Behaviour Management Procedures

***to be read alongside Greatworth Behaviour Policy**

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1. Introduction – School Ethos

At Greatworth School **we hold an unconditional positive high regard for children** and **high expectations** for the behaviour of everyone at our school. We strive to be a safe, happy, successful community where individuals are welcomed, accepted and equally valued. Everyone in our school community also has the responsibility to behave in a way that lets others feel safe and happy too.

If children live with criticism, they learn to condemn.
If children live with hostility, they learn to fight.
If children live with ridicule, they learn to be shy.
If children live with shame, they learn to feel guilty.
If children live with encouragement, they learn confidence.
If children live with tolerance, they learn to be patient.
If children live with praise, they learn to appreciate.
If children live with acceptance, they learn to love.
If children live with approval, they learn to like themselves.
If children live with honesty, they learn truthfulness.
If children live with security, they learn to have faith in themselves and others.
If children live with friendliness, they learn the world is a nice place in which to live.

What are the aims of these procedures?

For all children in our care to develop self-esteem, consideration, self-control, gain confidence, honesty, responsibility and respect for others and their property, respect for the environment and for the local community. To ensure consistency of approach to managing behaviour in school.
To provide guidance on the systems and processes to use when managing behaviour.

1. Rules

At Greatworth, we have the following simple and clear rules that apply to all members of the school community: ***Be kind, be helpful, be respectful.***

This includes:
Have kind hands, feet and words
Be honest
Stay safe
Work hard and learn from our mistakes
Take care of our school, our belongings and other people's.

The 6 Ps are used to set targets and as a focus for Celebration Assembly rewards
Be Prompt
Be Perseverant
Be Productive

Be Patient
Be Polite
Be Positive
Our School Moto is: *Yes, I can!*
Our school Values: We are Creative, Curious, Empowered, Positive and Respectful

We use 'Still, silent and watching' to ensure every child is ready to learn.

2. **Praise and Rewards (see Appendix 1: Behaviour Management Toolkit)**

At Greatworth we use the following strategies to praise and reward children.

- **Smiles, praise and encouraging words –** children need praise like plants need water and;
- **PIP and RIP** (Praise in Public, Reprimand in Private)
- We always **focus on positive behaviour** and try to spot children who are doing the right thing. "Thank you ___ for being ready to listen"; "Thank you ___ for looking this way"; "Thank you ___ for your maturity" etc.
- **Proximity praise -** we praise other children, seated around a child, who are doing the right and required thing.
- A **phone call home** to a parent for **praise** is far more effective than several negative calls.
- All adults support pupils, where appropriate, by encouraging them to do their best, praising their efforts and being interested in them as individuals.

  - Rewards should always be a way of acknowledging when children, as a group or individually, have achieved or accomplished **more than expected**.
  - Exceptional behaviour may be rewarded with a Headteacher sticker from the class teacher or HT or a postcard or phone call from the class teacher.
  - Assemblies are a good venue to celebrate exceptional behaviour.
  - Each class may use their own reward system as designed by the class teacher e.g. table points or marbles. Teachers will also develop their own rewards: e.g. working in the library, extra playtime, treats.

Termly Class Rewards: When setting their class code of conduct at the start of the academic year each class can decide their end of term reward based on the number of marbles in the jar. This reward will be earned through demonstrating good classroom behaviours. The children will vote to decide what the reward will be each time and will vary dependent on age and stage. Marbles can be earned in work, behaviour, around school.

Star of the Week

Every week, a child is chosen from each class by their teacher to receive the Star of the Week award in achievement assembly on Friday based on our school values/ 6 Ps. Star of the Week's parents are invited to Achievement Assembly.

Celebration Assembly (every Friday)
Achievement Assembly is a time to celebrate the achievements of children in and out of school. Children can bring in certificates and awards from home and receive them in front of the school.

BETTIE
Every week, the class and teacher will decide upon an area of behaviour they feels needs to be the focus for improvement that week e.g. 'to be on the carpet ready before the member of staff counts to 3'. This is displayed in each classroom as BETTIE (Behaviour Everyone Tries to Improve Every day).

3. Consequences

Unacceptable Behaviour and consequences

Staff at Greatworth have a shared understanding of the best practice in dealing with behaviour that interrupts learning (see Appendix C).

Children need to learn that there are consequences for their actions, and that the behavioural boundaries are there for a reason. At Greatworth, we follow a certainty over severity approach. This relies on all staff being consistent and 'front-loading' expectations. They catch children being good.

When giving consequences, the following should be considered:

- It must be clear why the warning has been given.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- They must be made aware of their choices and the consequences linked with their choice.
- Group punishment should be avoided as they breed resentment.
- It should be the behaviour rather than the person that is punished.

If the School Rules are broken, we have established a clear system of sanctions, which are known by the children, staff and parents.

- Behaviour Incidents are recorded on Cpoms. Think Sheets, Report Cards and Behaviour Logs may also be used to help improve the behaviour of individuals.
- If the behaviour of a child fails to improve, he/she will be placed on a daily report which will usually be sent home at the end of each week.
- If a child is having regular or serious behavioural difficulties, the class teacher will involve the Senior Teacher or the Headteacher. The child's parents will be

consulted by a member of staff at any stage of the discipline procedure so that home and school can work together to support the child. A Behaviour Plan will be put in place and monitored.

- There are further sanctions that can be applied by the Headteacher, including suspension or permanent exclusions.
- Each class has a Class Code of Conduct which the children have written and designed themselves. The Code is displayed in classrooms to remind children of the rules and also what they are rewarded for and how they are rewarded.
- A pupil may progress through the ladder of consequences if their behaviour does not improve or they may immediately be given an orange or red card if warranted by the severity of their behaviour, please see the example of red level behaviours below.

Every child must be made aware of our expectations and the rules that will be enforced to achieve them. If a child chooses to break a rule then they will know that an unavoidable consequence will follow. We must be consistent in our use of these consequences. The sanctions that we have chosen for inappropriate behaviour are progressive and start with a warning.

4. Systems

KS2 Step 1: Warning

This is an important first consequence because it gives the child an opportunity to choose more appropriate behaviour.

Step 2: Name on board and a reminder of the rules

Step 3: Time Out

Should a child gain 2 warnings in quick succession, or gain a warning for act from which they need time to cool down, then they will be given time out of the task, activity or of their class. In more extreme cases they may be asked to continue with their class work but will be supervised by another teacher or the Head Teacher. This will give the child time to reflect and discuss their behaviour without falling behind with their work. Once the adult confirms that the time out is over the child will be returned to his/her class.

Step 4: Break detention

If a child's behaviour is consistently unacceptable and many 'time outs' are required, missing break may ensue. This may be for part or all of break dependent

on the severity of the behaviours. At the end of the detention the child's behaviour will again be discussed.

Step 5: Behaviour Report

Persistent behavioural concerns may require a Behaviour Log to record behaviours to be reviewed with outside parents and professionals. A Behaviour plan and a daily Behaviour Report may also be introduced with personalised sanctions and rewards. They may be more incremental.

Step 5: Parents meeting

Should the warnings system not have the desired effect then the Head Teacher will call the child's parents in order to discuss the next possible steps to improve behaviour. A behaviour plan will be implemented and reviewed on a weekly basis with parents

It may be necessary to miss out some of the sanctions going straight to any of the steps without having gone through each step in order. Such cases could include situations where a child is a danger to themselves or others and as such is unsafe to be on school premises. In such situations we would go straight to the suspension or exclusion step.

The behaviour policy and sanctions are implemented at the discretion of the headteacher. In certain cases we may also choose to use a different sanction to those stated above – for instance if a child is misbehaving in PE then they may miss the next sports tournament. This will allow children to see that their actions in specific areas can have subject related consequences. The use of break in order for children to complete work that should have been completed during class time will continue. This will not be classed as a warning unless the child is a persistent offender. It will simply be used to ensure that children understand that they must complete their work within the reasonable time limits given.

Group Dynamics and Relational Behaviour

The school recognises that behaviour issues can arise within group dynamics and may not always be immediately visible to adults. This includes behaviours directed towards other children or adults that may be subtle, relational, exclusionary, intimidating or intended to undermine an individual's wellbeing, confidence or sense of belonging. The school is committed to identifying and addressing such behaviour promptly and consistently. Any concerns raised by pupils, staff or parents will be

investigated thoroughly, and where inappropriate behaviour is identified, it will be addressed quickly, fairly and without exception in line with this policy.

The role of the Headteacher

Whilst this policy provides a framework for behaviour management and sanctions, the application of sanctions and the determination of appropriate consequences remain at the discretion of the Headteacher, considering the individual circumstances of each case.

Key Stage 2

Stage	Behaviour	Consequences
1	Minor disruption: poking, interrupting, irritating others, talking, annoying, non-compliance to the school Rules, walking around the classroom, making silly noises, Cheeky, arrogance.	Reminder
2	Repetition of Stage 1	Reminder and Think Time
3	Stage 1 and 2 repeated Verbal aggression, Ignoring instructions, defiant body language, refusals, back-chatting.	Playtime Detention
4	Destructive behaviour, aggressive behaviour on the playground, verbal aggression, extreme rudeness, bullying, spitting, minor physical, stealing, swearing and vandalism.	Orange Card- Suspension and exclusion policy applied parents/carers notified. Pupil Meeting with Senior Staff. Behaviour monitoring in place and checked by the Headteacher for 5 days.

5	Extreme violence, injuries, serious damage to property, out of control. Consistent and ongoing poor behaviour from stages 3 or 4.	Red card – Suspension and Inclusion Policy applied Meeting with the pupil, parents and Headteacher. Exclusion may be instigated.

KS1

1. Verbal Warning: Tom, this is a warning, you need to follow the rules and get started on your work.
2. Second Reminder: I am going to write your name on ORANGE. That means you will lose a minute of your playtime. If you change your behaviour and I see you working hard, you will earn your minute back.
3. If he changes behaviour - well done, you have earned your minute back.
4. If he doesn't change - verbal warning you will move onto red and this is 5 minutes loss of your playtime. You will not be able to earn your minutes back
5. Red - 5 minutes loss of playtime and teacher or adult to remind them why they missed time from play

For SEN children, a quiet second warning often helps ie 2 verbal warnings. The second warning should be a quiet explanation of the consequences.

5. Ladder of Consequences EYFS:

Early Years Foundation Stage (EYFS) Behaviour Policy

The EYFS team follows the same policy as the rest of the school with some adjustments while settling in. The school values will be displayed in each classroom with corresponding pictures to help illustrate. A 5 minute sand-timer should be used for time-out.

Clear expectations are set by all adults at the beginning of the school year. In addition, regular circle times allow classes opportunities to promote and reward positive behaviour. Before any involvement in the behaviour system, all children are fully aware of school expectations.

1	**Reminder of expectations and the School Rules**
2	Warning Name moved.
3	5 minutes reflection time. When the timer has finished, they should bring it to the adult. Adult will check they have understood why they had to sit out. Adult will ensure child apologises to the person they upset and restore anything affected by their behaviour such as picking up toys they have thrown. As soon as an adult sees the child behaving appropriately after the event, they will provide them with specific praise.
4	Sent to Senior Teacher. Parents notified. A record of the incident will be logged and on the 3rd occasion a Behaviour Record will be completed and passed on the Wellbeing Team. Staff in EYFS will communicate this with parents/carers will at the end of the day.

Football

Children love to play football at breaktimes. If a child is playing without regard for others, they will sit out in the first instance (yellow card) and if their behaviour continues on subsequent days they will receive a red card and be banned from playing football for 5 school days.

6. Reporting and responding to bullying

**Please also see Child Friendly Bullying Policy and School Council Checklist*

It is essential that problems are resolved as quickly as possible, before any serious damage is done to the personal development or education of the young person involved. Children are regularly made aware of the necessity to report incidents of bullying behaviour to a member of staff as soon as possible.

If children witness behaviour they believe to be bullying (as a bystander) they should tell an adult rather than intervene themselves. If a child is experiencing bullying behaviour they should tell someone e.g. their class teacher or a lunchtime supervisor in order to get the help and support they need.

It is the parent's responsibility to inform school if a child reports bullying behaviour at home. If the parent is unhappy with how the school addresses the problem they should report it to the Chair of Governors who will respond within 5 working days.

Before taking any action we will hear both sides and assess the nature of the problem, keep an open mind and not jump to any conclusions. If we believe bullying behaviour has taken place we will take action. Whatever the decision we will monitor the situation closely.
If bullying behaviour is reported to any member of staff they should:

- Listen to what the child says so this reassures the child they have done the right thing by speaking up.
- Encourage problem solving strategies
- Record the incident on a School Bullying behaviour incident form
- Inform the class teacher who will then set in motion a support package for the child
- The teacher or Headteacher should inform parents or carers so we can work in partnership
- In serious cases involve Headteacher.
- The class teacher should inform other adults who work with the child (with child's consent)
- The class teacher, Headteacher and members of staff who are aware of the situation should monitor the situation on a regular basis.

In the event of a racist incident the school will complete a Racist Incident Reporting form and send it to the authority.
The member of staff who reported the incident or the class teacher or Headteacher, as appropriate, will:

- Talk to the pupil who undertook the bullying behaviour and talk about how to move forward with the correct behaviour.
- Look for the motivation of the 'bully'.
- Make them aware that their behaviour is causing distress.
- Monitor future behaviour and share this with the child.
- Involve the child's parent or carer.
- Follow sanctions in the Behaviour Policy as necessary

We believe that this is fair, proportionate, consistent and reasonable – that pupils need to be accountable for their actions and the impact their behaviour has on other emotional health and well-being of others.

Child-on-Child Abuse

***Please also see Child Friendly Child-on-Child Abuse Policy**

This school recognises that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated. To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about

safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions.
Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that:

- pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".
- Child-on-child abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.
- There is a heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.
- LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The school's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS). Managing disclosures
- Victims will always be taken seriously, reassured, supported and kept safe.
- Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.

- Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and an investigation conducted by the DSL/Headteacher.
- A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils.
- The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.
- Parents or carers of the children involved will be informed as soon as it is appropriate to do so.
- Support will be offered to the alleged victim, the child or young person accused and any other children involved by different adults in school (to avoid a possible conflict of interest). A referral to any relevant outside agency will be made e.g. Police or Social Care. **Confidentiality**
- The school will engage with staff and agencies required to support the victim and/or be involved in any investigation.
- If a victim asks the school not to tell anyone about the disclosure, the school will not make this promise.
- Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- The DSL will consider the following when making confidentiality decisions:
- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to Social Care.
- Where a crime has been committed, reports will be passed to the police

7. <u>The Restorative Approach – Dealing with inappropriate behaviour.</u>

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility

we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.
All staff working within our school use active listening skills when dealing with a conflict. This
enables them to draw out more from those involved. More resources can be found here: https://blog.cps.edu/wp-content/uploads/2017/08/CPS_RP_Booklet.pdf

The Restorative Questions:
What happened?
Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
What do you think and feel about that?
What each person was thinking and feeling at the time, before and since.
Who has been affected and how?
Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.
What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.
What do you think needs to happen next/to make things right with each other and with the
school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the Restorative ladder to consider how they can make appropriate amends with the high expectations of the school community.

11. Management Toolkit

Our understanding of behaviour management is...

..... *Unconditional Positive Regard*

It starts with the adults....

Good teaching

- A good teacher brings the curriculum to life!
- Tasks must have QUDOS: Quick; Understandable; Doable; open ended and Simple to understand what to do
- PVC: Pace, Variety, and Challenge
- WAGOLL
- Uses AfL to assess where children are and know where they need to go next

- Starters to review learning
- Plenaries (both at the end of a lesson and at key points during the lesson)
- Give no more than 3 instructions at any one time – brain struggles to process
- Always be ALERT and be careful of positioning – you should always know what each pupil is doing
- Use seating plans – break up cliques and friendship groups. Take ownership of the room.
- Environmental restructuring – Making sure the areas being worked in are suitable. i.e. sitting next to a door if a child may regularly need to leave a room

Non-verbal Communication

- Intervention should always be less disruptive than the behaviour being addressed in order to prevent escalation so start with non-verbal signals. e.g. to use quiet voices, Listen, look this way etc. Thumbs up for good. This keeps a calm environment and doesn't disrupt the pace of lesson; boosts pupils' self-esteem; pupils can't answer back to a verbal cue
- Body language, facial expression, gestures, eye contact, touch, space (body language 55%, 38% voice, 7% words)
- The look- Making eye contact with a child to let them see you are observing their actions.

Relationships

- Smile! It's infectious!! Generates warmth and a positive learning environment for all
- Use humour, not sarcasm
- Knowing their motives allows you to solve behaviour problems; 1:1 problem solving – Taking the opportunity to talk quietly, calmly and in a degree of privacy to discuss or solve problems
- Connect with pupils make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate
- Have high expectations of all pupils e.g. "I expect all pupils in this room to get a level 5".
- Start every session afresh. Repair and rebuild your relationship as soon as possible.

Praise

- PIP and RIP (Praise in Public, Reprimand in Private)
- Pupils need praise and rewards like plants need water
- Focus on good behaviour: "Thank you ___ for being ready to listen"; "Thank you ___ for looking this way"; "Thank you ___ for your maturity" etc.
- Proximity praise- Praise other children, seated around a child, who are doing the right and required thing.
- A phone call home to a parent for praise is worth more than a 1,000 negative calls

- Continually offer encouraging words/ gentle discipline

Routines

- Whole School understanding of 'the clap and respond' to get attention, with a thumbs up from other hand to pupils that respond
- Visual timetables
- All adults follow school routines and policies (See Appendix E)

Non-confrontational Techniques

- Use a question- Open rather than closed questions are best- don't give a child a chance to respond to questions not fully thought out - "Is everything alright there ____?" for unfocussed pupils. "How can I help you ____?" for pupils off task. Ask "What should you be doing now?" –this refocuses the brain.
- Physical proximity- move alongside a child to show them you have observed them and that they need to rethink their actions.
- Tactical Ignoring- Ignoring certain behaviours and waiting for the first chance to praise for positive actions. Take care not to ignore too much or ignore a child who will 'push harder' in order to get your attention next time.
- Keep low level disruption low level e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a mole hill!

Good strategies to combat a disruptive pupil

Level 2 behaviour:

- Say their name; 2)Pause; 3) Body language; 4) Action e.g. "look this way"; 5) "Thank you"; 6) Move on
- Power of choice e.g. "If you choose to disrupt the lesson for a 3rd time... it's your choice". This provides a win/win situation by giving options to a child rather than an ultimatum.
- Broken record technique- Repeating what is needed to be done to comply with requests.eg you need to sit down
- Rule, reminder, state consequences, restate request, apply consequence- keep the child fully informed of the process that events will take.
- Move in technique- approach the child appropriately, and state requirements and move away to allow take up time (may be needed 2 or 3 times)
- Refocusing techniques- don't allow the child to deflect from your remarks Say things like, 'I hear what you say, but I need you to ...'
- Take up time- time allowed for a child to comply with a request before any further reminders are given or actions are taken.
- Diversion – agrees and refocuses e.g. Pupil: "Sir I'm rubbish on the keyboard", Teacher: "Maybe you do struggle playing the keyboard but this task will help you to learn the blues scale"

And if that doesn't work remember:

- Stay calm, don't panic and remain in control.
- Don't chase after children but always catch them later.
- Don't be drawn into an argument, refocus the child.
- Separate children as quickly and as calmly as possible.
- Encourage children to suggest their own solutions to a dispute.
- Remove any audience
- Allow a cool off period before talking to the child.
- Allow children to tell their side of the story one at a time.
- Avoid being judgemental
- Remind of the consequences and apply them. Withdrawal/Remove- take children from difficult classroom situations
- Management back-up – Regular discussions with Head /Deputy regarding children at level 2.
- Teaching not monitoring- Teach behaviours needed, the child may not understand what is required. Notes kept must be good enough to help a progressions and not just a record of incidents.
- Certainty not severity – it is the certainty that things will occur that will change situations not the severity of consequence.
- Put contracts in place- Create verbal or written agreement with small steps to help create a sense of real progress and self-motivation
- Get parents on board- make regular, frequent telephone calls home
- Organise lessons – enable the student to work on one thing at a time clearly and directly.
- Give explicit instruction- 'Give them clear tracks to walk in and there's more chance of them staying on the path'.
- Give the child a responsibility

13. Expectations of Behaviour

<u>Movement around school</u>

- Always walk around school.
- Talk with quiet voices.
- Single file

<u>Assembly</u>

Use hand signals instead of verbal commands to direct children.

- Star sitting
- Stand until told to sit.
- Be a quality listener!
- Stand up to sing and sing well!

<u>PE</u>

- Wear PE kit – no jewellery and hair tied back
- Staff dressed appropriately
- Have an agreed STOP signal.
- Follow instructions.
- 'Think Time' designated area (mat) for warning children about their behaviour.
- Good sportsmanship to be rewarded.

Outside work areas:

- Go to table or area quietly.
- Quiet voices.
- Work on task – do not engage in conversation to people walking past.
- Tidy areas when finished.
- Children at all times need to be monitored by adults.

Playtimes

- At the beginning of play children line up in class.
- Children leave class with an adult escorting them to the playground.
- Remember to have buddies set up for those children that need them.
- Children go to staff on duty if there are any problems e.g. hurt, disputes.
- To line up or go in as soon as the end of playtime is signalled.
- Children should be lining up in silence, facing the front.
- Walk in with teacher quietly.
- Should be ready for the next lesson to start with equipment and books on desks.

Toileting

- Encourage children to go at the beginning of playtime.
- Children are allowed to go to the toilet during lessons and teachers have a system set up to ensure children are safe and learning is least interrupted.

Cloakroom

- Hang up coat and bag on peg or neatly with door of locker closed
- Pick up others coats if knocked off.

Other

- Unfinished work will be completed during break and lunchtimes. This should be monitored.
- Only children with adult supervision should be allowed in at lunchtimes.