

## Behaviour at lunchtimes

There is a set of rules for behaviour at lunchtimes, just as there are for classrooms.

### Rewards.

Adults reward those children who set a good example with stickers, and by entering their names in the Good Behaviour book.

### Sanctions.

The names of those children who choose not to keep the rules are entered into the lunchtime incident book.

If a name appears three times in this book during the week, that child will miss an afternoon playtime. Continuous misconduct over a term could result in a lunchtime exclusion from school.

Serious misconduct, including refusing to do what an adult says, results in an immediate loss of playtime.



### MORE INFORMATION

*We hope this brief summary has answered some of the main questions you may have about our approach to managing behaviour. Should you have any queries specific to your child, in the first instance please contact your child's class teacher—they will be happy to discuss them with you..*

*For more general questions, you may also contact the following senior members of staff:*

*Reception: Miss Whitfield*

*Y1/2: Mrs Weeks*

*Head: Mr Stott*

*A copy of our Behaviour Policy is available on our website at:*

**[www.beechgreenprimary.uk.org](http://www.beechgreenprimary.uk.org)**

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Parent Information  
leaflet

## MANAGING CHILDREN'S BEHAVIOUR at Key Stage 1



### MORE INFORMATION

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## MANAGING BEHAVIOUR IN KEY STAGE 1

Good standards of behaviour are essential if children are to enjoy school life and to make the progress of which they are capable. The purpose of this leaflet is to provide information for parents on our approach to establishing and maintaining those high standards for all of our children.

### KEY POINTS

There are three basic principles that underpin our approach to behaviour in school:

**Every teacher has the right to teach free from disruptive behaviour.**

**Every child has the right to learn undisturbed by disruptive behaviour.**

**Everyone has the right to be safe.**

To make sure that these principles are protected, we:

- Make learning as active and fun as possible— busy children forget to misbehave!
- Use lots of praise and reward— children respond better to a thumbs up than to a telling off.
- Treat all children with care and respect—they are more likely to listen to you if they know you like them.
- Draw up a clear set of class rules, rewards and sanctions which are agreed with the children.

### CLASS RULES

These are based on the following whole school rules, worded in language suited to the age of the children, and displayed prominently in the classroom:

1. Follow adult instructions straightaway.
2. Keep hands and feet to yourself.
3. Do kind and helpful things.
4. Use kind and polite words.
5. Take care of our environment and others' property.

### REWARDS

Adults will be constantly looking out to celebrate children doing the right thing, to encourage others to follow suit.

Rewards vary from class to class, but may include:

- Verbal praise.
- Stickers and stamps.
- Stars of the Week Certificates, presented in a weekly Celebration Assembly.
- Golden Time—a treat of up to a 30 minutes at the end of the week.

Parents are informed each week of how much Golden Time their child has had (see Sanctions section).



### SANCTIONS

The majority of children respond so well to the rewards that sanctions are rarely necessary. However, when a child chooses not to follow the class rules, these sanctions are worked through:

1. Verbal warning.
2. Time off Golden Time -
  - 2 minutes
  - 4 minutes
  - 6 minutes
4. Removal from classroom—a red slip is sent home informing parents of the reason. If a child receives 3 red slips in a term, he/she will receive either an exclusion or an isolation day in school.

In cases of serious misbehaviour, the child may be removed immediately without the other sanctions being used.

### CHILDREN WITH BEHAVIOUR PROBLEMS

Some children find reading or maths a challenge, and need a special approach to support their learning. The same is true for children who find it very difficult to conform to our expectations of good behaviour. Support could involve:

- Working closely with the child's parents, e.g. using a Behaviour book to inform home;
- An individual Behaviour chart;
- Support from a teaching assistant;
- Advice from an outside agency.

In extreme situations the child may need to be excluded for a fixed period of time, especially when the behaviour is seriously affecting the learning and/or safety of the rest of the class. We always aim to protect the rights of the rest of the class while supporting such children.