



Cornerstone Academy Trust

Behaviour Policy

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1. TCAT Behaviour Strategy

Relationships and Curriculum

TCAT Behaviour Strategy is founded on **relationships and curriculum**. Staff and children work together in the knowledge that to be able to make good behavioural decisions we each need to have our main five main psychological needs met. In our daily interactions and lives we each need to experience:

Love, Belonging, Being Understood, Achievement and Purpose

These five needs are the heart of all relationships. They are the foundation for teaching, curriculum, pupil mentoring, staff coaching, pedagogies, planning, adaptations, resources, environments, assessments, judgements and all relationships in all our schools.



Three principles frame TCAT Behaviour Strategy:

Engagement. Boundaries. Environment.

Engagement

Meaningful and Matched. Every Child a Reader. Deep Understanding.

TCAT teaches a curriculum that is meaningful and matched to the needs of all children. It combines the breadth of skill and knowledge children need to be successful learners. Project Based Learning delivers real world learning opportunities with authentic outcomes of which children are proud. PBL gives learning **purpose**. It positions the teacher as facilitator and mediator using a wealth of digital and practical resource for children to work independently and collaboratively on open ended activities that are matched to individual needs.

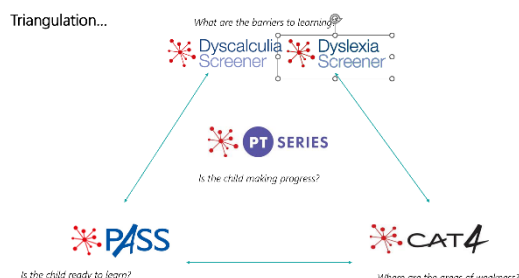
Central to children's ability to engage positively in learning and curriculum is their ability to read. The TCAT aim is:

'Every Child a Reader'

TCAT delivers high quality phonics teaching to every child ensuring they acquire this skill, we then develop children as readers utilising Accelerated Reader, dedicated libraries with librarians, a culture of reading in the curriculum and classroom with access to a broad range of engaging texts. 'Every Child a Reader' ensures children can access curriculum and experience **achievement**.

For children to successfully engage with curriculum we need to know them, they need to be **understood**.

TCAT deploy a range of digital assessments to build a clear picture of children's abilities, potential, hurdles, attitudes and attainments. By understanding children's readiness to learn, areas for development, current attainment and current barriers we **understand** what we need to do as teachers to ensure **achievement**.



This knowledge enables relationships to be built on **deep understandings** that inform all adults how a child can be best understood and supported.

Boundaries

Democracy. The Rule of Law. Individual Liberty. Mutual Respect. Tolerance for those with different faiths and Beliefs

Children feel safe, and therefore able to engage, when they have clear boundaries and feel **belonging**.

Boundaries are set through the adult and child relationship. The 'reward' that matters is the positive relationship

and approval, the ‘consequence’ that matters is the temporary removal of approval within that relationship. All adults have the responsibility to have positive relationships with all children that are mutually respectful and have clear **boundaries**. The boundaries are those encapsulated in the five British values:

Democracy. The Rule of Law. Individual Liberty. Mutual Respect. Tolerance for those with different faiths and beliefs.

Related expectations of all are kindness, courtesy, politeness, work hard, have a voice, listen, be the best of yourself, play well, have fun and when needed, ask for help.

Boundaries ensure safety and wellbeing and are a threshold, to function they must be maintained, and adults have a responsibility to do so for children. This involves saying ‘No’ when needed or ‘STOP!’. It may also require the adult to intervene with clear verbal and/or physical instruction to ensure boundaries are appropriately maintained.

Environment

Reduce Clutter. Ensure Pupils have what they need. Ownership by teachers and pupils

The physical and digital spaces in which we learn support behaviour. They enable us to **engage** successfully and provide **boundaries** that keep us safe. TCAT schools have a deliberate organisation to ensure the environment supports good relationships, learning and behaviour. Three principles underpin the organisation of our school environments:



Reduce Clutter
Ensure Pupils have what they need
Ownership by teachers and pupils

Well managed learning environments allow for clearly presented and appropriately resourced learning opportunities for children. Teachers aim for these to be accessible to all children and allow for independent organisation through a well organised and managed environment ensuring **purpose, achievement and belonging**. Well organised environments are supported by clear routines and processes that are outlined in the appendices of this policy.

TCAT behaviour culture is built on positive relationships that support children in being successful through curriculum. We deliver a curriculum that meets the needs of all children. We have high expectations that children exhibit the behaviours represented by British Values.



Genuine Recognition

When a pupil's behaviour goes above and beyond the expectations of all, staff will recognise it with positive genuine recognition. This provides an opportunity for all staff to promote high standards, culture and ethos.

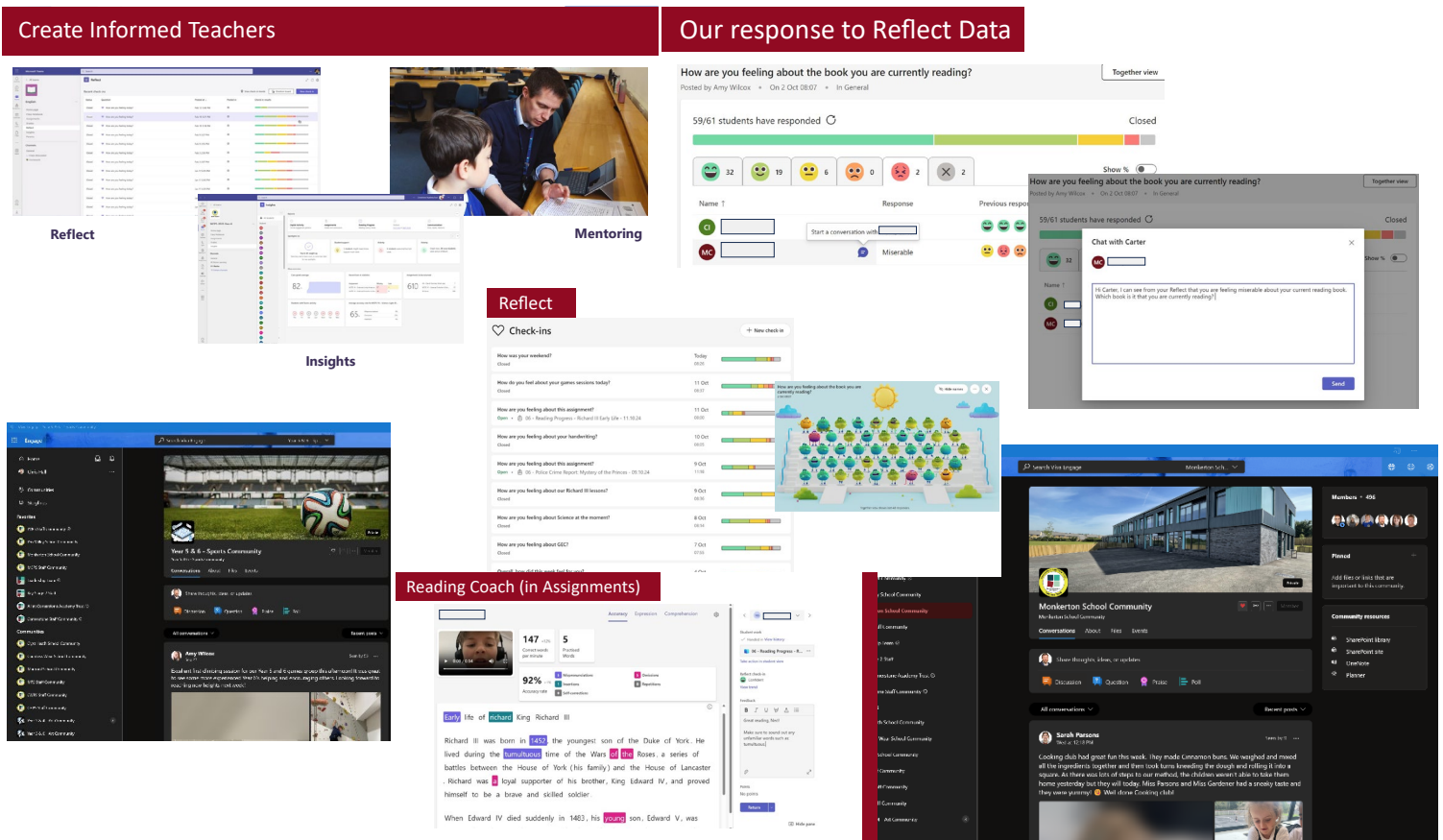
TCAT uses a range of tools to provide opportunities for genuine private and public recognition of children. The trust resources have a wealth of tools that do this. Including but not limited to:

- Teams
 - Reflect, assignments, Teams Chats, Teams Posts, Progress Coaches, Grade Books, Rubrics
- OneNote
 - Project Based Learning, digital inking, embedded Click View, Microsoft Forms
- Viva Engage
 - Posts, emoticons, praise, celebration
- Mentoring
 - Target setting, reading, pastoral check in
- Project Based Learning
 - Authentic outcomes, competitive wins, intrinsic wins from high quality outcomes

The principle that underpins recognition of children's *achievements* in TCAT is:

'Success Breeds Success'

For recognition to positively impact and reward behaviour it must be genuine, specific, individual to the child and for genuine excellence. The subtler positive reinforcements of our daily interactions encourage behavioural norms, these are different to **Genuine Recognition**. Genuine Recognition pinpoints the specific excellence for the child and shares it privately or publicly as appropriate. This feedback creates the personal connection required for successful **relationships**.



2. Policy Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the British Values
- 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

3. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff](#)

[The Equality Act](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Intentionally incorrect uniform
- Misuse of IT equipment or use of a mobile phone

Serious misbehaviour is defined as:

- Repeated breaches of the schools expectations
- Refusal to follow reasonable instructions
- Behaviours that are unsafe towards others, child or adult, or unsafe towards themselves
- Violent and aggressive behaviours, either physical or verbal, towards others or property

- 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
- Serious misuse of IT equipment or use of a mobile phone
- Possession of any prohibited items. These include, but no exclusive to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Vapes, 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)
 - Mobile phone (these must be handed in each morning and collected each evening)

5. Bullying

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

TYPE OF BULLYING	DEFINITION
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 policy.

6. Roles and responsibilities

The Trust Board

The trust board is responsible for monitoring this behaviour policy’s effectiveness and holding leaders to account for its implementation.

The CEO & Executive Headteacher or Deputy CEO

The CEO & Executive Headteacher or Deputy CEO is responsible for:

- Approval of this policy and ensuring adequate training of staff
- Ensuring the policy aligns with the Trust’s vision
- Reviewing and reporting on its implementation and impact
- Providing support to the Head of School Development and senior leaders around serious incidents
- Investigating complaints around serious misbehaviour and considering next steps actions with leaders
- Final decision regarding a suspension or exclusion a pupil

The Head of School Development

The Head of School Development is responsible for:

- Reviewing this policy
- Ensuring it is applied in each academy of the trust
- Coaching leaders on implementation of policy
- Measuring impact of policy
- Reporting to trustees as appropriate

The Head of Schools

The Head of Schools is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff build positive relationships and deal effectively with poor behaviour

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- Monitoring how staff implement this policy to ensure Genuine Recognition is applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them through relationships
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand this policy and the strategies within
- 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

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 on CPOMS only when they relate to a safeguarding concern
- Supporting pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to more serious or overly repeated behaviour incidents

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
- 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 build a positive relationship with parents and carers by keeping them informed about significant developments in their child's behaviour and working in collaboration with them to support behavioural issues.

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 expectations 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.

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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.

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. 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 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 may 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, where possible, rectified.

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 one or more of the following sanctions in response to unacceptable behaviour:

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

Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, to ensure that the misbehaviour is dealt with justly and proportionately.

Reasonable force

The Trust will follow the DfE guidance document found here: [Use of reasonable force in schools.](#)

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 control or restrain a pupil to:

- Stop them causing disorder
- Prevent them from hurting themselves or others
- Stop them damaging property
- Stop them committing an offence

Incidents of reasonable force must:

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- Be used when an adult makes a professional judgement based on the individual circumstance that this is required
- Be reasonable in the circumstance which is using no more force than is needed
- 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 where it is a serious incident

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.

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
- It overflows into school and has impact on their learning or that of others

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

Reasonable force can be used on where deemed necessary in the context whilst on offsite-activities.

Online misbehaviour

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

- It fails to comply with the acceptable use policy
- 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.

Mobile phones

- Pupils are allowed to have mobile phones with them when arriving on-site however they must be handed in to the teacher on arrival and handed back to student on departure
- Any incidence of inappropriate use of the phone will be dealt with in line with this policy
- During the school day children's phones are stored in an appropriate cupboard in the classroom by the child's teacher
- Pupils can turn their phones on to communicate with parents at the end of the day under the supervision of a staff member should this be required
- Pupils cannot use phones during the school day
- There may be exceptions to the rules for medical or personal reasons under adult supervision
- In the case of loss or damage caused whilst the phone is with the child the school and trust accept no liability

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make a timely 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 internal 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.

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:
 - Manage the incident internally
 - Refer to early help/LADO
 - Refer to children's social care
 - Report to the police

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

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

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 Executive Headteacher in consultation with the Head of School and where it is deemed necessary in response to the severity of the circumstance.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

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. For example:

- 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

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?

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disability 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.

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 may 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

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.

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

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

The data will be analysed every Term by Head of Schools and Head of School Development and an action plan formulated if needed.

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.

Monitoring this policy

This behaviour policy will be reviewed by the Trust Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. 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 and Marpool, 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 Breakfast Club for nursery children, children can start to come in from 8:45am
- All parents to be off the school premises by 9:10am
- Register by 9:20am at the latest
- Read Write Inc bell and stop signal (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)
- TAs 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

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- 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.
- TAs 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

- Read Write Inc "1,2,3":
 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)
- TAs 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

Updated: November 2024

Review: November 2025

- 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 once 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, be seated on chairs around the Snack Table and 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 ensuring the children are drinking through the day

End of the Day routine

- 3.00pm – 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 – Line children up at door to dismiss. If parents need to be spoken to, keep these children until the end
- 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 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 or sing songs 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
- Lots of positive praise throughout the day, for individuals as well as class groups

Updated: November 2024

Review: November 2025

- 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
- 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

Classroom monitors

- 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 should first have snack at 10:15am and then line up a table at a time to go out to break at 10:30am
- Ensure the 10.30am transition is managed by an adult – children should be led out to the playground by the teacher and then collected from the playground to come back inside

Snack time

- Children should not help themselves - to be given out by Classroom monitors
- 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
- 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 either before or after 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

Updated: November 2024

Review: November 2025

- 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 a cupboard 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 1.15pm 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

Updated: November 2024
Review: November 2025

Squads

- Punctuality and commitment to the activity

Classroom monitors

- 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 3.40pm
- 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 & Story Time

- Leave enough time at the end of the day for children to get belongings before or after story time
- Gather children, with all belongings, and take to relevant pickup location