

Alderley Edge Community Primary School

Positive Behaviour Management Policy

Date of adoption by Governing Board	26 th Nov 2021
Review cycle	Annual
Latest Review	November 2023
Date of next review	September 2024

Contents	
1.	Aims
2.	Legislation and Statutory Requirements
3.	Definitions of unacceptable behaviour
4.	Roles and responsibilities
5.	Our school rules
6.	Behaviour management
7.	Record keeping
8.	Supporting children in crisis
9.	Children with additional needs
10.	Feedback to parents
11.	Pupil transition
12.	Staff training
13.	Conclusion
14.	Policy review and monitoring
15.	Links with other policies
16.	Appendix 1: Written statement of behaviour principles
17.	Appendix 2: Whole school rewards
18.	Appendix 3: Consequences
19.	Appendix 4: Playtime and lunchtime behaviour
20.	Appendix 5: One page guide to behaviour management
21.	Appendix 6: General expectations of behaviour from students
22.	Appendix 7: Home School Agreement

1. Aims

Nobody is perfect, we all make mistakes and some mistakes will teach you great lessons and make you a better person. To ensure we can all learn and grow from our mistakes, at Alderley Edge Community Primary School (AECPS) we adopt a whole school approach to managing behaviour. This ensures that every teacher, staff member, child and their parents/carers knows the acceptable standards of behaviour and how good behaviour is rewarded. It also makes clear how behaviour that is not acceptable will be managed. This policy aims to:

- Outline the behaviour we expect from children at our school (the code)
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and consequences

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [DfE Behaviour in Schools \(July 2022\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Unacceptable behaviour is defined as:

- Aggression towards pupils and adults
- Persistent disruption of learning experiences
- Swearing

- Rudeness
- Stealing
- Discriminatory behaviour including racist, sexist or homophobic incidents
- Bullying in any form – *see below*
- Sexual Harassment and sexual violence – *see below*

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy - see policy 68. Bullying Prevention Policy

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

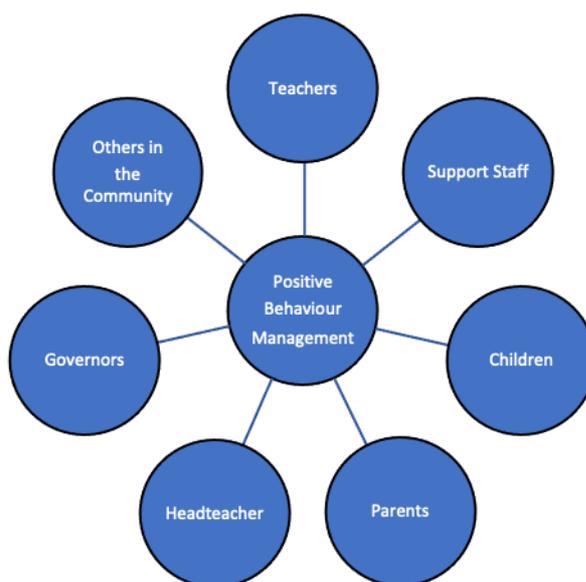
The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information: Policy 36. Child Protection and Safeguarding Policy and 107. Peer on Peer Abuse Policy

4. Roles and responsibilities

All members of our school community have a role to play and must be in support of this policy as shown in the diagram below:



The Governing Board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour, that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Fostering positive relationships with children and building 'emotional capital' (Dix, 2017)
- Modelling positive behaviour
- Use school behaviour scripts to manage children's behaviour
- Managing the behaviour and seek support from senior leadership if required
- Focusing on the main behaviour and not being distracted by secondary behaviours
- Ensuring all children new to AECPS (in-year admissions) have the expectations clearly communicated to them as soon as they have started school
- Providing a personalised approach to the specific behavioural needs of particular children
- Recording behaviour incidents that require a formal record
- Informing parents if a child's behaviour is a cause for concern

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Model appropriate behaviour

Children

Children are expected to:

- Follow the school rules
- Tell an adult if they need support

5. Our School Code

There are 3 basic expectations that the children follow in school. These rules are common across the whole school and must be explained in an age-appropriate manner by class teachers at the beginning of the school year and regularly reinforced. Parents and children also sign a home school agreement to confirm their understanding and acceptance of the code. The code is referred to regularly and is on display in classrooms.

The 3 basic expectations are:

1. Be Kind
2. Be Safe
3. Be Responsible

Behaviour Management

Rewards

Everyone at AECPS has agreed to

- Recognise and praise good behaviour as it happens
- Be genuine with praise
- State why they are pleased
- Reward good behaviour

In addition to the above, each class has a set of rewards that are specific to their class. These are discussed and negotiated at the start of each year, and if needed adapted later. Full details of the positive rewards available and how these are used in our school are detailed in *Appendix 2*.

Consequences

If a child’s behaviour is not acceptable and attempts to use positive rewards have been unsuccessful, then warnings will be given, and consequences used if necessary. Consequences are visible in each classroom in language the children can understand. They are:

THE CLASSROOM SUPPORT PLAN

Calm and easy on every step with plenty of take up time.
Resist the urge to jump steps.

1. **Reminder.** Take up time.
2. **Warning and a minute.** Take up time.
3. **Last chance and 2 minutes after.** Take up time (lots).
4. **Triage.**
5. **Teacher's choice.** Quick catch up, restorative repair, imposition, detention or natural consequence.

WHEN
THE ADULTS
CHANGE

Focus	Example
Instruct	"I need you to sit down on the carpet"
Remind	"This is your reminder that I need you to sit down on the carpet."
Warn and minute	"This is your warning that if you cannot follow my instruction and sit down on the carpet, there will be a consequence" (name consequence)
Last chance and Time	Loss of free time
Triage	Advise the time of the consequence ensuring that there is time to think, correct and connect. A restorative conversation sheet ' think sheet' should be completed together.
Teacher’s Choice	This could be various consequences depending on the behaviour including restorative repair, natural consequence and could include speaking to the headteacher. "As you still are unable to follow my instructions and are not being safe/kind/responsible we will now need to go and see Mrs Walsh together."
Additional note:	
In some circumstances regarding serious or dangerous behaviour – this process can be circumvented and children can be taken with the relevant adult immediately to Mrs Walsh (or Miss Platt in her absence)	

Removing a child from a classroom will only be done as a last resort to ensure the safety and learning of all children.

We recognise that the age of the child and their individual circumstances (for example a child with SEND) will impact their behaviours and therefore staff will make reasonable adjustments to ensure that rewards and consequences are appropriate to the needs of the child and the situation.

Full details of the consequences available and how they should be used are outlined in *Appendix 3*

Behaviour outside the classroom

The school code applies across the whole school, at all times and our approach to rewards and positive behaviour management is used in the playground and at breaks and lunchtimes, as well as in the classroom and on school outings. More details on playtime and lunchtime arrangements can be found in *Appendix 4*.

Off-site behaviour

This behaviour policy applies when children are taking part in any school-organised or school-related activity (for example school trips).

Behaviour during home learning (School Closures)

During periods of enforced school closures or home learning the school code still applies. Children are expected to engage positively with the learning and complete tasks set, submitting them for marking and feedback. Children who follow the school code will receive rewards including verbal praise, house points and Head Teacher letters for good work. For children who do not follow the school code the following consequences apply:

- Receive a verbal warning from your teacher
- Parents might be told
- Headteacher might be told
- Not be allowed to participate in video meetings

Use of Reasonable Force

It has been agreed at Alderley Edge Community Primary School that we will adopt and follow the advice laid out in the Department for Education (DfE) publication – use of reasonable force, advice for headteachers, staff and governing bodies (July 2013). Whilst reasonable force is only to be used in extreme situations when all other alternatives have been explored, we recognise that all staff have the right to use reasonable force as per the Education & Inspections Act 2006:

Education & Inspections Act 2006 C.40 Part 7 Ch 1 Pt93

Power of members of staff to use force:

1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- a) committing any offence,*
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or*
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.*

2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

In the extreme event that reasonable force is used, this will be recorded, and parents informed.

6. Record Keeping

Staff must log any behaviour issues on their weekly assessment form that is monitored weekly by SLT. Significant behaviours should be logged in the online recording system – My Concern. If a child needs Triage – a formal restorative conversation ‘think sheet’, then parents must be informed and these must be stored on SIMS. At the end of the academic year, paper records will be destroyed. Consideration must also be given to the introduction of a behaviour plan and individual risk assessment. This should always be discussed with the headteacher and/or SENDCo. Record of meetings forms are used to record conversations with parents, and these are saved to the child’s file in the electronic management system called SIMS if linked to behaviour.

7. Supporting Children in Crisis

The school recognises that behaviour is communication and changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

From time to time, despite everybody’s best efforts, we may encounter children that reach crisis and are unable to conform to the demands of school. In these instances, a bespoke approach to handling the situation is needed. Staff must always red card a member of the SLT (send a small card to alert a staff member) for back up and assistance. We acknowledge that all children are different and no-one size fits all approach, but some suggestions for staff handling these situations are:

- Red card the SLT
- Keep calm and remain positive
- Remind the child that you are there to help
- Remove other children and unnecessary adults from the situation
- Give the child **time and space** from the perceived immediate threat. This is often much longer than your first instinct
- Change staff members if required giving individuals time to think and calm down and also allowing the child an alternative person to speak to
- Try not to corner a child in a particular area if this will exacerbate their anxiety
- Avoid touching them, coming too close, or blocking them from getting past
- Ask them what you can do to help
- Wait – ignore all sense of urgency and reduce demands

Members of staff onsite are trained in Team Teach strategies if this is necessary. See Reasonable Use of Force policy (No. 70) for full details.

8. Children with Additional Needs

We recognise that some children with recognised additional needs and disabilities may find managing their behaviour more challenging. In line with the Equality Act 2010, inappropriate behaviour linked to disability will be recognised and reasonable adjustments for these children will be made. These plans will be made in consultation with the child, teachers, learning support assistants, parents and any outside agencies that can offer support to create a realistic and supportive package to help children engage in a way that works for them.

Members of staff onsite are trained in positive behaviour management strategies if this is necessary. See Reasonable Use of Force policy (No. 70) for full details.

9. Feedback to Parents

A copy of this behaviour policy is shared with parents at the start of each academic year and posted on the website. Copies are also available on request from the school office.

Parents must always be notified at the end of the school day of any of the following behaviours:

- Use of offensive language/swearing
- Verbally abusive towards peers or staff
- Bullying behaviours
- Physical behaviour towards staff, peers, self, or school property
- Racist, sexist, or homophobic behaviours
- Peer on Peer abuse

Teachers will seek to reassure parents of what the next step is to help their child's behaviour improve. Teachers should also ask to find out if there are any factors or changes at home that could be causing a child to struggle with meeting behavioural expectations at school.

In cases of Peer on Peer Abuse the school recognises the importance of supporting both victim and perpetrator and communicating clearly with parents. Please see further details in the Peer-on-Peer Abuse Policy (No. 107)

Low level behaviours do not need to be reported to parents unless this repeated behaviour becomes particularly disruptive to staff and other children. Staff should always raise behaviour during parent's evenings if it is causing a concern. Follow up meetings can be arranged to monitor and address any further areas of concern.

10. Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to children's behaviour may be transferred to relevant staff at the start of the term or year.

11. Staff Training

All staff at Alderley Edge Community Primary School are provided with training on managing behaviour as part of the induction process as well as forming part of continuing professional development.

12. Whole School Classroom Environment Expectations

1. Teachers will use meet and greet on the door daily
2. School code (rewards and consequences) will be on display
3. Children will walk round building using left hand side with hands to themselves and in silence
4. Children will wait to enter a classroom until instructed to do so and then stand behind their chair or sit on their carpet spot.
5. Children must be welcomed in to learning and be prepared to learn from crossing the threshold
6. All lessons must be fully prepared in advance and start promptly
7. Each lesson must have a starter activity ready to go
8. Children are provided with feedback (written or verbal)
9. Children are taught in an engaging, tidy classroom environment
10. The classroom is left tidy – ready for the next learning experience

13. Conclusion

All members of the school community have a responsibility to support children to manage their own behaviour at school. Every effort will be made to use positive behaviour management strategies in all areas of school life. By reinforcing positive behaviour, we aim to help our children achieve academic excellence and enjoy school so that they become lifelong learners. We want them to feel supported and confident to explore possibility and risk, while developing their social intelligence so that they can understand the impact of their actions for themselves and on others.

14. Policy Review and Monitoring

This behaviour policy will be reviewed by the headteacher and full governing board annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

Review Cycle – annually

Next Review – September 2024

15. Links with other Policies

This policy should be read in conjunction with the following policies and guidelines:

- 76. Exclusion

- 27. Equal Opportunities
- 68. Prevention and Management of Bullying
- 74. Racial Equality
- 70. Reasonable Use of Force
- 36. Child Protection and Safeguarding
- 107. Child on Child Abuse
- 13. Additional Needs
- Uniform (can be found in the school prospectus)

16. Appendix 1: Written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers always set an excellent example to children
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by all members of the school community
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions and understand the consequences
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

17.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Teaching and Learning Committee of the Governing Board annually

18. APPENDIX 2 – Whole School Rewards

HOUSE POINTS

Children can be awarded house points for good work and behaviour from any adult in school. These contribute to the weekly count of house points collected whole school for their house team. They may be written into books by teaching staff, given verbally or via physical tokens (see below). House points are collected from each class weekly and shared whole school assemblies where one house is awarded the house cup.

TOKENS

All staff can award rewards for 'things' that they see around school by using the token system. Children will present their tokens to the class teacher when back in class to add them to the weekly total for their team.

CLASS AWARDS

All staff can use the Class Award token to reward a whole class. Examples when this token might be given include lining up quietly, walking into school sensibly, good listening in assembly, excellent behaviour on a school visit etc.

HEADTEACHER PRAISE

When staff are particularly pleased with a child's attitude and behaviour, they can visit the Headteacher to talk about their achievements. In outstanding circumstances, staff can recommend children to receive a special letter home from the Headteacher, informing them and their parents that their continued good work and attitude has not gone unnoticed,

CHILD OF THE WEEK

Each teacher will award a child in their class a "Child of the Week" certificate. This can be for excellent work, positive learning behaviours, positive social behaviours or overcoming a barrier that they once faced.

ALWAYS, ALWAYS AWARDS

Each teacher will award a child in their class with an 'Always, Always Award'. This is for those children who consistently follow the school rules.

ADDITIONAL/ BESPOKE REWARDS

Class teachers can create their own reward systems that are suitable for the age and needs of their class. For example, children in Reception may sit on a special chair, children in Key Stage 1 may be named star of the day, receiving special privileges, and children in KS2 may have raffle systems for treat boxes. These are decided and agreed with children at the start of the year.

18. APPENDIX 3 – Consequences

Focus	Example
Instruct	"I need you to sit down on the carpet"
Remind	"This is your reminder that I need you to sit down on the carpet."
Warn and minute	"This is your warning that if you cannot follow my instruction and sit down on the carpet, there will be a consequence" (name consequence)
Last chance and Time	Loss of free time
Triage	Advise the time of the consequence ensuring that there is time to think, correct and connect. A restorative conversation sheet ' think sheet' should be completed together.
Teacher's Choice	This could be various consequences depending on the behaviour including restorative repair, natural consequence and could include speaking to the headteacher. "As you still are unable to follow my instructions and are not being safe/kind/responsible we will now need to go and see Mrs Walsh together."
Additional note: In some circumstances regarding serious or dangerous behaviour – this process can be circumvented and children can be taken with the relevant adult immediately to Mrs Walsh (or Miss Platt in her absence)	

Step	Focus	Example
1	Curiosity	I have noticed that..... "Are you ok?"
2	Accept	"I asked to speak to you because I noticed you were struggling to keep to our rules
3	Signal	"This is just a pause. I want to get you back in and working."
4	Reset	Reset expectations "We've agreed that Safe is one of our rules. I need you to..."
5	Offer help	"What do you need most right now to help you get back to learning?"
6	Plan to go back in	"Okay, breathe. We need to go again." Or, "When we go back in, I'm going to make it easy for you to walk back in, get to your desk, save face."
'Child's Name', That's not how we do it here at AECPS'		
'I understand you feel like that. You need to speak to me for 2 minutes at the end of the lesson'		
'Child's Name', this is a warning, you can do better than that'		
'Child's Name' it isn't acceptable to use that language. You need to move to X. I will catch up with you later'		
'Be that as it may, this is your reminder', 'I need to remind you of our agreement'		

CONSEQUENCES IN CHILD SPEAK – These must be on display in each classroom

THE CLASSROOM SUPPORT PLAN

Calm and easy on every step with plenty of take up time.

Resist the urge to jump steps.

1. **Reminder.** Take up time.
2. **Warning and a minute.** Take up time.
3. **Last chance and 2 minutes after.** Take up time (lots).
4. **Triage.**
5. **Teacher's choice.** Quick catch up, restorative repair, imposition, detention or natural consequence.

**WHEN
THE ADULTS
CHANGE**

EXAMPLE: TRIAGE SHEET

NAME	YEAR GROUP	DATE



What happened?

How do you feel?

Who else was affected?

What can you do to make it better?

What will I do/change next time?

19. APPENDIX 4 – Playtime and Lunchtime Behaviour

There is a rota for teachers for playground supervision, children are encouraged to play together and issues relating to health and safety are regularly promoted. In order to ensure fairness there is a rota for the football pen and other shared areas. Teachers keep a watchful eye for misbehaviour and children are made aware of any areas where they should not play.

The end of play is signalled with a whistle and the children should stand still. On a second whistle the children should line up and then walk into school in an orderly and safe manner supervised by all teachers. See staff handbook for more details.

At lunchtime, midday assistants supervise the children. There is a rota for classes to go to the hall for their lunch and children are encouraged to behave appropriately at the table. Children know they are not allowed to wander freely inside school for health and safety reasons and midday assistants have a clear role and job description. The school provides equipment for playtime use and children are aware of safety precautions.

During inclement weather, children are unable to play outside, so indoor play is the alternative. Children should remain in their classrooms but should have a 'break' from their lessons. During lunchtimes, if children are unable to access the outdoor play areas, midday assistants supervise the children indoors. Children should be aware of the kinds of activities they may choose or not choose to pursue, and they are aware of class rules and teacher expectations regarding behaviour. These rules should be clearly posted on the classroom wall.

20. Appendix 5 – One Page Guide to behaviour management

<p>Positive Classroom Environments</p> <ul style="list-style-type: none"> ➤ General appearance and layout of classroom ➤ Layout of furniture within the classroom and seating plan ➤ Relationship with children ➤ Language use and tone of voice - Avoid shouting - Do not use negative tones or impatient voice - Do not use sarcasm, verbal abuse, physical abuse - Do not over-react emotionally ➤ Positive consequences as part of an overall strategy ➤ Clear organisation of - Resources - Materials - Books - Equipment ➤ Teacher behaviour - Be consistent - Do not threaten - Show personal interest - Be organised ➤ Negative consequences - Consequences are planned in an order ranging from mild to severe - Each class has the same list of negative consequences ➤ Have routines for - Beginning and end of the school day - Snack times and playtimes and lunchtimes Assembly - Handing out materials - What to do when work is finished - What to do if support is required Catching up on unfinished work - Noise levels - Group work - Transitions around the school 	<p>Success Through Direction</p> <p>Directions are needed for both work and routines therefore:</p> <ul style="list-style-type: none"> ➤ Direction must be clear and specific so that the children know what is expected of them eg “hands on desk, eyes on me” ➤ Try and give the direction first before the question or instruction eg “Put your hand up if you can tell me this answer.” ➤ Phrase your instruction in a positive way – <i>what you want rather than what you don’t want.</i> ➤ Teach and rehearse routines ➤ Remind children of routines before you use them ➤ Think of original ways to help children remember routines eg tidy-up music, counting, etc ➤ Give out instructions/directions – <i>then check for understanding by asking the children to remind the class what to do.</i> ➤ Use non-verbal – <i>use a bell, counting down, etc, rehearse so that all children stop, put hands on table and look at you</i> 	<p>Dealing with Disruptive Behaviours</p> <ul style="list-style-type: none"> ➤ Use consequences in order ➤ Give consequences calmly and in a matter-of-fact manner – do not draw attention to the child. If explanation is needed, then this should be done at a later stage. ➤ Be consistent ➤ After giving a consequence – take an opportunity to praise the child when you see him/her trying to follow the rules ➤ Try and provide an escape mechanism or cooling off time – this allows the child a calm time to explain their side of the story, but it also lets the rest of the class know that you will be dealing with it later. ➤ When a child is continually disruptive – you need to move in. Walk over and firmly but calmly remind the child that their behaviour is unacceptable and remind of the consequences
	<p>Teaching Children to Follow Instructions</p> <ul style="list-style-type: none"> ➤ Give a 2 minute warning before the end of an activity to allow children to mentally prepare themselves ➤ Before you speak check that everyone is able to see and hear you (linked to classroom layout) ➤ Use non-verbal/verbal cues to gain attention ➤ Keep instructions clear and short ➤ Don’t give instructions until all the children are listening and standing/seating still ➤ Give instructions one at a time ➤ Remember some children may need to have instructions written down or linked to their name ➤ Check for understanding ➤ Give an instruction and watch them follow it. Praise individuals 	<p>Managing Non- Disruptive Behaviours</p> <p>These are behaviours that do not affect your teaching or the learning of others and generally do not require the use of consequences. Eg: daydreaming, doodling, reading, fiddling, etc</p> <p>Try:</p> <ul style="list-style-type: none"> ➤ Consistent praise – use the child’s name as you praise ➤ Scanning – look around the class regularly ➤ Proximity praise – praise children sitting by the child who is off task, be specific so that the child off task knows what he or she ought to be doing. Helps to reinforce those on task too. ➤ Physical proximity – stand by the child and slowly and calmly remove the pencil or object ➤ Mention the child’s name – during the flow of the instruction mention the child’s name

21. Appendix 6 – General Expectations of Behaviour from Children

In order to promote good behaviour within a safe, orderly, classroom environment, all teachers should take the following guidance into account.

- Make sure all children know and understand the school code
- All equipment and resources within the classroom should be clean, safe and accessible. They should be safely stored in labelled containers whenever appropriate to do so.
- Children should not bring into school their personal possessions that they bring into school without the class teacher's consent.
- Children should be reminded constantly not to use equipment safely and responsibly
- All children should be aware of any 'lining-up' procedures, and how to exit into the corridors and other areas. A general rule is that children should walk along corridors with hands behind their backs on the left hand side, in silence.
- The children should know how to walk safely around school, use the oneway system in the cloakroom and know how to wait or what to do e.g. when they are changed for PE and others aren't ready.
- Children require reminding about walking around school, walking on the left side of corridors, one way system in cloakroom and the reasons for this.
- Children should be told how they can ask to leave the classroom in order to go to the toilet. Children should be encouraged to go at playtimes.
- All children should receive appropriate instructions on how to use and respect resources in the shared areas
- The class teacher should make it explicit to the children how to present their written work and where appropriate how to complete homework tasks.

- Teachers should encourage the children to wear appropriate school uniform. Children should not wear jewellery and the reasons for this should be explained to them.
- All children should know exactly what they can do, and what they cannot do, in the event of indoor play at lunchtime.
- Teachers should remain with their class during wet playtimes, so that children are supervised. Children should remain in their classrooms, but should have a 'break' from their lessons. Arrangements can be made between teachers of adjacent classes to leave their class for the toilet etc.
- Children should always feel they can find a teacher if they are experiencing difficulties of any sort, however, they should respect the need for the teaching staff to have their break times and so the children should only go to the staffroom with permission [when they have previously spoken to the teacher-on duty or a midday assistant].
- Teachers should ensure that children acknowledge the necessity to tidy up after themselves, and that this is a corporate responsibility in which they are expected to participate. All classrooms should be left in a clean and tidy state at the end of the school day.
- Teachers should encourage children to use the litter bins, especially at playtimes, and not create a litter problem.
- Teachers have a responsibility to inform the Headteacher of any continuous behavioural problems that are disruptive and prevent other children from learning and prevent the teacher from teaching.

22.APPENDIX 7 – Home School Agreement

Parent/Guardian(s)	School	Child								
<p>I/We will:</p> <ul style="list-style-type: none"> • Promote the school code <ul style="list-style-type: none"> ○ Be kind ○ Be safe ○ Be responsible • Ensure my child attends school as required by law; • Ensure my child is always on time for school; • Provide an explanation to the school office telephone if my child is absent and provide evidence of any appointments; • Make the school aware of any concerns or problems that might affect my child’s work or behaviour; • Support the school’s policies and guidelines; • Support my child in homework and other opportunities for home learning; • Ensure my child wears the school uniform (including P.E kit) and is tidy in appearance; • Attend parents’ evenings, meetings and discussions about my child when asked to do so by the school; • Read letters, the school website and APP to keep abreast of events and developments in school; • Speak with my child’s class teacher in the first instance when I have queries or issues that I feel need resolving at the earliest opportunity; • Ensure my child is well behaved, is independent in self-care (unless in exceptional circumstances), is ready to learn, behaves and responds appropriately to requests from staff in school 	<p>The school will deliver the school aims:</p> <table border="1" data-bbox="810 328 1543 1182"> <tbody> <tr> <td data-bbox="810 328 945 539" style="text-align: center;">Academic Excellence</td> <td data-bbox="945 328 1543 539"> <p>Deliver outstanding education to all children regardless of need</p> <p>Provide a broad and balanced curriculum to inspire all children to maximise their potential</p> </td> </tr> <tr> <td data-bbox="810 539 945 746" style="text-align: center;">Life-long Learning</td> <td data-bbox="945 539 1543 746"> <p>Deliver an enriching curriculum to enable all children to continue to learn and succeed in an ever-changing world (including the virtual world)</p> <p>Foster an ethos of teamwork to ensure continuous improvement and deliver the highest standards of achievement and behaviour</p> </td> </tr> <tr> <td data-bbox="810 746 945 986" style="text-align: center;">Possibilities and Risks</td> <td data-bbox="945 746 1543 986"> <p>Nurture physical, mental and emotional wellbeing in all members of the school community in a secure environment where all children feel happy and safe</p> <p>Enable all children to develop independence, self-confidence and resilience and be adaptable to meet the challenges of an evolving world</p> </td> </tr> <tr> <td data-bbox="810 986 945 1182" style="text-align: center;">Social Intelligence</td> <td data-bbox="945 986 1543 1182"> <p>Promote mutual respect and compassion to enable everyone to embrace diversity and ensure the wellbeing of the whole community</p> <p>Keep our school at the heart of our local community, collaborating to create and sustain opportunities for all</p> </td> </tr> </tbody> </table>	Academic Excellence	<p>Deliver outstanding education to all children regardless of need</p> <p>Provide a broad and balanced curriculum to inspire all children to maximise their potential</p>	Life-long Learning	<p>Deliver an enriching curriculum to enable all children to continue to learn and succeed in an ever-changing world (including the virtual world)</p> <p>Foster an ethos of teamwork to ensure continuous improvement and deliver the highest standards of achievement and behaviour</p>	Possibilities and Risks	<p>Nurture physical, mental and emotional wellbeing in all members of the school community in a secure environment where all children feel happy and safe</p> <p>Enable all children to develop independence, self-confidence and resilience and be adaptable to meet the challenges of an evolving world</p>	Social Intelligence	<p>Promote mutual respect and compassion to enable everyone to embrace diversity and ensure the wellbeing of the whole community</p> <p>Keep our school at the heart of our local community, collaborating to create and sustain opportunities for all</p>	<p>I will:</p> <ul style="list-style-type: none"> • Be kind • Be safe • Be responsible 
Academic Excellence	<p>Deliver outstanding education to all children regardless of need</p> <p>Provide a broad and balanced curriculum to inspire all children to maximise their potential</p>									
Life-long Learning	<p>Deliver an enriching curriculum to enable all children to continue to learn and succeed in an ever-changing world (including the virtual world)</p> <p>Foster an ethos of teamwork to ensure continuous improvement and deliver the highest standards of achievement and behaviour</p>									
Possibilities and Risks	<p>Nurture physical, mental and emotional wellbeing in all members of the school community in a secure environment where all children feel happy and safe</p> <p>Enable all children to develop independence, self-confidence and resilience and be adaptable to meet the challenges of an evolving world</p>									
Social Intelligence	<p>Promote mutual respect and compassion to enable everyone to embrace diversity and ensure the wellbeing of the whole community</p> <p>Keep our school at the heart of our local community, collaborating to create and sustain opportunities for all</p>									
<p>Signed:</p> <p>Date:</p> <p>(Parent / Guardian)</p>	<p>Signed:</p> <p>Date: January 2023</p> <p>(Headteacher)</p> 	<p>Signed</p> <p>(Child)</p>								

