



BEHAVIOUR AND SANCTIONS POLICY

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INTRODUCTION

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. As such, our values are built on mutual trust and respect for all. The school's Behaviour Policy is therefore 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.

Any pupil behaviour which disrupts the learning of other pupils, or poses a health and safety risk is unacceptable. This includes low-level disruptive behaviour, bullying and incidents of verbal abuse, physical violence or assault. Where this happens, we work to support the child (and family if needed), knowing that there are a wide range of issues that can impact on a pupil's behaviour in school. We also help them to understand how their behaviour can affect others, how to help put things right and any consequences that may need to occur.

The school has a number of rules and expectations, but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that children can work and play together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. This policy aims to help children grow in a safe and secure environment, in partnership with parents and carers, and to become positive, responsible and increasingly independent members of the school and wider community. The school focuses primarily on rewarding positive behaviour and achievements; this policy is designed to promote positive behaviour, rather than merely deter inappropriate behaviour. Restorative practice underpins our behaviour management and is designed to build a strong sense of community in school, to teach interpersonal skills and to repair harm when conflict occurs.

STATEMENT OF PRINCIPLES

At Fulwell Infant School Academy we have developed our positive behaviour and restorative practice policy to reflect our belief that children learn best in a calm, safe and orderly environment which values its individual members.

All members of the school community (children, staff, parents and trustees/governors) are responsible for supporting children, providing guidance and exercising control when and wherever this is appropriate. They act as role models, encouraging the development of appropriate qualities and behaviour, ensuring that high standards are maintained at all times. Consideration for others, self control, respect for the individual and co-operation between all members of the school community will be encouraged both through the curriculum and other opportunities available within school.

We recognise that in all our dealings with children, each child will receive respect and fairness, care, love and positive guidance with respect to developing self-discipline and positive behaviour.

We acknowledge the schools legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

INTENT

These reflect with wider aims of the school

1. Foster mutual respect and courtesy between all members of the school community.
2. Create a caring, safe and stimulating environment that everyone can enjoy.
3. Encourage children to develop self-discipline, be able to self-regulate and take personal responsibility for their own actions.
4. Help children develop personal moral values, respect for religious values and tolerance of other races, religions, gender and ways of life.
5. Help children develop the ability to co-operate and work together for the benefit of the wider school community.
6. Encourage children to care for their environment and respect the property of others.
7. Reinforce positive behaviour through praise and rewards and generating a climate where good behaviour is the norm.
8. Achieve a consistent approach to behaviour management, which is seen to be fair, by all members of the school community (children, staff, parents, trustees/governors).

GUIDELINES FOR IMPLEMENTATION

Good, positive behaviour is facilitated by staff that are strong, effective role models working within clearly defined guidelines. Further guidance on good practice and procedures is given in the appendices to this policy.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. This includes through planning for the needs of individual pupils, the active involvement of pupils in their own learning and effective feedback and communication.

All lessons should have clear objectives, understood by the children, and adjusted to meet the needs of children with a wide range of abilities and needs. Marking and discussions with children should be used to provide feedback to them on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

We recognise that classroom management and teaching methods have an important influence on children's behaviour. The classroom environment should give clear messages to the children about the extent to which their efforts are valued. Relationships between staff and children, strategies for encouraging good behaviour, access to resources and celebrating pupils' work in classroom displays all have a bearing on the way children behave.

PROMOTING POSITIVE BEHAVIOUR

School have adopted the following "GOLDEN RULES", which encourage good behaviour during the course of the day. The rules are in line with our RSE curriculum.

These rules are shared at the start of the year and displayed and re-inforced constantly by all adults in school, with the expectation that all children will behave well.

The **GOLDEN RULES** are:

- **We are gentle**, we don't hurt others
- **We are kind and helpful**, thinking about what we say and how it affects others
- **We listen**, we listen to all the adults and each other
- **We are honest**, we don't cover up the truth
- **We work hard**, we don't waste our own or others' time
- **We look after property**, we don't waste or damage things

At Fulwell Infants we promote positive behaviour through the following strategies:

Whole-school level

All staff understand and demonstrate the school's core beliefs about behaviour. Golden rules are displayed in the hall and in classrooms.

School assemblies are used to develop children's social, emotional and behavioural skills. The celebration assembly on a Monday is used to recognise class champions along with other achievements.

There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour. This policy is discussed at least annually during a dedicated staff meeting as part of a consultation with the school community. Feedback about the policy is also invited from parents/carers and governors/trustees plus a survey carried out with pupils. Any changes to the policy are then discussed and agreed as needed in a Trust Meeting.

Classroom level

Adults model controlled, respectful verbal and non-verbal behaviours

Teaching routinely incorporates activities designed to promote children's social skills and emotional development.

Lessons are structured to be interesting and appropriately challenging with support given where needed.

Appropriate behaviours are taught and reinforced on a regular basis. Children are taught the language of sharing and co-operation, choice and consequences.

Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom.

There are clear classroom routines, (e.g. for entry and exit, moving around the classroom, sharing equipment)

There are classroom rules which promote positive social and learning behaviours.

Classroom rules are displayed in a way which can be understood by all children.

Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
There are clear systems, understood by all, for dealing with inappropriate behaviour

Individual child level

All children's strengths are recognised and celebrated by staff.

Systems are in place for noticing and drawing attention to good or improved behaviour.

There is a celebration assembly which allows children to be 'special' at times and their achievements praised.

Where a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support and attention. These include the creation of an Individual Behaviour Plan which is shared with parents/carers and reviewed regularly. A wide range of support strategies can be used such as weekly time to talk with our ELSA lead. Our ELSA programme also supports children struggling to manage their emotions and/or behaviour.

Referrals to other agencies for support are made if needed.

USE OF REWARDS

We praise and reward children for positive behaviour in a wide range of ways. This continuously reinforces the message about positive behaviour and our high expectations in this area.

These are given to reward good work and behaviour:

- Verbal praise, especially in front of others, in assembly or in the classroom. An assembly is held each Monday to celebrate home and school achievements.
- Well done comments from the staff and the headteacher
- Being sent to the headteacher for a Headteacher badge
- Being allowed to choose a special job or a responsibility as a reward
- Stickers
- Golden Time on a Friday Afternoon
- Wind mill tickets linked to house points (half termly awards)
- Opportunities to go 'over the rainbow'
- Above and beyond children- hot chocolate at golden time.
- Writer/mathematician/reader of the week (awarded in Monday's assembly)
- Receive a full attendance award at the end of the school year

The principle underpinning this approach is one of positive reinforcement but we do need a range of sanctions for those children who have difficulty in complying with school rules.

UNACCEPTABLE BEHAVIOURS

The children are also taught that the following behaviour is unacceptable:

- Tantrums, physical aggression, biting, kicking, nipping or spitting
- Bullying - from persistent teasing to physical violence
- Verbal abuse, including swearing of any kind
- Racist or sexist behaviour
- Insolence and answering back
- Refusing to respond to an adult's reasonable request
- Stealing
- Lying
- Not showing respect for others in school
- Disrupting other children working
- Leaving the school premises or running away from an adult
- Poor table manners

USE OF CONSEQUENCES

In all disciplinary actions we make it clear to the child that it is his/her behaviour which is unacceptable and not him/her as a person. The children need to know we always care about whatever they do, whether it is good or bad.

We expect everyone to act, at all times, with courtesy and consideration to others and to take responsibility for their own actions. This means that children must:

- Co-operate so that everyone may learn
- During lessons move around school in a quiet and orderly manner
- Assist in keeping the school clean and tidy
- Help each other when there is a need

The use of a visual aid of a sun (ready to learn), cloud, rain cloud and rainbow are used to both promote positive behaviours/achievements (over the rainbow) as well as when children display unacceptable behaviours (cloud, rain). Children move names from the sunshine and make choices to return from the cloud/rain. If a child excels or displays a significant improvement in their behaviour, they move 'over the rainbow' and receive 5 windmill tickets (see appendix for images).

Consequences are given to:

Low level behaviours (see the flow chart)

Staff will use their professional judgement and knowledge of the children in deciding on whether the behaviour is low level or high level and the consequence it warrants.

Staff will respond to low level behaviours through '**3 strikes**' - **a look, a verbal warning/reminder, a choice followed by a consequence** as listed below.

Consequences Staff will use their professional judgement (incident and knowledge of the child) in selecting from the following (listed in increasing severity):

- **Temporary withdrawal of a favourite activity** e.g. playtime/lunchtime (walking with an adult at playtime)
- **Temporary withdrawal of responsibilities** e.g. being a library monitor
- **A "cooling off time" /"thinking time"** away from other children, in which to work. No more than 5 minutes.
- **"Time Out"** in own classroom. The child will be under supervision but will be given no attention.
- **"Time Out"** in golden time in KS1. White cloud = 5 minutes lost and rain cloud = 10 mins

5 minutes loss of play (or more, depending on the severity of the event). The child will still access outside but walk with an adult for 5 minutes. The child will then be reminded of the positive behaviour which we expect from children in school and will be allowed the remainder of playtime.

More serious incidents

Consequences are given to:

High level behaviours (see the flow chart)

Staff will use their professional judgement and knowledge of the children in deciding on consequences.

- ALL behaviour **incidents** to be recorded by the relevant adult on "**CPOMS**" with SLT alerted. Class teachers must also be alerted when incidents happen at playtime/lunchtime.
- Lunchtime supervisors will keep a recording diary per class to record incidents to then be handed to the class teacher daily. The class teacher is then responsible for ensuring incidents are recorded on CPOMS.
- Children involved in **more serious incidents**, or **persistent low-level poor behaviour should be referred to the Headteacher or Deputy Headteacher** who will inform the parents of the unacceptable behaviour.
- Where a child's behaviour regularly causes concern, we **involve the school's educational psychologist** and / or the Behavioural Support Service and/ or other outside agencies. It may result in a safety plan including a behaviour reduction risk assessment.
- **Lunchtime internal exclusion** and / or **exclusion** from school - these sanctions are used by the headteacher in exceptional circumstances in which other sanctions have failed, despite parental involvement with behaviour problems in the past. The school follows the LA guidelines. At the end of the exclusion period, the child will be formally received back into school by the headteacher and a daily report sheet will be kept by the teacher and sent to the parents for a period of 2 weeks. At the end of this time, parent and teacher will meet to review the behaviour. If this has not improved, the headteacher will also meet to discuss future targets. Details of any exclusion will be noted in the child's individual records.

THE USE OF REASONABLE FORCE

To deal with this issue, the school follows the guidelines outlined in

'The Use of Reasonable Force in Schools: DfE (November 2013, updated 2015)

The guidance above states that:

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

It is rare that staff need to use reasonable force in school to control or restrain pupils; however we do have staff members who are trained in Team Teach. This trains staff in the use of physical intervention when needed but also focuses on effective communication with children and a wide range of de-escalation techniques. This training is updated every two years.

It is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Where appropriate, school will develop a 'Safety Plan' for pupils which will include a risk assessment relating to the child's needs and behaviour in addition to agreed strategies and

actions

It is our legal duty to make reasonable adjustments for disabled children and children with disabilities and special educational needs. These will be discussed with parents/carers when formulating Individual Plans for pupils.

We will always inform parents/carers if physical intervention has been used with their child during a behavioural incident. A positive handling plan will be recorded and uploaded to CPOMS.

THE POWER TO SEARCH PUPILS WITHOUT CONSENT

Screening and Searching Legal provisions enable school staff to confiscate retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. Whilst it is unlikely that children will bring inappropriate items into school, confiscation of property may be necessary. In the event of any property being confiscated the Headteacher or a member of the Leadership team should be informed immediately. The property should be given to the Headteacher who will make contact with parents and invite them into school, to reclaim the item.

Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items (the Government intends to add to this list). If a search is to be conducted, teachers should refer to the Headteacher who will follow procedures in the DFE publication, 'Screening, Searching and Confiscation - guidance for school leaders, staff and governing bodies'. Parents will always be informed if their child has been searched. In the event of weapons or knives being confiscated these will always be handed over to the police.

ROLES AND RESPONSIBILITIES

To support our Behaviour policy:

The role of the Staff Member (Teachers, Support Staff, Lunchtime Supervisors etc.)

- It is the responsibility of all class teachers and support staff to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson and break times.
- The class teachers and support staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability and interact positively during break times.
- All staff members treat each child fairly, and enforce the school rules consistently. Staff treat all children with respect and understanding.
- If a child misbehaves, staff members consistently follow the procedures outlined in this policy.

The role of the Headteacher

- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. This includes organising continual professional development on pupil behaviour.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious behavioural incidents. For repeated or very serious acts of anti-social behaviour, the Head Teacher may advise the governing body that a permanent exclusion may be needed to ensure the learning of other children is not disrupted.
- The Headteacher monitors behaviour daily at lunchtimes and supports the Lunchtime

Supervisors and Kitchen staff in promoting positive behaviour throughout the lunch time period.

- The Head Teacher acts as the Lead Professional in promoting positive behaviour for learning

The Role of Parents/Carers

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school:

- We explain the school rules in the school prospectus, and we expect parents/carers to read them and support them. We also consult with parents/carers on any significant changes to the school Behaviour Policy and ask for feedback annually about the policy.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- In addition to school emails, texts and newsletters, Class Dojo is used as a tool to promote positive interaction and engagement with parents/carers
- In the case of out of school clubs and educational visits the school reserves the right, where appropriate, to ask a parent/carer to accompany their child to support them with behaviour.
- If the school has to use reasonable sanctions as a consequence for inappropriate/negative behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should contact the Head Teacher/ Deputy Head Teacher in the first instance. It may be necessary to arrange a meeting involving the class teacher at this point. If the concern remains parents/carers may wish to follow the procedures outlined in our Complaints Policy.

The Role of Trustees/Governors

- The Trust Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour and the Governing Body review their effectiveness. The governors support the Head Teacher in adhering to these guidelines.
- The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the Trust Board may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

CONCLUSION

All members of the school community (children, staff, parents, trustees/governors) have had a part to play in the development of this Behaviour Policy. In particular, the teaching staff have much experience and expertise to share and have evolved good practice over many years. A particular strength of the school is the staff's willingness to openly share problems and offer advice to others, for mutual support. This Behaviour Policy will be reviewed annually and updated as our practices evolve. Its effectiveness will be monitored annually by senior staff, using a simple checklist of the major points covered by the Policy.

IMPACT

Fulwell Infants will be a positive, caring and safe community where staff and children feel valued. Children will be developing their skills, knowledge and personalities through exciting, nurturing and holistic experiences. This will enable children to develop into good citizens for the future.

BEHAVIOUR AND SANCTIONS POLICY APPENDICES

1. Golden Rules
2. Windmill House points
3. Rainbow, sun, cloud and rain reward chart
4. Low Level Behaviour Chart
5. Managing Behaviour Flow Chart-low level
6. High Level Behaviour Chart
7. Managing Behaviour Flow Chart -high level
8. Bullying - Guidelines.
9. Behaviour support plan
10. Positive handling plan
11. Lunchtime Arrangements
12. Home - School Agreement

Golden Rules

We are gentle



We are kind and helpful



We listen



We are honest



We work hard

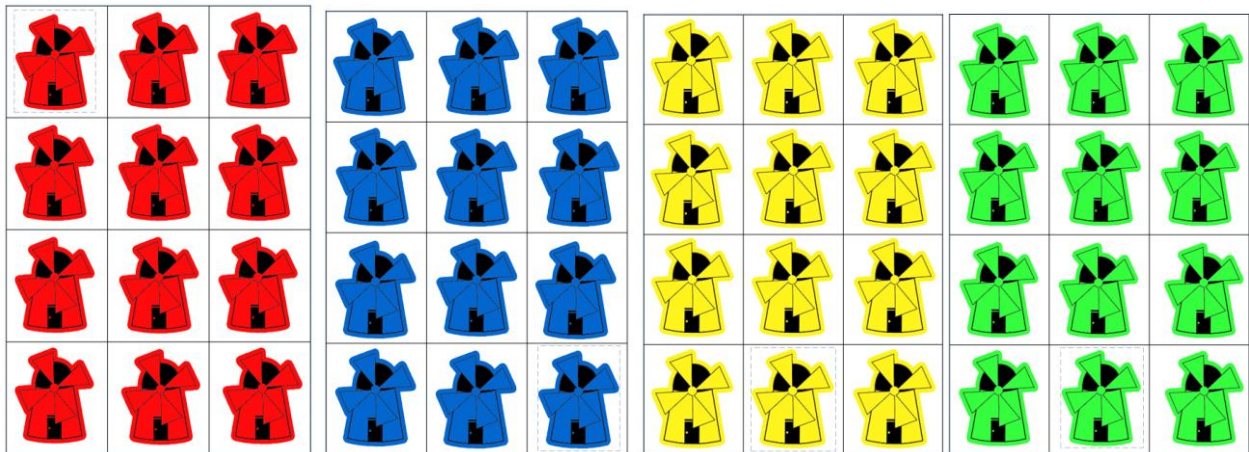
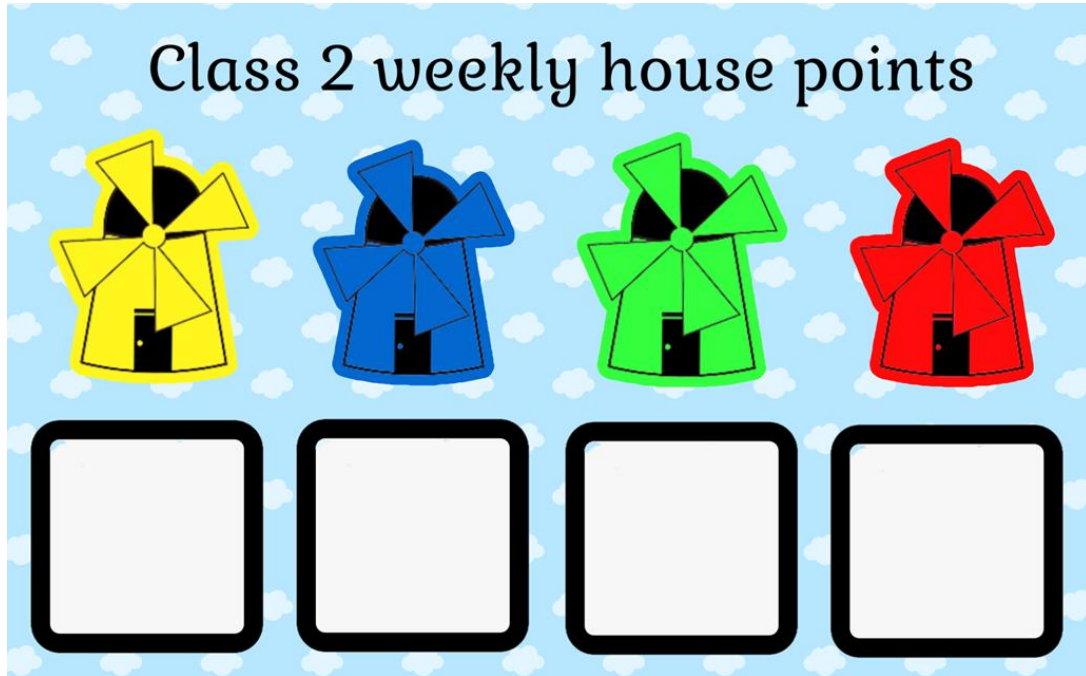


We look after property



APPENDIX 2

WINDMILL HOUSE POINTS



Appendix 3

Rainbow, sun, cloud, rain behaviour reward chart



OUR BEHAVIOURS

Our Behaviours

We play
gently.



We look
after things



We are
kind



We walk



We listen



We ask
before we
take.



We tell
the truth.



We are
respectful.



We finish
our work



We behave
well.



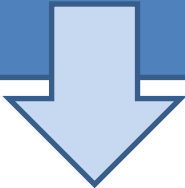
Managing Behaviour Incidents Flowchart

Low Level Behaviours

Dealt with by class teacher, teaching assistant and lunch supervisors.

WARNING

If a child is breaking a school rule, **staff should give them a 'look' then a verbal warning** that their behaviour is unacceptable and that they should stop. The behaviour is named and identified on the behaviour chart.



CHOICE or CONSEQUENCE

If the behaviour is repeated, then the child moves their name onto the white cloud then has two choices - to either behave and return to the sun or continue the behaviour and move to the rain cloud and accept the consequences.



CONSEQUENCE

- **Temporary withdrawal of a favourite activity** e.g. walking with an adult at play/lunch time.
 - **Temporary withdrawal of responsibilities** e.g. being a library monitor
 - **A "cooling off time" / "thinking time"** away from other children, in which to work (no more than 5 minutes).
 - **"Time Out"** in own classroom. The child will be under supervision but will be given no attention.
 - **"Time Out"** in golden time in KS1. White cloud = 5 minutes, rain cloud = 10 mins
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ACTION

- Record (rain cloud) behaviour incidents on CPOMS.
- Lunchtime supervisors to record incidents in diaries to pass on to classroom teacher. Class teachers to upload to CPOMS.

HIGH LEVEL BEHAVIOURS

High Level Behaviours

**Deliberately
hurting**



Bullying



Managing Behaviour Incidents Flowchart

High Level Behaviours

In the case of high level behaviours that warrant immediate action:

- Name moved on to rain cloud.
- Child spoken to by the adult and behaviour named.

CONSEQUENCES:

- Walk with an adult (whole playtime/lunchtime).
- Internal exclusion to another classroom/year group.
- Headteacher/Deputy Headteacher involvement.
- Loss of golden time (10 minutes plus).
- Parents contacted
- Lunchtime/Playtime ban.

HT and SENDCO ACTIONS

- Referral to external services.
- Risk assessment completed.
- Behaviour support plan completed and shared with parents.

STAFF ACTION

- Record onto CPOMS

FIXED TERM or PERMANENT EXCLUSIONS

As a last resort, when all previous stages have failed, the Headteacher will follow procedures in issuing a fixed term exclusions. The Trust Board would be involved if the need arose for a permamnent exclusion.

BULLYING (See also separate Policy and guidelines)

DEFINITION OF BULLYING

Bullying is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. Bullying is about power. Victims feel powerless to stop it. Others, such as parents for instance, may feel powerless to know how to help.

Bullying and harassment can take many forms but may be:

1. Physical: e.g. hitting, kicking, taking or hiding belongings.
2. Verbal: e.g. name calling, teasing, insulting, racist remarks, writing unkind notes or negative comments on social networking sites.
3. Emotional: e.g. spreading rumours, excluding from groups, tormenting, staring.
4. A combination of the above: e.g. extortion (forcing someone to give up money or belongings) or intimidation (making someone frightened because of threats).

Any of these may also have contexts which discriminate in relation to age, race, gender, disability, special educational need, faith, religion, socio-economic background, sexual orientation or trans-gender (these will be referred to as 'protected characteristics' in this policy)

SOME STRATEGIES TO HELP CHILDREN DEAL WITH BULLYING

- Say NO if someone is trying to get you to do something you know you should not do.
- Try to stay with your friends and not be by yourself.
- Try not to show that you are upset
- Don't fight back
- Tell the person who is being unkind that you don't like what they are doing to you.
- Walk away quickly if someone is trying to hurt you and tell an adult.
- Keep telling someone that you are unhappy or worried.
- Remember it is the bully who is wrong, not you!

Appendix 9



School Academy

Fulwell Infant School Academy

"will enable children to reach their full potential"

Behaviour Support Plan



School Academy

Fulwell Infant School Academy

"will enable children to reach their full potential"

Name: D.O.B: Year group:	Date:
Possible behaviours? - - - -	
Trigger or situation that may provoke difficult behaviour?	Body language?



School Academy

Fulwell Infant School Academy

"will enable children to reach their full potential"

Behaviour Support Plan



School Academy

Fulwell Infant School Academy

"will enable children to reach their full potential"

Strategies?

Follow up

- Incidents will be logged the same day
- School will inform parents/ carer at hand over, telephone call or letter

Review behaviour plan and revise as necessary. Share with staff and parents.

**Signed -
Name and Role -**

**Parent signature -
Date -**

Help Script

I can see something has happened...
I am here to help ...
You talk and I listen...
Come with me and we can talk about it...

Help Script

(Child with SEND or SaL difficulties)

It's ok...



Help



POSITIVE HANDLING PLAN

Student's Name:
Staffing ratio:

Date of Birth:
Year Group:

Positives *(Please list what the student is good at and what they like)*

Challenging Behaviours, level of risk and Triggers *(Please list risk behaviours and common situations that have led to problems in the past)*

Behaviour	Level of risk			Triggers
	L	M	H	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	

Level of Risk Presented *(Please tick box according to MAPA Matrix)*

Low Risk	☐	Medium Risk	☐	High Risk	☐
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Modifications to the Environment, Communication and/or Routines

(What can staff do to prevent problems from arising)

Preferred De-escalation Strategies *(What tends to calm things down)*

Verbal advice & support ☐	Distraction ☐	Reassurance ☐
Planned ignoring ☐	Contingent touch ☐	Calm support ☐
Calm body language ☐	Offered withdrawal ☐	Humour ☐
Time Out ☐	Flexible negation ☐	Involve new person ☐
Choices offered ☐	Limits setting ☐	

LUNCHTIME ARRANGEMENTS

The midday break is from 12.00 until 1.00pm and during that time a team of Supervisory Assistants, led by a Senior Supervisory Assistant, care for the children. The children are expected to respect these members of staff and respond to them in the same manner as to other members of staff in school. The midday staff provide an essential and valuable service to the children and they will use the same whole-school system of rewarding good behaviour and of issuing sanctions.

The children are expected to:

- Go to the toilet and wash their hands
- Use their cutlery properly and have good table manners
- Try to eat up what is on their plates
- Walk quietly and sensibly through school
- Listen carefully and try hard to do what they are asked
- Keep their hands and feet to themselves

In extreme cases, where a child has not responded to warning and sanctions, the parents will be required to take their child home for lunch, initially for a period of three days, after which the child will be allowed to stay for lunch again for a trial period.

In addition to the Lunchtime Supervisory Assistants, the headteacher or deputy headteacher are normally on the premises, as are a number of the teaching and non-teaching staff.

A cafeteria style system is in operation in the dining hall and the children manage very well with their trays of food once they have made their selection. A balanced, healthy meal is provided and it is part of the supervisory assistants' role to encourage the children to eat their meals.

As numbers are large, we need to have two sittings for lunch but reception children are always on first sitting. All children have a period of outdoor play, unless the weather is poor. Reception children also have a short session of stories/rhymes with their Supervisory Assistant during part of the lunch break.

The midday staff are encouraged to play games with the children. At 1.00pm, the bell rings. The children stand still and show team stop. On the second ringing of the bell, they walk to their class lines. They are escorted into school by their class teachers and the lunchtime supervisory assistants. Any lunchtime incidents can be shared with the teachers and dealt with appropriately via lunchtime notebook diaries. Class teachers are then responsible for uploading incidents to CPOMS.

**FULWELL INFANT SCHOOL ACADEMY
HOME-SCHOOL AGREEMENT**

SCHOOL WILL:

- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum, meeting children's individual needs.
- Provide a safe and happy environment where all children are valued, respected and listened to.
- Achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility encouraging them to follow the golden rules:

Be kind and gentle,
Think about what we say,
Listen,
Be honest,
Work hard,
Look after things,
Show respect,

- Teach your child about our school values friendship, teamwork, perseverance, honesty, respect and responsibility.
- Promote high standards and high expectations of effort and attainment to ensure your child achieves their potential.
- Keep you informed about your child's progress and behaviour, as well as their termly curriculum.
- Deal with parental concerns promptly and inform them of how they have been resolved.
- Allow children safe and secure use of the Internet through a combination of site filtering and supervision.
- Promote good attendance and punctuality.
- Keep parents well informed about school life and special events through regular communication and via the school website.

FAMILIES WILL:

- Encourage the children to keep the school rules
- Make sure that their child arrives in school on time each day
- Keep the school informed of any concerns or problems that might affect their child's work or behaviour
- Listen to their child read each night and support them generally in any opportunities for home learning
- Attend open evenings
- Keep to agreed procedures about leave of absence and take family holidays during designated school closures
- Protect the safety of all children by keeping Ebdon Lane as a traffic free zone and not bringing cars into the school grounds
- In their use of social media/Facebook/twitter, refrain from naming the school, staff or children or discussing school issues.

TOGETHER WE WILL:

Do everything in our power to help each child reach their full potential in all aspects of their early development whilst enjoying school life

Signed

Wendy Angus

Headteacher

Parent/Carer

Child's Name