staff Room.)

- **Before school - Supervision time starts at 8.40am.**
 - A member of staff will stand at the top of the KS2 playground by the black gate exit to the KS1 playground to ensure no children leave unsupervised.
 - Parents / carers say goodbye to children in KS1 playground and children go by themselves into the playground. The bell rings at 8.50 and the children line up. Staff come out to greet their class and parents can pass on any urgent messages. The bell rings at 8.55am to signal the class go in.
 - AWP and climbing frame are not used.
 - Ensure all children have gone to their classrooms and they have cleared away play equipment.