



**Truro and Penwith
Academy Trust**



Behaviour Policy

Review Summary

Approved By:	Trust Board
Approval Date:	September 2024
Next Review Date:	Bi-Annual

School Name: Alverton School

Dissemination: Website

Date policy approved by Trustees:

Date policy becomes effective: May 2024

Review date: (Bi-Annual)

Person responsible for Implementation and Monitoring: Headteacher

1. Policy Statement

It is the aim of all schools within Truro and Penwith Academy Trust (TPAT) that every pupil has the opportunity to enjoy their learning, experience belonging success, and realise their full potential. Our Behaviour Policy reflects these aims and recognise that the behaviour of children in our schools has a significant effect on the motivation, social development and attainment of all pupils.

TPAT schools are committed to our shared core purpose, which is at the heart of all we do. This core purpose is to improve the life chances for all children and young people in our schools. Our school's mission/ core values are aligned with that of the Trust:

“Together we learn.”

Alverton School will be a safe, happy and respectful environment providing a diverse, exciting and challenging experience to encourage progress towards every child and adult's potential.

This is intrinsically linked with our behaviour golden rule: Treat others as you would like to be treated.

All pupils are expected to work towards our school values both in lessons and around school.

These values are;

Treat others as you would like to be treated	Together we learn
Kindness	Perseverance
Respect	Responsibility
Honesty	Enthusiasm

This policy should be read in conjunction with existing school policies including (but not limited to) the following policies:

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Behaviour Handbook
- Exclusions and Suspensions
- Anti-Bullying Policy
- IT Acceptable Use

2. Aims

- To foster in our pupils a sense of belonging within our school and with our Trust values.
- To make the most of opportunities to reward and celebrate positive behaviour and contribution to our schools.
- To reinforce our school culture of respect: respect for others, respect for our environment and respect for the views and beliefs of others.
- To ensure that standards, rules, rewards and consequences are applied and used consistently and fairly.
- To clarify the roles and responsibilities of all parties with respect to behaviour.
- To encourage pupils to be self-disciplined and responsible, and to understand the consequences of their actions on themselves and others.

3. Introduction

Our Behaviour Policy applies in school, when children are travelling to and from school, when children are in uniform, and on any educational trips or visits. Our policy also applies to pupil's conduct out of school when witnessed by a member of staff or reported by a member of the public. Where appropriate, the school will work with external partners, including social care and the police in the implementation of our Behaviour Policy. In line with our school values and ethos, we are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe
- Valuing all people as individuals
- Promoting equality and celebrating diversity and difference
- Listening and communicating clearly
- Encouraging openness, personal responsibility for own actions, and honesty
- Rejecting all forms of violence and aggression
- Rejecting all forms of sexual violence, abuse and harassment
- Rejecting all forms of bullying
- Actively promoting co-operation, collaboration and fairness
- Protecting and nurturing self-esteem, self-confidence and dignity

4. Behaviour Standards

Our standards for behaviour form the foundations on which we build our respectful school community. We believe that pupils should adopt behaviour that supports their own learning and that of others. Poor behaviour and disruption to lessons prevent the learning of others, and may be intimidating, threatening and unsafe. Therefore, our standards are:

- That pupils arrive on time to school and lessons, ready to learn.
- That pupils consistently follow the school's Uniform Policy and cooperate with the support offered by the school so that they are in the correct uniform and follow the school's expectations for appearance.

- That pupils move around the school in a calm and orderly manner, following the school's circulation plan including 'one way systems' and other instructions where these are in operation.
- That, at all times, pupils act in a manner which is polite and respectful towards other members of the school community and school visitors.
- That pupils follow instructions given by adults in a positive and cooperative way, in lessons, at social times, before and after school and in all school activities.
- That pupils always act in a way which upholds the core British Values of mutual respect, individual liberty, tolerance of difference cultures and religions, the rule of law, and democracy.
- That pupils behave in a way which enables their peers and themselves to achieve their full potential: in terms of their academic progress and their personal and social development.
- That pupils engage positively in dialogue and restorative practices, supported by school staff, to resolve personal issues and any disruption to their relationships with others.
- That pupils always act in a way which keeps themselves and others safe.
- That pupils report concerns or conduct which breaches these actions to a trusted adult in the school.

Specifically, pupils must not:

- Bring banned substances into school (see Appendix 1).
- Act in any way which puts at risk the safety of themselves or others in the school.
 - Act in a way which disrupts their own learning, or the learning of others, or prevents a teacher or member of staff from carrying out their role.
- Discriminate against others on the grounds of protected characteristics: age, disability, sexual orientation, religion or belief, gender or gender re-assignment, race, religion or belief, pregnancy or maternity, marital status. Prejudiced behaviour and discrimination is unacceptable and not tolerated within our school.
- Threaten to, or act in any way which is physically aggressive or violent. All members of our school community are required to use non- violent resolution (dialogue and restorative practice) to resolve differences of opinion, relationships and conflict.
- Swear or use foul or abusive language, or language which is discriminatory or prejudiced.
- Act in any way which is illegal or which would constitute a criminal offence. In these circumstances, the school will work in partnership with Devon and Cornwall Police.

5. Behaviour Curriculum

Positive behaviour underpins our school ethos and values and is demonstrated by pupils through their readiness to learn, feeling safe, feeling that they belong and showing respect for others. We teach pupils about our behaviour standards so that they understand our standards, what is required and why, and what is unacceptable. Our Behaviour Curriculum includes:

Our behaviour curriculum is underpinned by our two Golden Rules: **“Treat others as you would like to be treated”** and **“Together we learn”** and is based upon modelling, instructing and reinforcing the expectations of a reasonable, civil and kind modern British society.

There are strong systems in place to support pupils with their behaviour. All staff model the behaviours they expect from the children, specifically teaching aspects of these if necessary. In addition to the support systems provided by teaching and non-teaching staff, we have a Pastoral Support team and a dedicated member of staff who provides nurture support for identified children. Some staff have received Thrive training. We liaise with agencies such as the Behavioural Support Team, CAMHS and the Family Support Team in order to provide additional support to those children who need it most. Additional support is provided consistently and fairly.

Routines are used to teach and reinforce the behaviours expected of all pupils; we recognise that repeated practices promote the values of the school, positive behavioural norms and certainty on the consequences of unacceptable behaviour. Our transition practices, whether starting school, moving on or moving between phases and classes are designed to ensure a smooth transition for all pupils, including induction into our behaviour systems, rules and routines. Additional arrangements are made for pupils who might need this.

When pupils join our school, we ensure that our standards, along with a summary of our behaviour policy are explained to them, and their parents. We include a summary of our behaviour standards in our Welcome Pack for families. Explaining our Behaviour Standards clearly to new students is an important part of our induction programme. Activities offered to pupils during our induction programme are selected to provide opportunities for them to understand our standards. Our Behaviour Policy is shared with parents annually, via email and is available on our website.

6. Students with Special Educational Needs

In order to meet our legal duties to avoid substantial disadvantage to a disabled child, to use our best endeavours to meet the needs of children with SEND, and in line with children’s needs as set out within their Education, Health and Care Plans, our Behaviour Policy is adapted, as appropriate. Adaptations to provision for children with SEND are led by our SENDCO. All staff are required to make appropriate adaptations to support positive behaviour in response to pupils’ special educational needs.

Examples of adaptations to provision which are intended to support children to be able to achieve our standards include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for extended periods of time
- Adjusting seating plans to enable a child with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.

The SENDCO will ensure staff understand students’ needs, as appropriate to the member of staff’s role within the school. The SENDCO will provide staff with relevant and appropriate information to be able to support pupils with SEND to engage successfully with the school’s expectations in a way which is aligned to their individual needs.

When considering a behaviour sanction for behaviour which does not meet the school’s standards, the school will take into account whether the child was able to understand the rule or instruction,

whether the school was able to behave differently at the time because of their SEND, whether or not the child's SEND would have had an impact on their behaviour. The school will consider whether any reasonable adjustments need to be made to the sanction or school response. At all times, the safety of the child, and others will take precedence.

Where a child does not have an identified need, the school will consider whether an underlying need may be present and a factor. The school will make an informed decision, based on staff observation the views of the child and parents, and advice from other professionals. The SENDCo will support staff involved in reaching an informed decision and will regularly review children's learning and behaviour records to determine whether there may be additional needs.

7. Recognising and Celebrating Positive Behaviour and Contribution.

Our school values celebrates the positive contribution, successes and achievements of all our pupils. Our approach to rewarding positive behaviour and contribution is detailed in Appendix 2 Our Reward framework

"Together we learn"	"Treat others as you would like to be treated"
Perseverance -	Kindness -
Responsibility -	Respect -
Enthusiasm -	Honesty -

8. Managing Behaviour which does not Meet the School's Standards

Our school has a fair and transparent procedure for managing behaviour which does meet our standards. Our procedure is followed consistently, supports our school ethos of inclusion and equity and is detailed in Appendix 3 Consequence Framework

Following a sanction or consequence, the school will consider how to help pupils to understand how to improve their behaviour to meet the school's standards. This may include, for example,

- A reintegration meeting following suspension
- Regular mentoring from an identified member of staff
- A behaviour support plan
- Specific intervention to address an identified need

9. Suspensions and Permanent Exclusions

In line with the TPAT Exclusion Policy, the Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Behaviour Policy where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

10. Safeguarding

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the

case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

11. Roles and responsibilities

The Local Governing Board

The Local Governing Board is responsible for monitoring this Behaviour Policy, its effectiveness and holding the Headteacher to account for its implementation.

The Headteacher (or member of staff with delegated responsibility)

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff have the knowledge and skills to deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- Ensuring that all staff understand the school's behaviour standards and the importance of maintaining them.
- Providing new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Staff

Staff are responsible for:

- Modelling respect towards of all members of the school community
- Supporting and caring for pupils
- Modelling the school's values and standards in their own behaviour, leading by example
- Supporting the school's ethos and values and promoting these to pupils
- Having high expectations of all members of the school community
- Making appropriate and reasonable adaptations to the school's Behaviour policy in response to special educational needs, disabilities and mental health needs.
- Celebrating diversity and difference, working together to eradicate prejudice and discrimination.
- Engaging positively in restorative practice, supporting pupils to resolve differences of opinion and conflict in a non-violent way.
- Creating a calm and safe environment for children.
- Implementing the Behaviour Policy consistently.
- Recording achievements and behaviour incidents promptly and referring children for additional support as appropriate and needed.

Pupils

Pupils are responsible for learning to

- Be respectful of all members of the school community
- Support and care for peers
- Abide by the school's rules and standards
- Listen to, and respect, the views of others
- Take responsibility for own actions and behaviour
- Follow instructions given by members of staff
- Lead by example and model our school values in thoughts and actions
- Have high expectations of themselves, and each other

- Celebrate diversity and difference, and work together to eradicate prejudice and discrimination
- Engage positively in restorative practice to resolve differences of opinion and conflict in a non-violent way.

Parents

Parents are responsible for

- Modelling respect towards of all members of the school community
- Supporting the school's values and expectations
- Informing the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Supporting their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encouraging their child to achieve their full potential, and to abide by the school's rules
- Listening to both their child's, and the school's, perspectives in resolving behaviour concerns
- Working in partnership with the school to support their child to meet the school's behaviour standards, and to make a positive contribution to school life
- Engaging positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Supporting the school's ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination.

12. Uniform

Our school has clear standards for school uniform and appearance. The school expects parents and pupils to make every effort to rectify any issues with uniform in a timely manner.

13. Behaviour outside of school

Our standards of behaviour apply to a child's behaviour offsite when

- Taking part in any school organised or related activity e.g. a school trip or visit
- Travelling to or from the school including on a school bus
- Wearing school uniform
- In any other way identified as a child of the school

Trip leaders will ensure that parents and pupils understand the standards of behaviour expected during the trip, prior to the trip departing.

The school will apply our Behaviour Policy to any breaches to our behaviour standards that occur whilst pupils are out of school whether or not the above conditions apply, if the behaviour

- Could have repercussions for the orderly running of the school.
- Poses a threat to another child who attends the school.
- Could adversely affect the school's reputation.

Where poor behaviour occurs out of school, including when a pupil is travelling to or from the school, the school reserves the right to issue a consequence including a suspension or permanent exclusion (for serious breaches). The school considers behaviour which adversely affects the reputation of the school to be a serious breach of our behaviour standards.

14. Mobile devices

In line with DfE Guidance, mobile phones may be brought into school but must remain switched off at all times and be kept in the office. Only with the direct permission of a teacher may a pupil use their mobile phone in school e.g. to take a picture of their art work. This applies to all pupils of all ages, throughout the school day. Parents/carers are reminded that in the case of emergency, the school office remains the key route for messages to be shared with children. Phoning the Office will

ensure that pupils are reached quickly and can be given appropriate support. Parents are politely asked not to call children or send children multiple messages during the school day as this is unnecessary and may be disruptive to learning.

Pupils are not permitted to wear 'smart watches'.

Responsible and appropriate use of digital devices by all members of the school community is vital to provide a safe learning environment. This includes the use of social media. Please refer to the Acceptable Use Policy for more information.

15. Bullying

Our School considers all forms of bullying to be wholly unacceptable. We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

16. Zero-tolerance of sexual harassment and sexual violence

Our school will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, not matter how 'small' they may feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

17. Search and confiscation

Our School has the right to search pupils for 'prohibited items' including knives and weapons, alcohol, behaviour changing drugs/substances, stolen items, tobacco and cigarette papers (including e-cigarettes), lighters/matches, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence (e.g. aerosols) or cause personal injury or damage to property and any other item which has been banned by the school rules. (See Appendix 1 for Banned Substances) Where there is reasonable evidence to search pupil's lockers, bags, outer clothing or other possessions, two members of staff will be present. Unless there is an exceptional reason this will include a member of the Leadership Team and a member of staff of the same gender as the child. Where possession of an item by a child is illegal (items such as knives, drugs, suspected stolen items and pornography) the school will always work in partnership with the police. If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police. If a pupil fails to co-operate with a search, the pupil will be required to leave the school site. The school has not excluded the pupil and the pupil's absence will be treated as unauthorised. A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. All confiscated items will be disposed of by the school as appropriate.

For the purpose of clarity, our school staff do not conduct strip searches of students and do not have the power to do so. The DfE Guidance on Searching, screening and confiscation will always be adhered to.

18. Banned items

In the interests of the health and safety of members of the School community we publish a list of items which must not be brought into school (see Appendix 1). This list is not exhaustive and is intended as a guide. The Headteacher and staff authorised by the Headteacher are able, by law, to search pupils or their possessions where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Sanctions within our Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that the School deems to be inappropriate and/or dangerous. For the most serious incidents, including where the possession of the item(s) is/are illegal, our School reserves the right to permanently exclude students.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our pupils is excellent and instances of pupils bringing such items in to school are extremely rare. Repeat offences will result in increasing levels of sanction.

19. Malicious Allegations

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, the school will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer where appropriate) will consider whether the child who made the allegation is in need of help and will make appropriate referral to other agencies e.g. social care if this is the case.

20. Monitoring arrangements

The school will collect and monitor a range of information about the behaviour and conduct of pupils. Governors will receive a termly report on Behaviour.

The school will use the results of this data analysis to make sure it is meeting its duties under The Equalities Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle this.

DfE guidance:

- The Equality Act 2010 and schools (DfE May 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
- Education for children with health needs who cannot attend school (DfE January 2013)
<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>
- Keeping children safe in education (DfE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- [Suspension and permanent exclusion \(DfE May 2023\)](https://www.gov.uk/government/publications/school-exclusion)
<https://www.gov.uk/government/publications/school-exclusion>

- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/searching-screening-and-confiscation-in-schools)
- [Use of reasonable force and restrictive practices in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/use-of-reasonable-force-and-restrictive-practices-in-schools)
- [Mobile phones in schools - February 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/news/mobile-phones-in-schools-february-2024)

Appendices

- Appendix 1 – Banned Substances
- Appendix 2 – Rewards
- Appendix 3 – Consequences
- Appendix 4 – Helpful guidance

Appendix 1 Banned Substances

Our School places a high priority on ensuring that children are safe in school and we have high expectations for the conduct of all members of our school community. We take the safety of our pupils and staff very seriously and for that reason, pupils are not permitted to bring the following items to school:

- Aerosol cans
- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Fireworks including sparklers and poppers
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives), razor blades, catapults or any other weapon
- Alcohol
- Illegal drugs or 'legal highs' or any item associated with the use of illegal drugs
- Any other item that poses a risk to the safety of the school community

The school reserves the right to search students' lockers, bags and property. This will be done with consideration for the child and in the presence of 2 adults, one of whom is a member of the Pastoral Team or Leadership Team. We will always inform parents if a student is found in possession of any item on the above list and we will always confiscate the item immediately.

Prescription medicines, painkillers and other medicines must be handed in to Reception for safe keeping during the school day. Please note that the conduct of our students is excellent and instances of students bringing such items in to school are extremely rare. Should a student be found in possession of a banned item the school's Behaviour and Exclusion policies will be used to give an appropriate sanction linked to the severity of the incident. Repeat offences will result in increasing levels of sanction.

Possession of an illegal item will result in consideration of a Permanent Exclusion.

**Appendix 2
Rewards**

Reward Systems

Positive behaviour and effort will be rewarded by

Name of the reward	Why is the reward given?	When is the reward given?	Who gives the reward?
House points	Academic attainment or progress	During lessons or group work. During assessment and marking.	Any member of staff involved in children's academic learning.
Star of the week	Behaviours related to the school values e.g. kindness – for...	Certificate given to child during celebration assemblies.	Given out by Head teacher /SLT Chosen by class teachers.
Headteacher award	For consistently good behaviour around the school	Headteacher to choose as and when	Headteacher – award is posted home
Individual class rewards E.g. Stickers, star of day	Any of the above as decided by individual class teachers	Often at the end of the school day. May be during the school day, as decided by individual class teachers.	Class teachers
Golden gems	The beads are given to reflect our values	Any part of the day	All staff

Other rewards include:

- **Individual praise and encouragement**
- **Appropriate written comments on work**
- **Awarding of certificates, stickers, commendations and privileges**
- **Attendance certificates and rewards**
- **Public commendations for good behaviour and work in assemblies**
- **Positive communications with parents to share success**

House points

House points will be awarded for **academic achievement** and will be recorded on a class tally chart. This may be for **attainment** or **progress** made in any subject in the curriculum. This may be for a piece of work that demonstrates good attainment/ progress or a good verbal contribution in class.

The following is a breakdown of how house points may be awarded.

Number of house points	Achievements. (Effort)
5	Outstanding progress made over time An outstanding piece of work in school or at home
4	Very good progress made over time Very good quality of homework
3	Good progress made over time Very good piece of work or significant improvement in quality of work
2	Good piece of work or improvement in quality of work
1	Good verbal contribution in class

Every Friday house points are tallied up and a total is put onto the school website and weekly newsletter. The total number of house points for each house that week is shown in celebration assemblies, with a running total for each term.

Golden Gems

In each classroom there will be a jar which will be become filled with golden gems over time. Children are awarded golden gems for good behaviour which relates to each of the school values (please see table below). A child may only be awarded one golden gem at a time. Any pot that is full at the end of the half term children will receive a reward that the whole year group can enjoy together. Any adult in the school may award a golden gem to any child they come into contact with during any part of the school day. The table below shows example behaviours for being awarded golden gems.

Kindness	<ul style="list-style-type: none"> Being supportive Showing understanding and kindness towards other children Considering the needs of other children Sharing considerately Being a good friend Helping other children with their learning Having a thoughtful approach to school life Being thoughtful and respectful about our school environment
Honesty	<ul style="list-style-type: none"> Being honest and trustworthy
Responsibility	<ul style="list-style-type: none"> Helping other children to behave Making the right decisions if a problem occurs Knowing right from wrong Being independent Being helpful with tasks that aid teaching Setting a good example to other children Being a good role model to younger children
Perseverance	<ul style="list-style-type: none"> Challenging ourselves Trying new things Showing resilience Not giving up
Respect	<ul style="list-style-type: none"> Showing good manners Good leadership qualities when working in a group – respecting all views Accepting that everyone makes mistakes Forgiving people when they do something wrong Showing care and appreciation to others Resolving situations Being mindful of others
Enthusiasm	<ul style="list-style-type: none"> Positive attitude to your learning Willingness to share ideas and explore possibilities Positive approach to school life Being grateful Enthusiasm towards learning Positive attitude to change Pro-active approach to learning Reaching challenging goals

Appendix 3 - Consequences Framework

Responding to the Behaviour of Pupils with Special Educational Needs and / or Disability (SEND)

The school employs a number of strategies to ensure a safe and positive learning environment. We employ each strategy appropriately to each individual situation. Whilst there is consistency across the school, the age of the children and their specific needs are always taken into consideration. We consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil and whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have.

Strategies to deal with unwanted behaviour

(Before using the consequences framework)

During lesson times

Reminders and clear choices

Pause and look

Quietly remove an item if they're fiddling (unless a fiddle toy is agreed as part of SEND)

Scaffold learning

Praise those displaying good behaviour

Impersonal approach (e.g. "Someone is tapping their board and I expect them to be looking this way, ready to learn")

Peer pressure (e.g. "Your good behaviour will allow others to learn")

Spots to sit on / seating plan

Reiteration of expectations / Use whole school language (At Alverton it is expected that.....)

Be consistent in the way you deal with unwanted behaviour

Indoor shared areas

Quick reminder of expectations

Ask a child to go back and walk properly

Ask 'What should you be doing?'

Playground/field

Quick reminders of expectations and consequences

Be very explicit of the exact behaviour you do/do not want to see

Give clear choices

Explain reasons why certain behaviours are not acceptable

Maintain close supervision of any problem areas or issues that have arisen

Consequences

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

The sanctions say 'miss part of break times', rather than the whole break time. This is to allow for fresh air, comfort breaks and snack to enable the pupils to be ready for the next stage in their learning. These will be supervised by an adult.

Stage	Behaviour	Consequence	Staff responsible for consequence
5	Leaving the school grounds without permission Repeated offensive racist behaviour Physical, verbal or cyber bullying High level vandalism PERSISTENT STAGE 4 BEHAVIOUR	Fixed term suspension Parental meetings Behaviour plan	Senior Leadership Team
4	Leaving the classroom without permission and not returning. Repeated refusal to follow instructions of any member of staff Verbal abuse towards staff Using racist language Violence towards another pupil PERSISTENT STAGE 3 BEHAVIOUR	Internal suspension Miss part of three break times to reflect on behaviour and 'put it right' Parental meetings Referral to SLT	Senior Leadership Team
3	Refusal to take part or follow staff instructions Being very rude to staff Using rude offensive language Causing another pupil physical harm Low level vandalism PERSISTENT STAGE 2 BEHAVIOUR	Miss part of three break times to reflect on behaviour and 'put it right' (contact with parents)	Key Stage Lead Staff member on rota
2	Well below teacher expectations of quality or quantity of work. Disrespect towards staff requests Hurting another child's feelings Damage to school resources PERSISTENT STAGE 1 BEHAVIOUR	Miss part of one break time to have a reflective conversation	Key Stage Lead Staff member on rota
1	Negative attitude towards learning Distracting other children's learning Negative attitude towards staff Disrespect towards other children Disrespectful use of the school	Verbal warning	Class teacher Teaching assistant

Stage 1

(Verbal warning)

Behaviour	Examples
Learning	
Not actively engaging in lesson	Not looking at the teacher, lethargic body language, daydreaming.
Calling out	Answering or asking a question without putting hand up first Entering a teacher/child or teacher/adult conversation (butting in).
Late to learning	Spending too long at coat peg or toilet, dawdling in the corridor.
Distracting other pupils	Humming, fiddling, touching other pupils belongings, unnecessary movements, unnecessary communication with other pupils.
Not starting a task straight away	Fiddling, procrastinating rather than starting work.
Deliberately not following whole class instructions	Not sticking to teacher expectations of classroom volume, non-learning related talk, deliberately asking unnecessary questions.
Attitude	
Negative reaction to an instruction or question	Huffing, eye rolling, shrugging, negative body language.
Answering back thoughtlessly (no negative tone in voice)	Forgetting that they are in school and answering back (not rudely).
General negative body language	Slumped sitting, hands in pockets, careless lethargic approach.
Social	
Behaving unkindly towards another child	Laughing at a child misbehaving or their misfortune, using a 'silly' name to wind up a child (one off), making faces at other children, 'following' etc.
Inciting friendship problems ('stirring')	Saying something to another pupil to deliberately cause problems Using snide/mean faces.
Whole school use	
Being noisy in the corridor	Shouting, laughing, playing near working areas.
Unsafe movement in the corridor	Running, very fast walking, overtaking, trying to get to the front of the line.
Eating in the corridor (unless asked to by an adult)	Break time snacks, items from lunchboxes, tuck shop.
Leaving a mess/ not tidying up after them	After lunch, at the end of the lesson/day, after art/D.T. lessons, pencil sharpenings all over the floor.
Putting hands on walls or knocking displays	Trailing a hand along the corridor walls, fiddling with the border of a display.
Mis-using equipment	Bending whiteboards, careless damage to science equipment.
Swinging on chairs	During lessons, working in groups or lunchtimes.

Careless/accidental damaging of tables, chairs, carpet etc	Careless spillages due to thoughtlessness, stains on desk due to not using protective equipment.
Not wearing correct school uniform	Wrong shoes, coloured laces, make up, jewellery etc.

PERSISTENT STAGE 1 BEHAVIOUR SHOULD BE TREATED AS STAGE 2

Consequences

- 1) **Verbal warning** – State clearly why the child is getting a warning, what you expect, and what will happen if the behaviour carries on.
E.g. You are getting a warning for_____. I expect you to_____. If you continue_____ then_____.
- 2) **Move the position of the child in the classroom** (if applicable). This should be to an isolation table or area that will help them improve their behaviour. State clearly what will happen next if the behaviour carries on.
E.g. You are moving to this place because _____. I expect you to_____. If you continue_____ then _____.
- 3) **Move onto stage 2 – they miss one break time.**
State clearly why the child is missing one break time.

**Stage 2
(Miss part of one morning break for a reflective conversation)**

Behaviour	Examples
Learning	
Not achieving enough quantity of work in the lesson	Very low quantity of work compared to their capability, often linked to low quality as well.
Not achieving good enough quality of work in a lesson	Very poor presentation, clear indication of very low effort, rushing to get enough done.
Attitude	
Answering back with a negative tone in their voice	In response to an instruction, in response to a statement about their behaviour. Common example – ‘I didn’t!’ with negative tone.
Lying to avoid consequences	In discussion with teacher, a child’s denial of behaviour is found to be untrue. This may be linked to other stages of behaviour.
Negative reaction to a verbal warning	Negative body language, answering back, huffing, eye rolling, shrugging.
Actions that suggest an instruction will be ignored	Deliberately not looking at the teacher, turning around, putting fingers in ears.
Social	
Deliberately ignoring or leaving out a child to hurt their feelings	Group activity where the group won’t involve one child, paired activity where a child won’t work with another child.
Low level vandalism to another child’s property	Throwing another child’s ball on the roof, drawing on another child’s pencil case.

Calling another child a name to deliberately hurt their feelings	Saying something deliberately hurtful about a child's size, intelligence, clothes, hairstyle etc (not racial).
Winding up another child continually to annoy them	Repeated 'pestering' that is intended to make another child angry, hiding another child's belongings to make them angry.
Using inappropriate language	Swearing to self (making a mistake 'Oh _____!') within earshot of another child.
Unsafe physical actions	Hard pushing and shoving, stamping or tripping that causes an accidental or potential injury.
Whole school use	
Slamming doors or using doors unsafely	Unsafe actions with doors that could result in unintended damage to the door or to another child
Inappropriate use of displays and shared areas	Any behaviour which results in unintended damage to displays, resources, books etc.

PERSISTENT STAGE 2 BEHAVIOUR SHOULD BE TREATED AS STAGE 3 BEHAVIOUR

Consequences

For all of the behaviours listed above (or for persistent stage 1 behaviour) children should **miss part of one morning break**.

Before any consequences are used for quality or quantity of work, adults should know the child's academic capabilities well.

Adults should use their judgement through discussion with children to decide the deliberate nature of an action.

Adults should be very clear with the child as to why they are missing one break time and refer to the behaviour stages if necessary.

Recording/Communicating

Record the child's name in the sanctions book, kept in the staffroom

Stage 3 (Miss part of three morning break times)

Behaviour	Examples	Strategies
Learning		
Refusal to do, or participate in, the task or activity in a lesson	Arms crossed over the work, achieving no work in the lesson, sitting out of P.E. and not participating without good reason.	1) Give the child the opportunity to join in the lesson – state potential consequences. 2) If the child is not disturbing the lesson continue the lesson

		and discuss consequences with the child afterwards.
Significant attention seeking behaviour that disturbs a lesson	Rolling around on carpet with legs in the air, actions that involve furniture being moved.	1) Explain consequences of behaviour 2) Move to stage 4. Ask for a member of SLT to assist.
Throwing objects with force as projectiles in a lesson	Throwing pencils, board rubbers, resources with force that could cause injury.	Timeout in a different age classroom.
Deliberately leaving the classroom without permission	Walking out and going to an area near the classroom (If the child disappears up the corridor significantly away from the classroom, move to stage 4).	1) Be aware of where the child has gone. It may be an area close by. 2) If the child does not return very shortly move to stage 4 and inform SLT.
Attitude		
Deliberate and clear refusal to follow an instruction	Any instruction, any part of the school day, any member of staff. Their actions must clearly show that they intend to refuse.	Inform class teacher and/or phase leader. If instructions continue to be refused move to stage 4.
Answering back to staff very rudely	Any instruction, any part of the school day, any member of staff. The reaction from the child challenges authority, involves a raised voice, or a very rude tone.	Inform class teacher and/or phase leader.
Walking away deliberately when an adult is speaking to them	Any part of the school day, any member of staff. A child walks off during discussion or refuses to stop and talk to an adult.	Inform class teacher and/or phase leader. If the child continues not to co-operate move to stage 4 and inform SLT.
Social		
Swearing directed at another child	Any swear word which is clearly used to show verbal aggression towards another pupil.	Inform class teacher and/or phase leader. If on playground, child to be inside for rest of that break.
Hitting or kicking another child intentionally	A punch in the stomach or head, a slap round the face, a hard kick in the legs, back or stomach, using learned martial arts techniques in the playground aggressively, using equipment as weapons.	Inform class teacher and/or phase leader. If on playground, child to be inside for the rest of that break.
Spitting	Spitting directed at another child, spitting directed at school equipment, outdoor furniture etc.	Inform class teacher and/or phase leader. If on playground, child to be inside for the rest of that break.
Calling another child a very rude offensive name	Very rude, inappropriate, offensive language directed at another child	Inform class teacher and/or phase leader If on playground, child to be inside for the rest of that break.

Saying something very rude or offensive about another child	Saying something very rude and offensive about their family, where they live etc (non-racial)	Inform class teacher and/or phase leader If on playground, child to be inside for the rest of that break.
Deliberately offensive sexualised behaviour	Actions and language that make deliberate reference to sexual body parts.	Inform class teacher and/or phase leader If on playground, child to be inside for the rest of that break.
Whole school use		
Low level vandalism to school property	Breaking school resources, damaging displays.	Inform class teacher and/or phase leader.

PERSISTENT STAGE 3 BEHAVIOUR SHOULD BE TREATED AS STAGE 4 BEHAVIOUR

Consequences

For all of the behaviours above the child should **miss part of three morning break times**. Their sanctions will take place in;

KS1 – Kingfishers classroom

LKS2 – Kerris classroom

UKS2 – Kenidjack classroom

Recording/Communicating A description to be written in the sanction book, on CPOMS, alert SLT and parents may be informed. A description of the phone call to be logged on CPOMS.

Stage 4

(Internal Suspension, involvement of SLT, miss part of three morning break times)

Behaviour	Examples	Strategies
Learning		
Deliberately leaving the classroom, going to another area of the school and not returning	Child walks/runs out of the classroom, down the corridor and stays in the toilets, hall, dining hall etc.	Ask nearest available member of staff (possibility T.A.) to ensure the whereabouts of the child. Inform SLT.
Attitude		
Verbal abuse towards staff	Inappropriate language deliberately directed at staff, angry outbursts involving bad language directed at staff, swearing at staff.	Inform SLT. Child to be immediately internally excluded.
Repeated refusal to follow instructions	Refusal of instructions from initial member of staff, then refusal to phase leader, then refusal to SLT and/or Headteacher.	Involvement of SLT. Child to go with adult to avoid disruption to other children.
Social		
Violence towards another child	Choking, hard biting, repeated hitting, prolonged fighting, hard scratching, with intent to hurt.	Inform SLT. Child to be immediately internally excluded.

Racist language directed at another child	The child deliberately chooses to refer to skin colour or religion as a way of deliberately hurting another child's feelings. May involve family rituals.	Inform SLT. Child to be immediately internally excluded. Follow up discussion about language used.
Deliberately homophobic language directed at another child	The child understands that their choice of language is homophobic, and uses it as a form of abuse.	Inform SLT. Child to be internally excluded Follow up discussion about language used.
Theft	Deliberate theft of another child's belongings with intent to keep it. Putting another child's belongings in their own bag to take home.	Inform SLT
Whole school use		
Mid-level vandalism	Graffiti, such as scratching a rude word into a toilet door, deliberate blockages in toilets causing flooding.	Inform SLT

PERSISTENT STAGE 4 BEHAVIOUR SHOULD BE TREATED AS STAGE 5

Consequences

For all of the behaviours above the child should **miss part of three morning break times and involvement of SLT and internal suspension.**

Parents should be informed of the child's behaviour and a **meeting** may need to be arranged.

If staff believe the behaviour is likely to be repeated a **risk assessment/safety plan** and **behaviour contract** could be set up.

The **behaviour contract** is an agreement of expected behaviours signed and understood by the child.

Recording/Communicating

SLT to be informed of any behaviour in stage 4.

A description to be written on CPOMS and parents to be informed and if necessary a meeting to be arranged. A description of the phone call to be logged.

The behaviour contract should be signed by the pupil, parents and a member of SLT, who each keep a copy of the contract.

Stage 5
(Fixed term suspension, parental meetings, behaviour plan)

Behaviour	Examples
Attitude	
Violence towards staff	Deliberately hitting, biting, or kicking any member of staff. Throwing objects aggressively at staff intended to hurt.
Complete refusal to follow any instructions that endangers themselves or other pupils	
Social	
Physical, verbal and cyber bullying	Persistent targeted physical and/or verbal abuse of a child by another child or group of children.
Repeated offensive racist or homophobic behaviour	Calculated, targeted and persistent racist or homophobic language and behaviour.
Severe violence towards another child	Repeated, out of control, hitting, punching or kicking intended to cause damage.
Whole school use	
High level vandalism	Smashing up a computer, large scale graffiti, smashing windows.
Leaving the premises without permission	Walking/running out of the school grounds.

Consequences

SLT to decide level of suspension / exclusion

Parental meetings arranged

All adults involved with the child to have input into a **safety plan** and **behaviour contract** (see stage 4) that could help the child improve their behaviour on return to school. All staff involved and parents to have a copy of the behaviour targets.

On return to school there will be a reintegration meeting, in which expectations of the child's future behaviour will be discussed and agreed.

If necessary a **full risk assessment/safety plan** will be set up.

Playtime Behaviour Stages and Consequences

The following table shows the system for dealing with each type of behaviour that may occur during play time.

For challenging pupils, who may refuse adult instructions, please see separate sheet.

Behaviour Stage	Example Behaviours	Adult Actions	Adult communication	Likely consequences	Follow up
1	Behaving unkindly towards another child. Play fighting Mis-using equipment	Investigate what actually happened. Children to apologise as necessary. Give the child a verbal warning. 'If you do it again you will have timeout' If necessary, the child has 5 mins timeout next to the supervisor	Ensure other supervising staff are aware of the negative behaviour.	N.A.	Monitor behaviour of the child when they continue their break after timeout.
2	Using rude language towards other children. Hurting another child. Speaking rudely to staff	Thoroughly investigate what actually happened. Children to apologise as necessary. Explain that you will be reporting the incident to the class teacher. Child has 5 mins timeout next to the supervisor	Must be reported to the class teacher, who will then decide on an appropriate sanction.	Miss one morning break the next day or miss 15 mins lunchtime break.	Class teacher to give the child reminders about play time expectations. Supervise child carefully during playtimes.
3	Hard kicking Punching Spitting Swearing aggressively Using very rude/offensive language	If the behaviour occurs during morning break, the child must stay with the supervising adult.	Class teacher to be informed immediately. They will then decide whether to involve SLT and explain consequences	Miss 3 morning break times.	Class teacher to give the child reminders about play time expectations. Supervise child

	Refusal to follow instructions.	If it occurs during lunchtime break the child must go to the Heads or SLT office. When the child is inside investigate the cause of the problem.	to child when calm.		carefully during playtimes.
4	Violence towards another child Aggression and/or verbal abuse towards adults.	If the behaviour occurs during morning break the child must stay with the supervising adult. If it occurs during lunchtime break the child must go to Headteacher or member of SLT. When the child is inside investigate the cause of the problem.	Class teacher to be informed immediately, who then will discuss the behaviour with SLT.	Miss 3 morning breaks, involvement of SLT and Internal exclusion.	Behaviour plan put in place. Supervise child carefully during playtimes.

Guidelines for Play time Supervision

- Teachers are responsible for collecting pupils promptly at the end of lunchtime.
- Supervising staff should always wear the coloured jackets provided for supervision, to enable high visibility of their location to the children and adults.
- Supervising staff should be stood individually (not in twos or groups)
- Conversations between supervising staff should be limited to brief professional conversations about the children they are supervising.
- Lengthy conversations relating to the general well-being of children should be reserved for non-supervising occasions.
- Supervising staff should be positioned to give the best view of children they are responsible for.
- Vulnerable/challenging pupils should be closely observed during play times, with a member of support staff responsible for the supervision of vulnerable/challenging pupils.
- When dealing with the behaviour of vulnerable/challenging pupils, supervising staff should refer to this handbook.
- Supervising staff should be especially vigilant at the end of break time and lunch time as this can often be when problems occur, particularly with the vulnerable/challenging pupils.
- If a member of staff requires the support of another member of staff they should use a radio to call for help. In this event **one other** member of staff should join them for support.
- Supervising staff can initiate games for children, particularly children who are withdrawn or find playing difficult.
- Supervising staff should be flexible to enable at least minimum supervision. This may require supervising different areas or moving between supervision zones.
- Supervising staff should ensure they are ready before the children enter the playground/field.
- Supervising adults will ensure all appropriate equipment is available for children's use.
- If a child requires first aid, supervising staff should ensure they receive first aid, the accident book is filled out and the class teacher is informed. **If a child reports an injury to you that involves them needing to be sent to the office for treatment, it is your responsibility to follow up that they did receive treatment and record the first aid record.**
- For more serious injuries the child may need to be accompanied indoors.

Additional Guidance on Applying Consequences

Adults should use their judgement to decide whether an action was **deliberate** or not. This will affect the level of consequence. Self-defence is acceptable, but retaliation is not.

Adults should consider how aware the child is about the language they are using. E.g. Some younger children may use inappropriate, racist or homophobic language without understanding the full implications of what they are saying.

Adults should consider the impact on other children when assessing the behaviour stage.

All loss of break times should be during morning break times.

A member of staff may use their judgement to impose a 2 break time sanction. This will normally be stage 2 behaviour that is more serious, or stage 3 behaviour that is less serious. It should be made very clear to the child why they are receiving a 2 break time sanction.

It is sometimes appropriate for a child to have a 'fresh start' on Monday. For example if their behaviour was stage three (miss 3 break times) on Wednesday afternoon, they may miss Thursday and Friday break time, with a 'fresh start' on Monday. This should be based on the needs of the individual and the context.

In the case of formal internal suspensions, the child is internally suspended during lunchtime as well but will have access to fresh air and some exercise.

Children should not be asked to complete work in the sanction room as a consequence of not finishing.

Sanction duty

Children who have lost break time on any given day should carry out this sanction in their key stage designated classroom. The following is a list of procedures to carry out on sanction duty.

- 1) Collect the sanction book and children who are on the list
- 2) Check that each child recorded is present and put a tick against their name. If any children are not present, this information should be passed on to the class teacher at the end of break time.
- 3) Ask each child why they are missing their break time. Explain that they should learn from their mistakes and not repeat the same behaviour again. The conversation should be about how the pupil could make the right choice in the future.
- 4) Children should sit in silence, not looking at each other to avoid any negative behaviour.
- 5) If a child does not meet the expectations during their sanction, the class teacher must be informed.
- 6) At the end of break children return to their class

Appendix 4 – Helpful Guidance

Supporting Staff with Extreme Behaviour

All children who present extreme behaviour that is likely to be repeated should have a risk assessment/safety plan. This should be read, understood and followed by all members of staff working with that child.

Hierarchy of support

Headteacher /Deputy Head / Assistant Headteacher

Key Stage Lead

SENCO

Class teachers

Teaching assistants and support staff

Concerns about repeated/ongoing behaviour in lessons

When class teachers are concerned about behaviour of challenging pupils in their class they should discuss it with the Key Stage Lead or SENCO for SEN need. Decisions can then be made about ways forward to improve the behaviour of that child, with alterations made to risk assessment/safety plan if necessary.

Specific incidents during lesson time

A **red card** can be used if an adult requires the assistance of a member of SLT immediately. This usually means the child is very unsafe or has completely refused to follow any instructions despite the use of a range of strategies from adults concerned. This card is to be taken to the office by 2 children who will then alert SLT.

A **yellow card** can be used if an adult requires assistance from a member of SLT but it does not need to be immediate. This card is to be taken to the office by 2 children who will then alert SLT.

The member of SLT that deals with the red card incident will follow recommendations made on the child's risk assessment/safety plan. If the particular child does not have a risk assessment/safety plan the member of SLT will use professional judgement in dealing with the situation.

For extreme behaviour from challenging pupils at play time staff should apply the following steps:

- 1) Give clear, calm instructions to the child concerned (twice if necessary).
- 2) If the child is clearly refusing to comply, the class teacher is to be found through use of the following script 'Can we please have (teacher) to support with (name of child)' Ideally the misbehaving child is not aware of this.
- 3) There is no need for any negotiation between supervising staff and the misbehaving child, no mention of consequences and no raised voices.
- 4) On arrival, the class teacher takes responsibility for the child, allowing the member of staff to return to supervision of the other children.

- 5) After de-escalation, the child may then be left under the care of a member of SLT or pastoral support, allowing the class teacher to continue their break. Any necessary consequences for the child's behaviour will be explained by the class teacher or member of SLT when the child is calm.
- 6) If a child is to return after de-escalation, the class teacher should tell supervising staff.

The language of behaviour management

General points

All language used for behaviour management should be positively worded. E.g. 'Sit quietly' rather than 'stop talking'

Adults should never 'shout' at children. If an adult decides to use a louder volume in their voice to make a point, it must be done using a 'controlled raised voice'. Shouting will indicate to a child that the adult has lost control and the behaviour is likely to get worse.

Using a 'controlled raised voice' can sometimes be very effective for behaviour management, but will only remain effective if it is used **sparingly**.

It is advisable to get to know what works well with the children you are teaching or supervising, especially those with behaviour or emotional issues. E.g. Many children respond better when a flat, even tone of voice is used and expectations and consequences are explained calmly.

Examples of language to use

Reminding of expectations

'I expect you to...'

'You should be...'

'You should be setting an example to younger children'

'What should you be doing?'

'At this school it is expected that....'

Attending to misbehaviour in a lesson or group

'Sit up' 'sit still' 'face the front' (*quick instructions without drawing too much attention to the behaviour*)

'Show me how much better you can behave'

'I don't want to have to give a warning'

Understanding behaviour

'Explain to me in a calm voice what happened'

'I want to give you the chance to explain it from your point of view'

'I understand the reasons for your behaviour but that doesn't make it acceptable'

'The other person involved has been very honest and I expect the same from you'

Explaining consequences

- 'You have been given a consequence so you learn that the behaviour is not acceptable'
- 'The consequences would be the same for any child in the school'
- 'If it happens again in the next week/this half term, the consequences will be more serious'
- 'You have made a mistake, accept the consequences and you can move on'
- 'Do you think what I have said is fair?'

Moving on

- 'Now you have to prove that you can behave well'
- 'Make other pupils see that you are someone who can behave really well'
- 'In the next hour/lesson I expect you to.....'

Behaviour Expectations

The following is a list of **minimum** expectations of children's behaviour in school. If behaviour is observed that does not meet these expectations the adult should challenge the behaviour and remind the child of the expectations (regardless of the year group or class that the child belongs to).

During lesson times

- Children should enter the classroom quietly.
- Children should look at the teacher and sit still and silently when the teacher is talking.
- Children should indicate that they wish to ask or answer a question by raising their hand (never call out)
- Children should do their best in every task.
- Children should follow all instructions by the teacher straight away.
- Children should always use a quiet voice when working in pairs or groups.
- Children should always speak politely to adults and other children.
- Children should move around the classroom carefully.
- Children should respect school resources and equipment.
- Children should leave the classroom or working area tidy and organised.
- Children should show the same respect to TAs as they do to teachers.

In shared areas (e.g. corridors, hall)

- A class moving along the corridor should walk quietly, keeping hands to themselves in single file.
- Children should walk sensibly (never run) in all inside areas of the school.
- Children should talk quietly (never shout) in all inside areas of the school.

During assembly

- Children should sit still, silently facing the front with crossed legs or at their desk
- All children are expected to join in with responses

If humour is used in an assembly or there are high levels of excitement, it is expected that children are ready to listen again very quickly.

Entering school at the beginning of the school day

Children should walk to their entrance quietly and sensibly.

Children should enter the school and hang up their bags and coats quietly.

When they have hung their bags and coats up, they should walk into class quietly.

Outdoor play times (including before school)

Children should speak politely to all adults and other children.

Children should follow instructions by adults straight away.

Children should play appropriately (no play fighting or rough games).

Children should stick to the designated areas at play time.

If a child wishes to go inside during play time they should seek permission from an adult.

Entering the school after play time

Children should line up quietly at their designated location.

When the teacher is present children should be calm before entering the school.

Children should walk into the school quietly

Indoor play times (wet play)

Children should speak politely to all adults and other children.

Children should engage in activities in which they can be seated.

Activities or games should not involve overly physical actions (e.g. movement around the classroom).

Children should follow all instructions by an adult straight away.

Children should talk at an appropriate volume (never shout).

Lunch in the dining hall

Children should speak politely to all adults and other children.

Children should talk at an appropriate volume (not shout).

Children should act sensibly at all times.

Children should eat their food sensibly.

Sanctions

Children should sit silently when not talking to the adult in charge.

Children should avoid any communication with each other.

Children to return to their class once permission has been given if they are in another room.

Cloakrooms

Children should only touch or move their own clothes or belongings.

Children should make sure all their clothes are organised carefully.

Children should talk at an appropriate volume (never shout).

Children should speak politely to all other children.

Children should get changed quickly and avoid distraction.

Children should sit/ stand quietly when waiting for the P.E. lesson to begin.

