



Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*



Durweston  
CE Primary School

## BEHAVIOUR POLICY

Policy Date: July 2020

Review Date: July 2024

*Adapted by Durweston CE Primary School July 2023*

*'Children are not born with an understanding of the rules of acceptable behaviour – they have to learn them and need adults to help them do this.' – Unknown*

## 1. Introduction

The Diocese of Salisbury Academy Trust (DSAT) and its academies, have a duty to safeguard and promote the welfare of children and to create and maintain a safe learning environment. Each Academy recognises the importance of a behaviour policy, that sets out the behaviour expectations of all pupils in DSAT Academies and aims to explain to teachers the powers and duties they have in respect of pupil behaviour. Staff understand the need to educate pupils about behaviour to support their growth as respectful, law abiding citizens. A strong and clear policy on behaviour is essential when supporting staff who manage behaviour in our Academies on a regular basis, including rewarding and sanctioning pupils.

This policy is for all staff and volunteers in DSAT Academies and is compliant with statutory guidance on Keeping Children Safe in Education and Discipline and Behaviour in Schools.

*At Durweston CE VA Primary, everyone wants our children to be confident, resourceful and reflective learners who achieve high academic standards and who understand the needs of others. We understand that our children will display a wide variety of behaviour patterns based on home values, life experience and attitudes. We aim to create a community of tolerance and respect based on our vision, British values and our core values of:*

- **Courage** – *because this helps children to take responsibility for their own learning; to do the right thing; to own up when something goes wrong and to try to put it right*
- **Compassion** – *because this helps children to understand the feelings of others, to treat everyone with kindness and respect and, when things go wrong, to forgive each other and start afresh*
- **Joy** – *because everyone deserves to enjoy their time in our school.*

## 2. Aims of the Policy

### 2.1 Our aim is:

- To create an environment that encourages and reinforces good behaviour in line with Christian values;
- To define acceptable standards of behaviour;
- To encourage consistency of response to both positive and negative behaviour;
- To promote self-esteem, self-discipline and positive relationships;
- To ensure that the Academy's expectations and strategies are widely known and understood;
- To encourage the involvement of both home and the Academy in the implementation of this policy;
- The adults encountered by the pupils at the Academy have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

### 2.2 As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Develop trusting relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;

- Adults should seek to understand the whole child and their behaviour within the context of their life experiences.
- Show appreciation of the efforts and contributions of all.

### **Promoting good behaviour at Durweston**

#### ***We believe children learn and behave best when:***

- They know what is expected of them – each class signs up to a **class charter**
- They are **positively encouraged** to behave well
- The whole school community works to ensure that each child receives encouragement, praise and **opportunities to experience personal and social success**
- **Behaviours deemed inappropriate are tackled swiftly** using positive behaviour techniques
- **Parents** receive positive and constructive comments on their children's work and behaviour as a matter of course

#### ***We expect all staff at Durweston to:***

- Explain and **demonstrate** the behaviour we wish to see- exchanges between all members of the community should always be polite
- **Recognise and praise good behaviour** as it occurs
- **Practise** good behaviour until it becomes a habit
- **Sometimes reward** individuals and groups for good behaviour using house points and Golden Time
- **Encourage** children to be responsible for their own behaviour
- **Address the behaviour rather than the individual**
- Ensure that any criticism is **constructive** e.g. 'We walk please' NOT 'Don't run!'

#### ***We ALL strive to:***

- have **high expectations** of behaviour
- share **responsibility for intervening** when required
- encourage the children to **resolve their differences in an acceptable way** (but not to leave them to deal with it by themselves)

### **3. Approach**

- To involve all of the Academy community in making and celebrating the rules
- To ensure that everyone knows and practises the core values and vision of the academy
- To regularly use a variety of strategies, such as Circle Time, to promote high standards of behaviour
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- To ensure that all staff are conscious of the example they set the whole time
- To focus on the child's behaviour and not the child him/herself

- To seek guidance from outside agencies when extra support is needed
  - To take ownership of behaviour issues
  - To actively teach pupils and adults about behaviour
  - For all staff to feel supported by leaders in Academies and at Trust level when managing persistent challenging behaviour.
- 3.1 We believe it is important that the Academy provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the Academy community have the right to feel safe and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.
- 3.2 We aim to establish a caring ethos where the quality of all relationships is positive. Children feel valued in relationships at all levels. All interactions within the school community are underpinned by the Academy's vision and values. All stakeholders consistently use the language of the academy. *Exchanges between members of the community should always be polite*
- 3.3 We understand that exceptionally positive behaviour lies in the behaviour of adults and their ability to create a culture of certainty. We recognise the importance of consistent adult behaviour when managing the behaviour of children. All adults in the learning environments should hone certainty around behaviour expectations, to ensure expectations of behaviour are respected and unquestioned. Model shifts in adult behaviour to have the greatest impact:
- Deliberately notice something new about each child.
  - Focus positive attention on effort, not achievement.
  - Avoid telling children how their negative behaviour makes you feel.
  - Avoid shouting.
  - Introduce and develop non-verbal cues.
  - Focus positive praise on those going beyond expectations.
  - End each lesson or session with positive reflections and reinforcements.
- 3.4 We recognise the importance of explicitly training children to develop self-discipline and self-regulation. We provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

#### 4. Rewards

- 4.1 Our emphasis is to recognise, promote and reinforce good behaviour, rather than on sanctions. Rewards are central to all that we do and we look to utilise a range of ways to reward good behaviour. We recognise the importance of public recognition through our reward systems, the importance of notifying parents/carers and the importance of keeping under review the balance between the use of rewards and use of sanctions.
- 4.2 We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued. The most common reward is praise, 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 pupils. Academies will have their own systems in place, linked to their vision and values, to honour positive learning behaviours and achievements.

#### Rewards at Durweston

***Frequent praise and positive responses from staff are powerful tools to motivate and enthuse pupils. Praising good behaviour creates a positive atmosphere in school***

**We also use Golden Time to reward good behaviour.** It takes place on Friday afternoon from 3 – 3.30pm. Everyone starts the week with 30 mins of Golden time.

Each week, one child in each class is awarded a **Gold Award certificate** for behaviour related to our core values. Staff should set up their own system to encourage pupils to nominate each other and to allow for discussion as to why an award is made at the end of the week. **By the end of a school year, every child should have received this certificate at least once.**

Children receive an award for especially good pieces of class work. Class teachers decide how to manage this in their class. When the child has received 10 awards, they receive a Headteacher's Award certificate. When they have received 10 Headteacher's Awards, they earn a Platinum badge.

The school has a **House Point system** for rewarding other good behaviours and effort. At the end of the week, the House Captains collect and add up the number of points each team has earned. The results are announced in Celebration assembly and the team with the most points wins the **house point cup**.

Each class also has a system for children to work collectively towards a **class reward**. It is expected that each class would earn an award each half term; the reward should not last more than half an hour.

At the end of the academic year, awards are presented in our Awards assembly to:

- the child in each class who has shown particular Courage
- the child in each class who has shown particular Compassion
- the child in each class who has shown particular Joy
- the child in each class who has worked best with their teaching assistant
- children with 100% attendance over the year

At the Leavers' assembly, awards are presented to:

- the Y6 child who has done best in Maths
- the Y6 child who has done best in English
- the Y6 child who has done best in Reading

(These awards were instigated by John Paulley and trophies are paid for by the John Paulley Trust at The Blandford School)

- The Catlin Trophy for the best Y6 Sportsperson

## 5. Sanctions

**'Punishment doesn't teach better behaviour, restorative conversations do' – Paul Dix**

- 5.1 When discussing behaviour incidents with children, the behaviour of the adult lies at the heart of it all. It is important that all adults talk to them with a quiet, calm and non-confrontational voice while ensuring body language is positive, kind and un-intimidating. Conversations should be had in open spaces where adults sit next to, walk with or play with a child, creating

space for honest reflections. All children should be given the opportunity share their viewpoint.

- 5.2 It is important not to say, "Why did you do that?" We encourage adults to work through the following questions based on 'The Restorative Five':
1. What happened?
  2. What were you thinking at the time and what have you thought since
  3. How did this make people feel?
  4. Who has been affected?
  5. What do you need to do now so that the harm can be repaired?
- 5.2 Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community. In an environment where respect is central, disapproval, is a powerful sanction.
- 5.3 The use of sanctions should be characterised by certain features:
- It must be clear why the sanction is being applied;
  - It must be made clear what changes in behaviour are required to avoid future sanctions;
  - Group sanctions should be avoided as it breeds resentment;
  - There should be a clear distinction between minor and major offences;
  - It should be the behaviour rather than the person that is punished.
- 5.4 Communication with families should be regular and consistent. Parents/carers should be made aware of behaviour concerns and incidents at every step.
- 5.5 The following sanctions are permitted for use in the Academy:
- Non-verbal warnings;
  - Informal verbal warning that is not recorded;
  - Formal verbal warning that is recorded;
  - Time out in the classroom;
  - Time out outside the classroom environment supervised by another member of staff;
  - Letter home to parents;
  - Separate supervision during break or lunchtime.

### **Resolving difficulties at Durweston**

*The rule is:*

*If someone is doing something you don't like:*

- Ask them to stop and try to explain why they are upsetting you
- Ask an adult to help

*Adults must respond if a child asks for help. Sometimes this can be by keeping an eye on the situation; sometimes everyone involved might need a chance to discuss what has happened. If appropriate, the children can work together to find a solution.*

### **Sanctions**

*Although we adopt a positive approach to behaviour, all children need to understand that actions have consequences; some behaviours are unacceptable, and sanctions **will usually be applied in the following order:***

- **Non-verbal warning** – for example, move closer to the child or make eye contact
- **Verbal warning** – Warnings are delivered in the briefest way possible to minimise the attention given to the behaviour. To ensure they are directed at the behaviour and not the child, any warning should refer back to the class charter or to our values e.g. Catriona, our rule is we work hard. Visual rule reminders displayed in class make it possible to give a warning without speaking but by pointing to the rule
- **Loss of Golden Time** Should the behaviour persist before the end of the session, the child loses 5 minutes of their Golden Time. It is not appropriate for more than 5 minutes to be lost in one session – other sanctions should be used. The system of recording lost minutes should be kept by the teacher. A child may earn their minutes back after discussion with the teacher. If a child has lost minutes at the end of the week they should sit and watch their chosen Golden time activity until it is time for them to join in
- **Loss of 5 minutes of break time** During this time, **the teacher must work with the child to complete a consequences sheet.** (Appendix3) These ask the child to think about what they should have done, how they can make things better and what they can do better next time
- **Time out of class** Child sent to another class with sand timer for limited amount of time
- **Sent to HT.** A phone call home is made by the Head Teacher if considered appropriate

***In case of extreme behaviour, some of these stages may have to be skipped in order to secure the safety of others and for learning to continue with as little disruption as possible.***

*As a church school, it is important that we forgive children and offer the opportunity to start again. Improvements in behaviour and good choices should be acknowledged with positive praise. However, we do remind the children that 'Sorry' means that you are going to try not to do it again!*

### **Unacceptable Behaviour**

*Any behaviour that damages property and/or threatens the safety of other children or adults in school is unacceptable and will result in the child being sent immediately to the Head teacher.*

- 5.6 In extreme circumstances, Fixed Term or Permanent exclusions will be considered in line with the Exclusions Policy.

## **6. Monitoring and Evaluation**

- 6.1 Rewards and all sanctions more serious than informal verbal warnings will be recorded and monitored to provide the Academy with regular information on how effectively the behaviour policy is working. The Academy will also monitor to ensure that rewards and sanctions are distributed fairly. Data will be analysed by:

Gender

Ethnicity

SEN

Age

- 6.2 This work forms part of our policy on Equal Opportunities.

### 6.3 Home / School agreement:

Every parent is expected to sign the Home / School agreement when their child starts at the Academy as an indication of the partnership between home and the Academy. This

agreement should be re-issued to parents regularly to remind them and their children of its importance.

### **Parents' Responsibilities**

*Parents have a vital role to play in supporting their child's education and co-operating with the school. We are very conscious of the importance of good communication between home and school. We have a Home/School Agreement ) and an Acceptable Use Agreement which are signed by pupils, parents and teachers. We expect parents to read and support these agreements. If a member of school staff has concerns about a child's welfare or behaviour, parents will be always be contacted. If the school has to use reasonable consequences as the result of unacceptable behaviour, we expect parents to support the sanctions of the school. If parents have any concern about the way their child has been treated, they should contact the class teacher. The Head Teacher may then be involved and, if the concern remains, the Chair of Governors.*

*We expect parents to behave in a reasonable and civilised manner towards all school staff and towards each other. Any issues will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression in the school with be reported immediately to the Head Teacher and/or the Governing Body, who will take appropriate action in line with Local Authority policy.*

- 6.4 Academy governors and the Trust Board will monitor against this policy and available behaviour data to ensure its successful implementation.

### **7. Pupils' Conduct Outside the Academy Gates**

- 7.1 Staff have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent as is reasonable'.
- 7.2 Non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school are sufficient grounds for punishment to be imposed on all pupils who are involved.
- 7.3 Staff may discipline pupils for inappropriate behaviour in the following circumstances:
- Misbehaviour when the pupil is taking part in any school-organised or school-related activity;
  - When travelling to or from school;
  - When wearing school uniform;
  - When identifiable as a pupil at the school;
  - When behaviour at any time could have repercussions for the orderly running of the school;
  - When the student poses a threat to another pupil or member of the public;
  - When behaviour could adversely affect the reputation of the school.
- 7.4 In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **8. Detention**

- 8.1 Staff have the authority to issue a detention to pupils.

- 8.2 Staff must make sure pupils and parents are aware that detentions (including detention outside of school hours) is used as a sanction.
- 8.3 The times outside normal school hours when detention can be given (the 'permitted day of detention') include:
- Any school day where the pupil does not have permission to be absent;
  - Non-teaching days - 'training days', 'INSET days' or 'non-contact days'.
- 8.4 The Headteacher can decide which members of staff can give pupils detentions. For example, they can limit the power to senior leaders or they can decide that all members of staff, including support staff, can impose detentions.

## 9. Confiscation of Inappropriate Items

- 9.1 There are two sets of legal provisions which enable school staff to confiscate items from pupils:
- 9.1.1 The **general power to discipline** - enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
  - 9.1.2 The **Power to search without consent** for 'prohibited items' including:

knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

9.2 Statutory legislation sets out what must be done with prohibited items found as a result of a search.

9.2.1 A variety of items can be confiscated. Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise it is for the teacher in consultation with SLT when necessary, to decide if and when to return a confiscated item.

## 10. Reasonable Use of Force

10.1 Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property: Any incidents involving use of force should be recorded and parents/carers should be informed.

10.2 Headteachers and authorised Academy staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

10.3 The Academy can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.

*'Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want, there can be no gaps between the adults on what matters. It is this consistency that is most important.'* – Paul Dix, *'When Adults Change, Everything Changes'*

## 11. Linked policies:

- Individual Academy Behaviour Policy – this has been integrated into this policy with the school's own detailed arrangements for managing behaviour.
- Keeping Children Safe in Education (latest edition)
- DSAT Exclusions Policy
- DSAT Preventing and Tackling Bullying Policy

## Appendices

1. Consequence sheet
2. Home School Agreement
3. Acceptable use Agreements
4. Playground Protocol
5. Lunch hall Protocol

## Consequence Sheet

|                                                            |                                               |
|------------------------------------------------------------|-----------------------------------------------|
| <i>Name</i>                                                | <i>Date</i>                                   |
| <i>Where were you and what should you have been doing?</i> |                                               |
| <br><br><br><br><br><br><br><br><br><br>                   |                                               |
| <i>What did you do wrong?</i>                              |                                               |
| <br><br><br><br><br><br><br><br><br><br>                   |                                               |
| <i>What was the consequence?</i>                           |                                               |
| <br><br><br><br><br><br><br><br><br><br>                   |                                               |
| <i>Did you like the consequence?</i>                       |                                               |
| <i>How can you make it better?</i>                         | <i>What can you do differently next time?</i> |
| <br><br><br><br><br><br><br><br><br><br>                   | <br><br><br><br><br><br><br><br><br><br>      |

Teacher\_\_\_\_\_

## **HOME SCHOOL AGREEMENT**

### **Pupils' rights**

In so far as possible the school will seek to promote the child's right: -

1. To be safe and learn in a friendly environment.
2. To be listened to and respected.
3. To be given opportunity to achieve their potential.
4. To receive encouragement and experience success

### **Pupil's responsibilities**

1. To attend school regularly
2. To treat others with consideration and respect
3. To be honest
4. To follow instructions from school staff
5. To listen when it is another person's turn to talk
6. To try, work hard and let others learn
7. To complete any homework set
8. To take care of all equipment, building and grounds
9. To abide by the rules for responsible internet use

Signed Pupil .....

### **Teacher's rights**

In so far as possible the school will seek to promote the teacher's right: -

1. To be safe and teach in a friendly environment.
2. To be listened to and respected.
3. To be able to teach without unnecessary interruption.
4. To be kept informed of matters relating to a child's well-being.

### **Teachers' responsibilities**

1. To create a safe and stimulating learning environment.
2. To treat children with consistency and respect.
3. To provide ongoing relevant information, as necessary about the educational progress and social/emotional well-being of children in my care.
4. To give early warning of concerns relating to the overall well-being of any child.

Signed Teacher .....

### **Parent's Rights**

In so far as possible the school will seek to promote the parents' rights:-

1. To be partners in your children's education
2. To be informed about events taking place at school
3. To receive ongoing relevant information about the educational progress and social wellbeing

of your child.

0. To be able to raise concerns with school

**Parents' responsibilities**

1. To ensure your child attends school regularly but, in the event of absence, to contact the school prior to the start of the school day.
2. To provide a safe, caring home environment which allows your child to develop positive attitudes towards school.
3. To ensure your child is ready to learn by having adequate sleep and a sensible breakfast.
4. To make early contact with the class teacher if a problem arises relating to your child's progress, behaviour or happiness.
5. To ensure that your child reads regularly at home and homework is completed on time.
6. To support the school ethos and the role of the school staff.

Signed Parent .....

## **Pupil Acceptable Use Policy Agreement Starfish, Seahorses and Dolphins (Year R to 3)**

### **This is how we stay safe when we use computers:**

I will ask a teacher or suitable adult if I want to use the computers.

I will only use activities that a teacher or suitable adult has told or allowed me to use.

I will take care of the computer and other equipment.

I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.

I will tell a teacher or suitable adult if I see something that upsets me on the screen.

I know that if I break the rules, I might not be allowed to use a computer.

Signed (child):.....

Signed (parent): .....

# **Pupil Acceptable Use Agreement Sharks and Porpoises (Years 4-6)**

- Digital technologies have become integral to the lives of children and young people, both within schools and outside school.
- These technologies are powerful tools, which open up new opportunities for everyone.
- Young people should have an entitlement to safe internet access at all times.

## **This Acceptable Use Policy is intended to ensure:**

- that young people will be responsible users and stay safe while using the internet and other digital technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.

The school will try to ensure that pupils will have good access to digital technologies to enhance their learning and will, in return, expect the pupils to agree to be responsible users.

## **Acceptable Use Policy Agreement**

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

### **For my own personal safety:**

- I understand that the school will monitor my use of the systems, devices and digital communications.
- I will keep my username and password safe and secure – I will not share it, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will be aware of "stranger danger", when I am communicating on-line.
- I will not disclose or share personal information about myself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc )
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

### **I understand that everyone has equal rights to use technology as a resource and:**

- I understand that the school systems and devices are primarily intended for educational use and that I will not use them for personal or recreational use unless I have permission.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not use the school systems or devices for on-line gaming, on-line gambling, internet shopping, file sharing, or video broadcasting (eg YouTube), unless I have permission of a member of staff to do so.

### **I will act as I expect others to act toward me:**

- I will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files, without the owner's knowledge and permission.
- I will be polite and responsible when I communicate with others, I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will not take or distribute images of anyone without their permission.

### **I recognise that the school has a responsibility to maintain the security and integrity of the technology it offers me and to ensure the smooth running of the school:**

- I will only use my own personal devices in school if I have permission.
  - I understand that, if I do use my own devices in the school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will not open any hyperlinks in emails or any attachments to emails, unless I know and trust the person / organisation who sent the email, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes)

- I will not install or attempt to install or store programmes of any type on any school device, nor will I try to alter computer settings.
- I will not access social media sites.

**When using the internet for research or recreation, I recognise that:**

- I should ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not try to download copies (including music and videos)
- When I am using the internet to find information, I should take care to check that the information that I access is accurate, as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.

**I understand that I am responsible for my actions, both in and out of school:**

- I understand that the school also has the right to take action against me if I am involved in incidents of inappropriate behaviour, that are covered in this agreement, when I am out of school and where they involve my membership of the school community (examples would be cyber-bullying, use of images or personal information).
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, there will be consequences. This may include loss of access to the school network / internet, loss of privileges, suspensions, contact with parents and in the event of illegal activities involvement of the police.

**Please complete the section below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school systems and devices.**

## **Pupil Acceptable Use Agreement Form**

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this agreement, access will not be granted to school ICT systems.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices.
- I use my own devices in the school (when allowed)
- I use my own equipment out of the school in a way that is related to me being a member of this school, eg communicating with other members of the school, accessing school email, VLE, website etc.

Name of Pupil

Year group

Signed

Date

Parent

## Appendix 4 Playground Protocol

### Playground Protocol

There is no football on either playground.

#### Top playground

The adult on duty decides which equipment may be used. The adult will take the boxes out of the shed, supervise the return of equipment at the end of play and make sure the boxes are put back into the shed.

Please ensure that there are writing/drawing things out on the table. House Captains are responsible for this.

Anyone can sit with the guinea pigs, though there needs to be a responsible child supervising. Please keep to a reasonable number. Only adults may pick the guinea pigs up.

Balls for playground use are kept in the playground sheds. Please do not allow the children to get PE balls from the wheelie bins.

Monitors from Porpoises are responsible for keeping the balls pumped up – any flat ones should be sent to Porpoises.

#### Bottom playground

Hockey sticks – max 6 a side (but the adult on duty may get extras at their discretion). Children must have two hands on the stick and the end of the stick must always stay on the ground.

## Appendix 5

### Lunch Hall Protocol

- Children are expected to stop talking when they enter the lunch hall and find their place in silence.
- Starfish helpers collect Starfish from their classroom and get their lunch for them
- The dinner ladies ask the children to come and collect their meals in class order
- Children with lunch boxes should not start eating until the children from their class go to collect their hot school meal
- Older children are expected to keep an eye on the younger children and help them where necessary e.g. opening packets or cutting up their food
- When everyone has their lunch, the adult on duty says or sings the Grace, or asks for a volunteer. Please make sure that everyone is sitting and not eating during the Grace. We sing Happy Birthday to anyone who has a birthday
- Towards 1230, everyone should be finishing their lunch. Year 6s leave first and supervise the route to the playground. They remind everyone to walk sensibly. Children then leave in class order