



**Newton British Academy
Barwa City**

Primary School Behaviour and Discipline Policy

Policy Date: June 2024 – June 2027

Review: June 2025

'An international community of learners striving for excellence and celebrating success'

Aims:

- To ensure that every member of the school community feels valued and respected
- To foster an environment that places emotional wellbeing and mental health at the centre of everything that we do.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure
- To promote our Values, Virtues, Attitudes and Attributes
- To foster resilience in our students to enable them to develop 21st Century skills - collaboration, communication, critical thinking and creativity
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others
- To celebrate good behaviour and provide encouragement and stimulation to all students
- To treat all students fairly and apply this policy in a consistent way
- To ensure that students are aware of the school rules and consequences for failure to adhere to these rules
- To ensure each class has their own set of classroom rules, that is enforced by the teachers and followed by the students

Implementation through a positive approach:

An effective behaviour management policy is one that seeks to lead students towards high self-esteem and self-discipline. Consequently, good behaviour arises from good relationships and from setting expectations of good behaviour.

It is important that students are familiar with the school values, the classroom rules and school rules. In this context, students will be rewarded for good behaviour (*see Primary Student Reward Policy*).

We will use a positive system of rewards, which will include:

- Verbal praise
- Positive comments in exercise books and positive feedback on class and homework
- Use of special award certificates within class
- Special message/awards in class or in assembly
- Achievement certificates in weekly/monthly assemblies for academic achievement, effort, teamwork and duty around the school
- Award of certificates at the annual End of Year Prize Giving Ceremony
- Participation certificates for participating in ECAs and whole school events
- Demonstration of good work in class, corridors and in the school reception area
- Special mention in the termly Primary School newsletters and/or in the Primary School Newspaper: Newton News
- Stamps or signatures from staff in students' personal Values Passports
- House Points awarded and celebrated at weekly assemblies
- Positive messages sent home
- Awarding of badges for: Year 6 Prefects, Ambassadors, Head Boy and Head Girl, School Council, Eco Council, House Captains, and Wellbeing Champions.
- Medals and trophies awarded for sporting achievements and winning teams on Sports days
- Informal referral to Principal, Deputy Principal, Head of Primary, Deputy Head of Primary and Key Stage Coordinator
- Positive Postcard presented to student

Refer to the **Primary Reward Policy** for further details.

Our ultimate aim is to reinforce good behaviour at every opportunity and to help our students feel good about themselves.

The Role of the Teachers:

Teachers have an important responsibility to model high standards of behaviour, both in their dealings with students and with each other, as their example has an important influence. Further responsibilities are outlined in NBA's **Child Protection and Safeguarding Policy**

It is the responsibility of all staff to ensure that the school rules are enforced throughout the school both in and out of class.

All staff have high expectations of the students with regard to behaviour, and they strive to ensure that all students achieve to the best of their ability.

All staff enforce behaviour expectations consistently, treating each student fairly, with respect and understanding.

- To promote, through example, our Values, Virtues, Attitudes and Attributes
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding the needs of others
- Show appreciation of the efforts and contribution of all
- To log behaviour incidents using SIMS
- To complete and share incident reports in a timely manner
- To log detailed information on the Primary Safeguarding Google Form when any pastoral or safeguarding concerns arise, in a timely manner
- To communicate with their Key Stage Coordinator, Deputy Key Stage Coordinator and SMT to ensure behaviour issues are dealt with promptly and consistently
- Ensure students are supervised at all times and follow supervision procedures as set out by the Senior Management Team and Key Stage Coordinator
- To use the Primary Reward Policy consistently to encourage positive behaviour
- To celebrate success with class and Year Group displays

All teachers are responsible for reporting incidents in and around school. If in doubt they can refer to the Key Stage Coordinator, Deputy Key Stage Coordinator Head of Primary and Deputy Head of Primary. No student will be withdrawn from the curriculum as a form of punishment unless they are a danger to themselves and/or others.

The Role of Parents

Parents have a vital role to play in their children's education. It is important that they support their children's learning and cooperate with the school. We are conscious of the importance of having strong links with parents and good communication between home and school. We will inform parents if we have any concerns about their child's welfare or behaviour and we would appreciate it, if parents have concerns, that they make these known to the Class Teacher, Key Stage Coordinator, Deputy Head of Primary and finally the Head of Primary.

We expect parents, carers and visitors to adhere to the **Code of Conduct for Parents and Carers** and

NBA Parent Charter as set out in the Primary School Parent Handbook. If the school must sanction a student, it is essential that the parents should support the actions of the school.

If parents have any concerns about the way in which their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should contact the Key Stage Coordinator and finally a member of the Senior Management Team.

The following are some examples where parents will be required to attend a formal meeting to discuss the school's concerns and information on sanctions to be shared:

Persistent bullying of a student (see **Primary Anti-Bullying Policy**)

- Physical attack on a student or member of staff
- Verbal abuse /disrespect of a student or member of staff
- Cyber bullying and inappropriate behaviour on social media
- Persistent disruptive behaviour in class
- Persistent infringements of minor school rules
- Persistent unkind remarks outside of school
- Making culturally inappropriate comments
- Significant damage to school, staff or student's property, either in or outside school
- Stealing from school, staff or students, in or outside school during school hours and school trips
- There may be rare situations (uncontrollable behaviour) in which the normal procedures will be set aside, and a student is sent home immediately

The Role of the Students:

- To work to the best of their abilities and to allow others to do the same
- To value and demonstrate our Values and Virtues at all times
- To cooperate with other students and adults in all aspects of school life
- To help formulate and comply with the classroom rules
- To comply with school rules
- To share in celebrating the achievements of all members of the school
- To wear the correct uniform with pride

School Rules

- The school rules and regulations are designed to clearly state the boundaries of acceptable conduct at school. School rules are intended to teach students to uphold expected standards of behaviour. Students are to observe the school rules and regulations at all times.

Attendance and Punctuality (See Attendance Policy)

- The aspiration for student attendance is 96%
- Attendance is compulsory. Students who are absent without valid reasons will be regarded as having committed truancy
- Absence from school must be accompanied by a medical certificate and/ or where appropriate, a letter of explanation from parents
- Special leave must be requested by parents in a timely manner and must be approved by the Head of Primary
- All students must be punctual for school, lessons, assembly, ECAs and any school-organised activities

Conduct during Assembly:

- Students should proceed to and from the assembly in a quiet and orderly manner
- Students should pay close attention to announcements and not talk during the assembly

Conduct in the Classroom:

- Students are expected to be attentive, cooperative and diligent in class
- Students are to adhere to the classroom rules as set out by their class and Class Teacher – class rules will be reviewed termly
- Students are to complete all work assigned and return work on time
- Students must keep the classroom neat, presentable and clean at all times
- No student should remain in the classroom or return to the classroom during break and before and after school hours, unless accompanied by a teacher
- Students are to ask for permission to leave the classroom e.g. going to the nurse or the toilet.
- Students are to take a 'pass' with them. These will be provided by the Class Teacher
- Students are to raise their hands to answer, ask a question or contribute to the lesson. There should be no shouting out during lesson
- Students are expected to be responsible, respectful and well-mannered at all times in their classrooms

Conduct in the Canteen:

- Students are not allowed to run or play in the canteen
- All food must be consumed in the canteen only
- Students should help to clear the table after use

Conduct on the Playground:

- Students are expected to be responsible, respectful and well-mannered at all times during break times
- Students are to play sensible games that everyone can enjoy
- Respect other people, their belongings, school equipment and the grounds
- Always walk when moving into, out of and around school
- Students are expected share school equipment
- Once the first whistle has gone for the end of break, students must stop immediately. After the second whistle students must walk to line up
- Students are not to retaliate if they have been hit
- Students must immediately report physical and verbal abuse to the teacher on duty

Uniform (See Uniform Policy)

- Parents are to adhere to the responsibilities of their child wearing the correct school uniform as set out in the Student Uniform Policy and in line with MoE guidance
- Failure to adhere to the above-mentioned policy will result in consequences as set out in the policy
- Students not dressed in their correct uniform will not be allowed to participate on school outings/trips
- Students in the Primary School are not permitted to sell products (homemade or bought) at school
- Students in the Primary School are not permitted to carry mobile phones. Year 5 and 6 students will hand their phones to the class teacher at the start of the day and will receive them back at the end of the school day. Smart watches are also not permitted

Failure to adhere to the School Rules as stated above will result in consequences as described in Appendix 1 or the following:

Permanent Exclusion (Excluded from the school with immediate effect)

The school reserves the right to permanently exclude a student/ students during the school year, if there is an extreme incident or behaviour/ behaviours that are critical/ extreme. The school must safeguard our school community and hence cannot tolerate extreme behaviours that compromise the school community.

Reasons for Permanent Exclusion are listed below:

- Possession of a banned substance
- Possession of a weapon
- Act of violence/ acts of violence against students
- Act of violence/ acts of violence against staff
- Act of violence/ acts of violence against the school community
- Racism
- Bullying
- Sexism
- Swearing
- Making culturally inappropriate comments
- Dangerous behaviour that puts the school community at risk
- Bringing the school into disrepute
- Destruction of school property/ vandalism (parents will be expected to pay for any damage created)

Block Letters/Termination of student:

Block Letters will be sent to the parents of a student whose behaviour is of a severe and concerning nature. The SLT will meet to discuss the issuing of any Block List Letter and they will only be issued in extreme circumstances.

A Block List Letter will be issued after a serious/ critical incident (i.e. Possession of a banned substance; Possession of a weapon; Act of violence/ acts of violence against students; Act of violence/ acts of violence against staff; Act of violence/ acts of violence against the school community; Racism; Sexism; Bullying; Swearing; Making culturally inappropriate comments; Dangerous behaviour that puts the school community at risk; Bringing the school into disrepute; Destruction of school property/ vandalism (parents will be expected to pay for any damage created)).

Three letters will be issued in succession to the parents of a student whose behaviour is extreme and where there is no progress and that there is no improvement in their behaviour/ behaviours. The first two Block List Letters warn parents that their child will be blocked for the next academic year. The third letter issued means that a student is automatically blocked for the next academic year. The school will help and support our student community but ultimately students are responsible for their actions. It is vital that parents work with the school to support their child; failing to do so will be to the detriment of the child. The school must safeguard our school community and hence cannot tolerate extreme behaviours hence the necessity for this process.

Parent Code of Conduct-See policy

The school will block students from returning to the school in the following academic year, if parents act in an extreme manner.

Extreme behaviours are not exclusive to this list but may include the following:

- Acting in an aggressive manner towards a member of the school community
- Making threats towards pupils, parents and staff
- Possession of a banned substance

- Possession of a weapon
- Act of violence/ acts of violence against students
- Act of violence/ acts of violence against staff
- Act of violence/ acts of violence against any member of the school community
- Racism
- Sexism
- Bullying
- Swearing
- Making culturally inappropriate comments
- Dangerous behaviour that puts the school community at risk
- Bringing the school into disrepute
- Equally parents who refuse to pay school fees will have their child/ children blocked for the next academic year
- Destruction of school property/ vandalism (parents will be expected to pay for any damage created)
- If any parent follows a school trip, attempts to engage with students, behave in a manner that creates a health and safety concern/harm, or interferes in any way with a school trip this will mean that the school will ban their child/ children from attending any future school trips. As a school it is vital that our staff can safely run a school trip without impediment, confrontation or interference as ultimately such behaviours compromise the health and safety of the students and staff. Parents who act in such a manner will have their child/ childrens place terminated at the school for the following academic year.

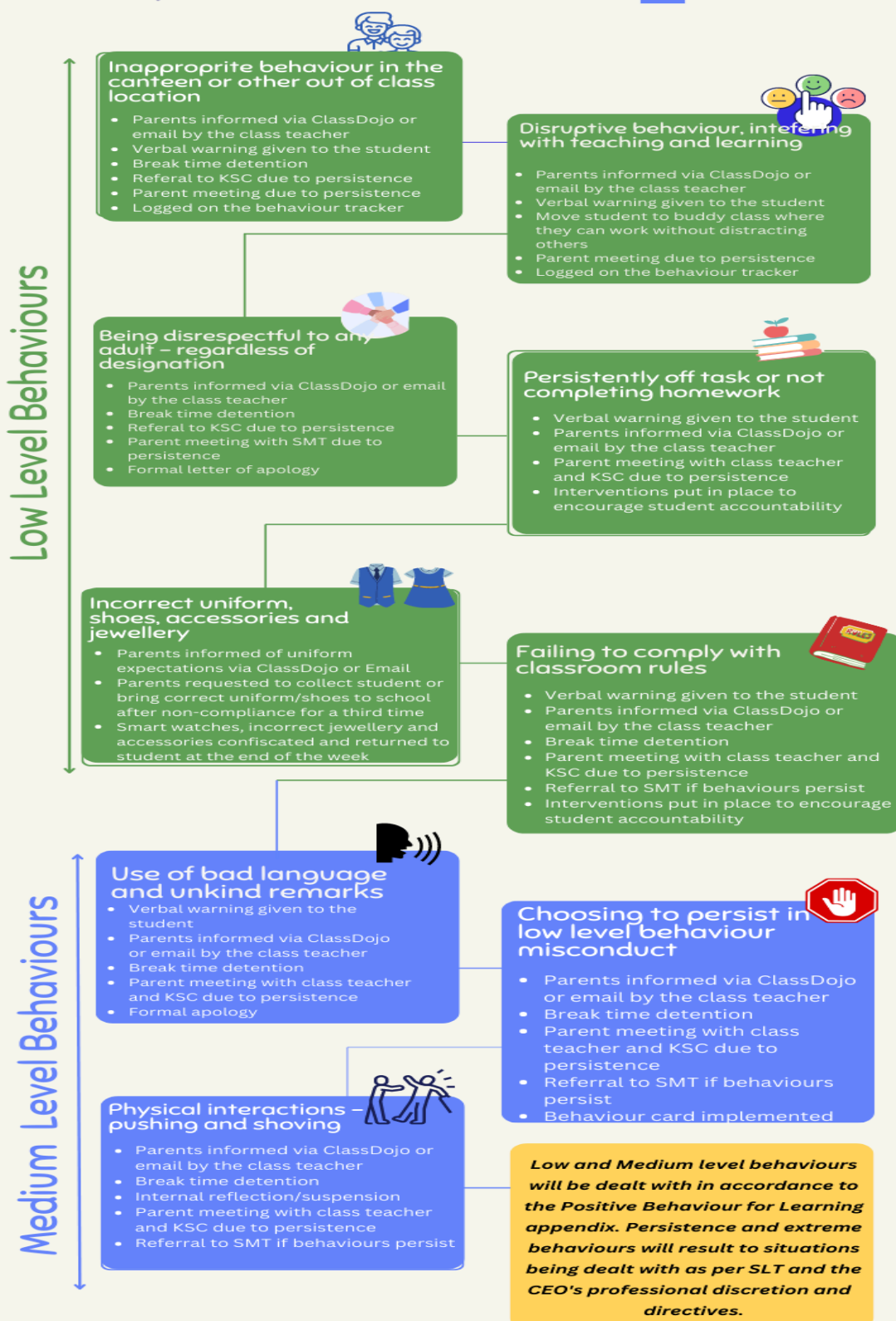
Behaviour incidents of all levels (low, medium, high and critical) will be logged on SIMS. A report will be run on SIMS by the Deputy Head of Primary (Pastoral), and will be reviewed weekly by the Deputy Key Stage Coordinators, Key Stage Coordinator to follow up incidents and to produce a weekly report. All major incidents will be carefully investigated, statements will be taken from students and staff, CCTV will be referred to and a proportionate and reasonable decision will be made based upon the evidence at hand. Witness statements will also be taken.

Associated Policies and Documents

- Communication Policy
- Class Dojo Policy
- Safeguarding Policy
- Child Protection Policy
- Uniform Policy
- Use of Reasonable Force Policy
- Positive Behaviour for Learning

Positive Behaviour for Learning at NBA

Low and medium level conduct, consequences and sanctions



Positive Behaviour for Learning at NBA

High and Critical level conduct, consequences and sanctions



High Level

Critical Level

High Level Behaviours

Critical Level Behaviours

Inappropriate use of mobile phones and any other devices

- Parents informed via ClassDojo or email by the class teacher
- Verbal warning given to the student
- Break time detention
- Referral to KSC due to persistence
- Parent meeting due to persistence
- Logged on the behaviour tracker

Stealing property belonging to school or other students

- Parents informed via ClassDojo or email by the class teacher
- Verbal warning given to the student
- Move student to buddy class where they can work without distracting others
- Parent meeting due to persistence
- Logged on the behaviour tracker

Vandalising or breaking school property

- Parents informed via ClassDojo or email by the class teacher
- Break time detention
- Parent meeting with SMT and KSC
- Formal letter of apology
- Repayment of damages

Bullying – Cyber, Emotional, Physical and Social

- Verbal warning given to the student
- Parents informed via ClassDojo or email by the class teacher
- Parent meeting with class teacher and KSC due to persistence
- Interventions put in place to encourage student accountability
- Internal reflection for one day

Intentional verbal abuse or physical violence towards a student of staff member

- Parent meeting with KSC and SMT
- Referral to SLT if behaviours persist
- Internal reflection for one day
- Behaviour Card
- Formal apology

Persistent refusal to comply with school rules and expectations by continual display of ongoing misconduct

- Parent meeting with KSC and SMT due to persistence
- Referral to SLT if behaviours persist
- Interventions put in place to encourage student accountability
- Behaviour Card
- Block letter

Displaying anti-social behaviour e.g. intimidating others, aggression and or dangerous outburst

- Parent formally summoned for meeting with KSC, CT and SMT
- Behaviour card
- Parent meeting with class teacher and KSC due to persistence
- One day suspension
- Internal reflection

Leaving school setting or classroom without permission

- Parents informed via ClassDojo or email by the class teacher
- Block letter
- Internal reflection
- Parent meeting with
- Referral to SMT if behaviours persist

Deliberately setting off the fire alarm

- Parents informed via ClassDojo or email by the class teacher
- Block letter
- Internal reflection/suspension
- Parent meeting with KSC and SMT

High and Critical level behaviours will be dealt with in accordance to the Positive Behaviour for Learning appendix. Persistence and extreme behaviours will result to Permanent Exclusion (Excluded from the school with immediate effect) - Please refer to the NBA Behaviour Policy.

Appendix 2: Behaviour Card Procedure

Students are placed on a digital Behaviour Card to help them monitor their own behaviour. Targets and rewards are determined with parents, class teachers and students. The Class Teacher is to meet with the parents to discuss concerns and outline goals of the Behaviour Card. Students on a Behaviour Card will not be allowed to go on any school or class trips. The student is to be placed with another class on the day of the trip. It is the Class Teacher's responsibility to set work for the student. Behaviour Cards are to be commented on and acknowledged by the parents daily on a live electronic document. If the Behaviour Card is not acknowledged by the parents for more than two days, the parents will be contacted. Each Deputy Key Stage Coordinator and Key Stage Coordinator will have access to a list of students placed on Behaviour Cards.

Key Stage One

The Class Teacher meets with the parents and the student is placed on the Behaviour Card. After the allocated time, the Class Teacher is to meet with the parents. If progress has been made, the student can be taken off the Behaviour Card. If further improvements are required, the student will stay on the Behaviour Card for a maximum of 2 weeks. If there are still no improvements, the Key Stage Coordinator and relevant member of SMT will meet with the parents to discuss the next steps.

Key Stage Two

The Class Teacher meets with the parents and the students is placed on either a:

Green Behaviour Card – 1 or 2 weeks (First Behaviour Card – signed daily by the Class Teacher & Parent)

Amber Behaviour Card – 2 weeks (Second Behaviour Card – signed daily by the Key Stage Coordinator)

Red Behaviour Card – 2 weeks (Third Behaviour Card – signed daily by the relevant SMT member)

After the allocated time, the Class Teacher is to meet with the parents. If progress has been made, the student will be taken off the Behaviour Card. If further improvements are required, the student will stay on the Behaviour Card for a maximum of 2 weeks. If there are still no improvements, the Key Stage Coordinator and relevant member of SMT will meet with the parent to discuss the next steps.

Key Stage Two Specialist Behaviour Card

Should students in Key Stage Two require support to manage their behaviour in only specialist subjects, they will go on a Key Stage Two Specialist Behaviour Card. The Class Teacher and relevant Specialist Teacher/s are to meet with the parents and set the targets and rewards. After two weeks a meeting is to be held with the parents to determine progress. A Key Stage Two Specialist Behaviour Card will be used for a maximum of three weeks and must be signed daily by the specialist teacher, parent and Deputy/Key Stage Coordinator.

Appendix 3: Internal and External Suspension Procedures

Internal Suspension

The Deputy Head of Primary (Pastoral) will be responsible for keeping records of students placed in the Reflection Room/Internal suspension, the cover timetable and informing teachers of their cover, one day in advance. If a student is to be removed from class, the following procedure must be followed prior to the student being placed in the Reflection Room:

- Member of SMT to be informed
- Parents to be informed either by an in person meeting followed by an email
- Parent meeting will be held before the Reflection (minutes of the meeting will be kept)
- Detailed incident reports with witness statements must be completed detailing the incident
- Incident reports and witness statements must be saved in the relevant folder
- Incident and reflection to be documented in Pastoral Notes and SIMS
- All documentation to be shared with the Head of Primary to approve the internal/external suspension
- An email is sent out to ensure all teachers and SLT are aware of the Reflection Room cover timetable and informing Specialist Teachers

The day of the internal suspension:

- Sufficient work must be set for the student by the Class Teacher
- Students will be assigned to an appropriate area as designated by SMT with full supervision
- No contact is to be made with other students
- Students to take their snack and water with them to the Reflection Room at the start of the day
- Students will be given toilet breaks before each break
- Students will **not be allowed** to go out for break and will eat their lunch/snack in the Reflection Room
- A member of SMT will fetch the student at the start of the day and take them back to class at the end of the day

Students who have been internally suspended on two occasions will receive a warning letter. The warning letter will be issued by a member of SMT indicating that the next critical level incident will result in a referral with the Group CEO for further sanctions.

In the event that an internal suspension has been issued, the student will not be permitted to attend any upcoming school trips. This is to ensure the safety and well-being of all students, and will allow students the opportunity to reflect on their behaviour.

External Suspension

External suspensions will be issued by the Group CEO after referral by SLT.

- Parents to be contacted for a meeting where the letter of suspension will be issued
- Parents will be issued with a follow up letter when the student returns to school
- A record of external suspensions will be kept by the Deputy Head of Primary (Pastoral)
- The Class Teacher is responsible for sending work home for the student to complete during the suspension

In the event that an external suspension has been issued, the student will not be permitted to attend any upcoming school trips. This is to ensure the safety and well-being of all students, and will allow students the opportunity to reflect on their behaviour.

Permanent Exclusion

The school reserves the right to permanently exclude a student/ students during the school year if there is an extreme incident or behaviour/ behaviours that are critical/ extreme. The school must safeguard our school community and hence cannot tolerate extreme behaviours that compromise the school community.

Appendix 4: Teacher-Buddy System and Break Detention

If a student is displaying problematic behaviour, they can be sent to another class (in the same year group). This 'time-out' will allow the student to reflect on their behaviour whilst allowing the Class Teacher to continue with their lesson undisturbed.

- Teachers in each year group are to buddy-up and organise a procedure whereby a student can be moved to another class with the least amount of disruption
- A 'time-out' area is to be designated with a table and chair (away from other students)
- Students must have sufficient work with them to enable independent engagement
- Class Teacher to inform Key Stage Coordinator and record the incident on SIMS and Pastoral Notes
- Class Dojo message to be sent home that day informing parents
- Maximum time out of the classroom – 10 minutes

Break Detention

Students can be placed in break detention for low and medium level incidents. Permission from parents is not required to action this sanction. Parents will be informed the day after the detention has been given. Students placed in break detention will not be allowed to have break and will be retained in an appropriate area where they will be supervised.

- Break detention will take place during first break at 8:55am, lasting for 15 minutes
- A break detention rota will be developed and managed by the Key Stage Coordinators
- SMT will be responsible for setting up a supervision timetable and keep record of students placed in detention
- After 5 break detentions parents will be asked to attend a meeting with the Class Teacher and Key Stage Coordinator
- After 7 break detentions parents will be asked to attend a meeting with the Class Teacher and member of the Senior Management Team.

Appendix 5: Morning and Afternoon Procedures and Procedures for the Movement of Students between Classes and the Playground

Movement between classes – Key Stage 1 and Key Stage 2

- Teachers are expected to line students up outside the classroom and walk with them to specialist classrooms.
- Students are expected to line up in pairs and remain in their lines until they reach the classroom.
- Teachers must receive the students (ready to collect class) at the end of the lesson.
- Teachers are expected to be on time and move back to their respective classes in the same manner as mentioned above.

In the case of students swapping classes (Arabic and Islamic), teachers are to remain in the corridors until the Arabic department staff have arrived and until all students are seated in their designated classrooms.

Movement between the canteen and playground – Key Stage 1 and Key Stage 2

Upper Key Stage 2 (Year 5 and 6):

- Year 5 and Year 6 teachers are expected to line their classes up, in pairs, outside the classroom at 8:45am and 10:45am (before break). Students are to use the bathrooms before going to the canteen/playground.
- Once all the students have returned, classes are to move, in an orderly fashion, to the canteen/playground.
- During break times no students are permitted to be in the corridors.
- After break classes are expected to line up in line on the football pitch after the second whistle.
- Teachers are expected to receive students no later than 9:10am and 11:10am.
- All classes are expected to be led to their classroom/canteen by the Class Teacher.
- All classes should stay in line until they reach their classroom/canteen.

Lower Key Stage 2 (Year 3 and 4):

Students eat their snacks in the classroom. At 8:55am and 10:55am they line-up in pairs outside their classrooms and move, in an orderly manner, to their assigned play area.

After break, Year 3 and Year 4 are expected to line-up, either on the football pitch or on the side path. Teachers are expected to receive students no later than 9:10am and 11:10am. All classes to line-up individually and are to be led to class by the Class Teacher. All classes are to stay in line until they reach their classrooms.

Key Stage 1 (Year 1 and 2):

Students eat their snacks in the classroom. Students are expected to line-up outside their classrooms (in pairs) and move, in an orderly manner, to the main playground.

After break, Year 1 and 2 are expected to line up, in their classes, outside the Key Stage One side doors. Teachers receive students no later than 9:10am and 11:10am. All classes are expected to line-up individually and led to class by the Class Teacher. All classes stay in line until they reach their classrooms.

After Break Procedures

Any behavioural issues that require the Class Teacher's attention, are not to be dealt with in the corridors. The teacher/s involved are to document the incident in their Pastoral Notes and SIMS and deal with the issue in their first available non-contact lesson. No teacher-student confrontations are to take place in the corridors, during lessons.

If the teacher on duty encounters any incidents during break, they are to report the incident to the Class Teacher and if required, complete an incident report in their first available non-contact lesson.

If the incident involves physical violence, the Key Stage Coordinator and a member of SMT is to be informed and the issue is to be dealt with in accordance with NBA Behaviour and Discipline Policy.

Morning Procedures

School starts at 7am, students will be supervised from 6:45am. Both Key Stage 1 and 2 students will be allowed to wait in the amphitheatres until 6:45am. The Arabic Department will provide supervision. No students will be allowed to stay in the classroom unsupervised and will be sent to the amphitheatre if they arrive at school before 6:45am. Key Stage 1 students will line up in the Key Stage 1 amphitheatre and Key Stage 2 students will move to their classes at the start of registration.

Teachers are to:

- Receive students in class from 6:45am onwards
- A morning starter activity must be displayed to ensure the students are engaged and to establish good routines in class
- Take the register using SIMS by 7.10am
- Any students arriving after 7.10am will be marked late by the Class Teacher on SIMS
- Students arriving after 7.10am will enter the reception via gate 1, and will receive a Late Slip and the receptionist will mark them Late on SIMS
- Teachers are to investigate persistent lateness (two times per week) and inform SLT/SMT

After School Procedures

Key Stage 1:

- Older siblings in Years 4 to 12 can collect students from the canteens at 1:40pm.
- **Bus** – Students who take the bus home will be taken to the buses by a designated TA.
- **ECA days** – students are to be taken to their ECA location by the TAs. Students not collected by their parents at 2:25pm are to be taken, by the teacher responsible for the ECA, to the Year 6 area.

Key Stage 2:

- Older siblings can collect students from the canteens at 1:40pm.
- **Bus** – Students in Key Stage 2 will be collected by a member of staff and escorted to the school buses.
- Students in Upper Key Stage 2 (Year 5 and 6) who live in Barwa City are allowed to walk home (they will need a permission slip)
- **ECA days** – Students in Key Stage 2 are allowed to walk to their ECAs on their own. Students not collected by their parents at 2:25pm are to be taken, by the teacher responsible for the ECA, to the Year 6 area.

Sibling Pickup Rules

- At the start of each academic year, the names of students who participate in sibling pick up (collecting

younger siblings or being collected by older siblings) will be collected and shared with all teachers. Parents can seek permission for sibling pick up from their class teacher.

- Only Year 4, 5 and 6 students will be allowed to collect younger siblings
- Once collected by their older siblings, they **MUST** exit the building and go straight to the adult who is receiving the students. If the adult is late, they must wait inside the school gate for drivers or parents. Should students fail to adhere to these procedures, they will not be allowed to collect their younger siblings
- They must leave through the side entrances of the school
- They are NOT allowed to go through the reception area
- They are not to play in the playgrounds
- Once collected by the appropriate guardian, students must not be left unsupervised on school property. Parents are to collect their children and leave the premises as soon as possible

If students are not collected at specified time:

- Students will be brought to the canteens by 1:50pm if they have not yet been collected by parents or drivers.
- Staff supervision will be available up until 2:30pm here after students will be supervised by a member of the security team in reception.
- Parents will also be contacted should their children have to wait in reception after 2:25pm on multiple occasions. Communication will be in the form of messages home, letters, phone calls and meetings.

Appendix 6: Strategies for Dealing with Difficult Situations

When dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual student. Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- State expectations clearly
- Remind student of the consequences (use cautiously)
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the student away from the group for a short period.
- Always remember to give a thought driven professional response to a student's behaviour with a view to de-escalating the situation
- Consistency of approach from all adults
- Give the following messages to all students; "I want you to succeed in my class." "You are responsible for your own behaviour."