Cornerstone Academy Trust

Behaviour Policy

Updated: November 2022
Review: November 2023

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1. Aims

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

Behaviour and discipline in schools: advice for headteachers and school staff, 2016

Behaviour in schools: advice for headteachers and school staff 2022

The Equality Act 2010

Keeping Children Safe in Education

Exclusion from maintained schools, academies and pupil referral units in England 2017

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

Use of reasonable force in schools

Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

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Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9

- requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Incorrect uniform

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: • 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.

5. Roles and responsibilities

5.1 The trust board

The trust board is responsible for monitoring this behaviour policy's effectiveness and holding the Heads of Schools to account for its implementation.

5.2 The Head of Schools

The Head of Schools is responsible for:

> Reviewing this behaviour policy
> Ensuring that the school environment encourages positive behaviour
> Ensuring that staff deal effectively with poor behaviour

> Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
> 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
> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
> Ensuring that the data from the behaviour log on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

> Creating a calm and safe environment for pupils
> Establishing and maintaining clear boundaries of acceptable pupil behaviour
> Implementing the behaviour policy consistently
> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
> Modelling expected behaviour and positive relationships
> Providing a personalised approach to the specific behavioural needs of particular pupils
> Considering their own behaviour on the school culture and how they can uphold school rules and expectations
> Recording behaviour incidents promptly on CPOMS
> Challenging pupils to meet the school's expectations
> The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate
> Support their child in adhering to the school's behaviour policy
> Inform the school of any changes in circumstances that may affect their child's behaviour
> Discuss any behavioural concerns with the class teacher promptly
> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
> Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
> Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school
> That they have a duty to follow the behaviour policy
> The school's key rules and routines
> The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

At Cornerstone we strive to provide a caring ethos where everyone in the school community feels safe, confident, valued and respected. By promoting an environment where everyone can live and work together in a supportive way we aim to enable all pupils to reach their full potential, emotionally, socially and intellectually.

The aims of our behaviour policy are to:

> Ensure the safety and wellbeing of every member of the school community
> Promote good behaviour
> Help children become responsible and increasingly independent members of the school community

There are clear expectations of pupils. Staff will always act on unacceptable behaviour. The emphasis in this policy is about promoting good behaviour rather than merely deterring anti-social behaviour. We believe that by having high expectations, being good role models and rewarding pupils where appropriate, we promote positive behaviour.

We also seek to ensure good behaviour by:

> Providing a balanced and varied curriculum that stimulates and motivates pupils
> Fully engaging all pupils in their learning
> Clarifying expectations for behaviour within class and being consistent in the application of these
> Responding to any breach of these expectations in a proportionate and rational way and providing the pupil with an opportunity to consider the impact of their own behaviour

We aim to deal with the great majority of lapses in good behaviour within class. Only exceptionally will the leadership team become involved and then in such a way as to support and reinforce the class teacher's approach. It should be noted that exclusions of any kind are extremely rare and would only be taken after the Chair of Trustees had been notified.

Rewards and Sanctions

As stated above, the over-riding expectations at Cornerstone is of good behaviour and mutual respect for all members of the school community. Wherever possible good behaviour will be reinforced, and praise given for exceptional examples. Most minor breaches of this expectation will be dealt with by the class teacher instantly and without fuss and in a caring and supportive and fair manner. Where there is a continuing pattern of behaviour that falls short of what is expected, or where misbehaviour is more serious, other teachers and members of the senior leadership team will be involved in reinforcing expectations of behaviour with the child.

More serious breaches of discipline, including physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour, are very rare at Cornerstone. However, should they occur the pupil or pupils involved will be dealt with by a member of the senior leadership team. Recurring patterns of such behaviour would lead to exclusion.

To see the Department for Education's advice "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" (updated September 2017), visit:

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged
> Develop a positive relationship with pupils, including:

  o Greeting pupils in the morning/at the start of lessons

  o Establishing clear routines

  o Communicating expectations of behaviour in ways other than verbally

  o Highlighting and promoting good behaviour

  o Concluding the day positively and starting the next day afresh

  o Having a plan for dealing with low-level disruption

  o Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

> A verbal reprimand and reminder of the expectations of behaviour
> Setting of a reflective account of their behaviour
> Expecting work to be completed at break or lunchtime
> School-based community service, such as tidying a classroom
> Supported from Senior Leadership
> Suspension
> Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder
> Hurting themselves or others
> Damaging property
> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort
> Be applied using the minimum amount of force and for the minimum amount of time possible
> Be used in a way that maintains the safety and dignity of all concerned
> Never be used as a form of punishment
> Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)
> Travelling to or from school
> Wearing school uniform
> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school
> Poses a threat to another pupil
> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil
> It could have repercussions for the orderly running of the school
> It adversely affects the reputation of the school
> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of Schools will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.9 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. These include clear processes for:

> Responding to a report
> Carrying out risk assessments, where appropriate, to help determine whether to:

   o   Manage the incident internally

   o   Refer to early help

   o   Refer to children's social care

   o   Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.10 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with 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 (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

> Appropriately planned curriculum for a pupil with SEND who finds it difficult to sit still for long

> Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

> Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

> Training for staff in understanding conditions such as autism

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

> Whether the pupil was unable to understand the rule or instruction?
> Whether the pupil was unable to act differently at the time as a result of their SEND?
> Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

> The needs of the pupils at the school
> How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents
> Attendance, permanent exclusion and suspension
> Use of pupil support units, off-site directions and managed moves

Anonymous surveys for staff, pupils, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every Term by Head of Schools.

The data will be analysed from a variety of perspectives including:

> At school level
> By age group
> At the level of individual members of staff
> By time of day/week/term
> By protected characteristic

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

12.2 Monitoring this policy

This behaviour policy will be reviewed by the Head of Schools and trust board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the trust board.

13. Links with other policies

This behaviour policy is linked to the following policies:

> Anti-Bullying Policy
> Exclusions policy
> Child protection and safeguarding policy

APPENDIX 1

Rights and Responsibilities

Staff:

Rights	Responsibilities
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to and to share opinions	To listen to others To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be made fully aware of the school's system/policies/expectations	To seek information, use lines of communication and apply expectations consistently
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour To acknowledge areas of their own behaviour management skills that could be developed To try out and to evaluate new approaches

Pupils:

Rights	Responsibilities
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and themselves safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To identify and own mistakes and learn from them To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others

Parents/Carers:

Rights	Responsibilities
To be treated with respect	To behave respectfully towards others
To be safe	To behave in a way that keeps others and themselves safe
To be kept informed about their child's progress	To talk to teachers if they have any concerns about their child's learning and wellbeing To talk to their child about what he/she does in school To ensure their child attends school regularly
To be listened to	To listen to others
To have access to information on the school's expectations for positive behaviour	To acknowledge/respond to information and share any concerns
To have concerns taken seriously	To share concerns constructively

Appendix 2

The following is a list of routines and organisational prompts for teachers by phase. These are compiled by Phase Leaders to provide staff a helpful reference points for the common routines and practice used across the trust to establish the environment and habits that support an excellent behaviour culture.

EYFS

Nursery
Morning Routine
- At all Exeter schools, open the doors at 9:00am, gradually letting children in. Parents are not to come in. Children to be welcomed at the door by the teachers and then the rest of the staff to greet as children come in and support them in putting things away and finding activities laid out to engage with.
- At YVPS, because of gate security and no BC for nursery children, children can start to come in from 8:45
- All parents to be off the school premises by 9:15am
- Register by 9:20 at the latest
- Bell and stop signal-RWinc (hand in air) used when gaining attention from all for tidying, transitions to activities etc. When all children are listening then instruction given to move to next task
- Toddlers when at carpet sessions use songs/rhymes to gain attention

Managing Outside and Inside Provision
- When adult directed activities and continuous provision needs to stop or change, teacher rings a bell (inside and outside) then Team Stop! (Hand signal)
- TA's support those children who need help/individual guidance to tidy or show symbols.
- Inside, children need to help tidy up and be sat on the carpet quietly before children outside come in to join them (if leading in to be altogether again) If children are swapping to go outside, ensure they line up at a different door to exit the classroom than the door where the other children are lined up outside.
- Outside, line up and wait at the door until you are told you can come in, then directed to sit on the carpet quietly and wait for next instruction.
- This will help to manage the transitions of children going from inside to outside and vice versa in a calm manner.
- Promote excitement and engagement in learning, with well-planned and well-resourced activities both indoors and outdoors

Dealing with behaviour
- See EYFS notes below

Snack time
- Snacks – Self registration for snack time by children with adult support and written evidence of time and snack/drink taken.
- At all times when food and drink is to be consumed, children should have washed their hands, be sitting properly at the table/s with chairs tucked in. They need to make sure that before they leave, they tidy their cups/bottles, plates away, and finish mouthfuls.
- Water bottles to be filled up with fresh water daily and key persons responsible for their key children drinking through the day

End of the Day routine
- 2:30pm Tidy up time, including the outside, then move to story time and end of day session in N1 and N2 groups. Half the staff to be with story groups. The other staff from each of the groups, along with nursery teachers to prepare bags to go home. Once stories finished, bags to be given out or collected depending on nursery. Children to be ready on carpet for collection
- 3:00pm Teachers to be stationed at doors and parents allowed to enter the nurseries to collect children. At all schools, teachers to make sure that they man the exit points and say goodbye to children
- All parents out of the nursery by 3:10pm.

Reception
Morning routine
- Open the doors between 8:30 and 9:00am, gradually letting children in.
- Set up inviting, engaging morning activities. Calm music.
- Warm approachable start to the day.
- One class Teacher at the door, welcoming children and talking to parents in the morning. The other Teacher settling children and helping them find an activity/friend.
- TA's to help children with lockers/pegs. And settle children.
- Teacher who is in the classroom to ring a bell and model 'Team Stop' signal to get children's attention. Ensure all children are quiet and looking at Teacher before saying 'Good Morning and Time to Tidy Up'.
- All parents to be off the school premises by 8:55am
- Register by 9:10am

Working at tables- teacher led
- 1,2,3 – RWInc. 1 – stand up. 2 – walk to the desk and stand behind your seat. 3 – sit down.
- Have writing books and pencils ready so time is not wasted and children can get on task quickly. This method can be used for Phonics, Maths and any writing activities when children need to work at desks.
- Consistent use of RWI signals and phrases
- Sitting on chairs properly, 4 legs on floor, chair tucked under
- If jumpers/cardigans are off, they need to be in trays, not on laps, tables

Managing Outside and Inside Provision
- When adult directed activities and continuous provision needs to stop or change, teacher rings a bell (inside and outside) then Team Stop! (Hand signal)
- TA's support those children who need help/individual guidance to tidy or show symbols.
- Inside, children need to help tidy up and be sat on the carpet quietly before children outside come in to join them (if leading in to be altogether again) If children are swapping to go outside, ensure they line up at a different door to exit the classroom than the door where the other children are lined up outside.
- Outside, line up and wait at the door until you are told you can come in, then directed to sit on the carpet quietly and wait for next instruction.
- This will help to manage the transitions of children going from inside to outside and vice versa in a calm manner
- Promote excitement and engagement in learning, with well-planned and well-resourced activities both indoors and outdoors

PE and Clubs
- Children in Reception change for PE twice a week.
- Spaces allocated to children in order to cause the least fuss
- Uniform to be put into their PE bag and on a chair then tucked in before going to PE
- Ask if everyone has their PE kit if a PE day/ club during register
- PE kits sorted during registration
- For After School activities, teachers to lead children to their club rooms at 3.40pm
- Register children by 4:00pm
- If a child is not attending a club ensure you have spoken with the person leading that club, if a child is away from your club follow-up with their class teacher before beginning the club

Snack Time
- At all times when food and drink is to be consumed, children should have washed their hands, when seated on carpet or chairs to be sitting properly. They need to make sure that before they leave, they tidy their cups/bottles, plates away, and finish mouthfuls.
- Water bottles to be filled up with fresh water daily and key persons responsible for their key children drinking through the day

- Children with water bottles sit on the carpet, children who drink milk at the tables, snack table with baskets of fruit at a table – special helpers to give out the fruit to peers, only once all children are sat.
- Children not to move away from carpet/tables until snack time is up (15 minutes allocated) Children encouraged to finish snack in that time. Children then told to put bottles/ rubbish away and go to next activity

End of the Day routine
- 3pm – Storytime. Non-negotiable, always ensure all children are sat and enjoying having a story.
- 3.15pm – Get ready for clubs/home time. Children to be settled and calm before going home. Listening to songs, audiobooks, Number blocks. Something appropriate.
- 3.30pm – Home time – One Teacher at the door to dismiss children and speak to any parents if needed to do so. The other Teacher needs to be with the children.
- Ensure 'both' Teachers in class are responsible for taking children to the correct Clubs. Children line up quietly and are delivered to the right location.

All EYFS Classes
Dealing with behaviour
- Always speak to children at eye level.
- Recognise that all children are different – sometimes a look and speaking to a child is enough, other times you will need to have a firmer tone of voice.
- when children are being disruptive during learning time or have been unkind to a peer:
  - Give children a look.
  - Give children a warning and address what you don't like.
  - 'Reflection Time' – Child needs to have thinking time about behaviour. Teacher then sits with them and talks about what happened and why they do not like the behaviour
- Teachers to use the sound field system at all times, so all children can hear instructions, do not use this to make your voice louder but rather to project your voice around the room
- Bell and stop signal-RWinc (hand in air) used when gaining attention from all for tidying, transitions to activities etc. When all children are listening then instruction given to move to next task
- When lining up, use special helpers to lead and support in middle of line and back (mini teachers) walk one behind the other and quietly.
- Use the sayings 'good listening', 'good sitting' 'magnet eyes'
- Lots of positive praise throughout the day, for individuals as well as class groups
- When trying to gain attention use silent signals for children to repeat (tapping body parts or tapping out rhythms for the children to copy)
- promote excitement and engagement in learning with well-planned and well-resourced activities both indoors and outdoors
- Ensure children know the routines of the classroom, the timetable of the day and use visual timetable at every transition point. What is happening now, what will happen next
- All staff to be excellent role models to children, engaging in talk, questioning, encouraging curiosity and developing vocabulary- talk to children, build relationships with children
- Use the sayings 'good listening', 'good sitting'.
- Lots of positive praise throughout the day, for individuals as well as class groups
- When children have misbehaved, adult to approach child in calm way, crouch to their level, use 'look at me', gain eye contact before addressing issue
- Make use of tone of voice and facial expressions to show displeasure, not to shout but to address misbehaviour and explain to children what they have done wrong and what is the right choice
- Ensure children know the routines of the classroom, the timetable of the day and use visual timetable at every transition point. What is happening now, what will happen next
- All staff to be excellent role models to children, engaging in talk, questioning, encouraging curiosity and developing vocabulary- talk to children, build relationships with children
- When lining up children and leading them around school, to be done in pairs, finding appropriate partners (e.g younger with older)
- When walking around the school, children to walk sensibly and quietly, with adults leading at beginning and end of line and if needed in the middle.
- If children are misbehaving during play, e.g not sharing toys, not using resources correctly, staff to first - gently remind them to play nicely, if continues, to tell them that you will not allow the child to

> continue at that activity, and finally if persists, remove child gently from activity explaining reason why
- When staff other than nursery staff enter the room, children to be encouraged to greet the visitor and children to be showing off what they are doing.

KS1
Breaktime and Lunchtime
- Take children out - lead them in a line
- If on duty, 1st whistle freeze and 2nd whistle children get into lines of 30 (alphabetical split)
- Just before 1.15pm be out on the playground ready to lead children back into class

Water bottles
- Must be filled by an adult before the school day starts
- They must stay in the bottle trays and not taken to tables other than at snack time
- Only use school bottles - no bottles from home

Special helpers
- Picking up coats
- Shutting lockers
- Giving out class materials
- Giving out snack
- Organisation of headphones and plugging in surfaces
- General tidy of corridors where appropriate

Break/ Snack time Transition
- Children to be split into 2 groups, 30 at break and 30 having snack (10.15-10.45)
- Ensure the 10.30 transition is managed by an adult - 1 teacher to collect children from the playground and one to take the next group outside

Snack time
- Children should not help themselves - to be given out by special helpers
- Reminders of 'please' and 'thank you' - encourage talk 'May I have an apple please?', 'What's everyone's favourite fruit?'
- Only fruit no alternatives from home (unless they bring their own fruit)
- Children must be calm and sat at their tables, they can do a discussion activity related to the next lesson or watch a related video - they must not be playing their own games/ watching other unrelated shows

PE kits
- Uniform to be put into their PE bag and on a chair then tucked in before going to PE
- Ask if everyone has their PE kit if a PE day/ club during register
- PE kits sorted during registration
- Lead children to their club rooms at 3.40pm
- If a child is not attending a club ensure you have spoken with the person leading that club, if a child is away from your club follow-up with their class teacher before beginning the club

End of day & Storytime
- Leave enough time at the end of the day for children to get belongings after not before story time
- Children sit on chairs with belongings and wait to be called to the door when teacher has seen their parent/ whoever is collecting

Gaining attention
- Use the Team Stop signal and say either 'eyes on me' or 'magnet eyes'

Toys
- No toys in school, including wearing any jewellery.
- Reiterate this with the class when needed.

Pencil cases
- Must be used each lesson, stock-check them every Friday

KS2
Expectations

- Completion of work is a priority
- Deal with each child individually, in regards to misbehaviour in the classroom.
- Transition throughout the school is independent, polite, walking and quiet.

Gaining Attention
- Encouraging a respected silence when a teacher begins talking.

Morning Activities
- Calm and quiet entry to the classroom, taking part in purposeful signposted activities.

Water Bottles
- Only use school bottles - no bottles from home
- Bottles kept in tray but encouraged to be at desks during the day (Year 3 can remain in trays and be left to teacher judgement)
- Children encouraged to leave the bottles in the middle of the desk, rather than 'fiddling' with the bottles.
- Filled in classroom taps or nearby fountains by the children at the beginning of the day (and just before lunch).
- Empty at the end of the day.

Equipment
- Pencil cases must be used each lesson, stock-check them regularly
- Strong independence expected of these
- Pens and Headphones are accounted for

Toys
- No toys or collectables in school, including wearing any jewellery.
- Reiterate this with the class when needed.

Breaktime and Snack
- Children eat snacks in classroom, sat down
- Encouraged to eat at a decent pace to give as much breaktime as possible

Lunchtime Play
- Before they leave – what am I doing after break and lunch?
- Take children out – lead them in a line (if no one on duty, remain with class until there is)
- If on duty 1st whistle freeze and 2nd whistle children get into lines of 30 (alphabetical split)
- Just before 1.15 be out on the playground ready to lead children back into class

Lunchtime Hall
- Expectation of quiet setup from older children
- Classes are lined up and enter the hall silently
- When the lead teacher begins speaking, children are expected to listen (as per Gaining Attention)
- Grace is said and lunch is served.
- Pudding is served collectively, led by the teacher on duty.
- End of lunch – children are expected to sit silently. When their table is ready, they are asked to leave the hall and return to class / break.

Squads
- Punctuality and commitment to the activity

Special Helpers?
- Increased responsibilities for independence.
- Surface monitors – ensuring all are plugged in.

PE, Clubs and Swimming Kits
- Clear expectations over low volume and pace for changing.
- Uniform to be put into their PE bag and put back in personal lockers (or on chairs if lockers are unavailable)
- Ask if everyone has their correct PE kit if a PE day/ club during register (including boots, trainers, hairbands)
- PE kits sorted during registration – parents are contacted
- Lead children to their club rooms at 3.40
- If a child is not attending a club ensure you have spoken with the person leading that club, if a child is away from your club follow-up with their class teacher before beginning the club

End of Day & Story Time
- Leave enough time at the end of the day for children to get belongings after not before story time
- Gather children, with all belongings, and take to relevant pickup location.