

POSITIVE BEHAVIOUR POLICY



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RATIONALE

At Two Rivers CofE Primary School we promote a calm and positive atmosphere underpinned by our Christian ethos in which positive teaching and learning can take place. Our aim is to establish the highest possible standards of behaviour at Two Rivers. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish and so that pupils can go on to meet their future ambitions.

We recognise that learning to behave appropriately in a school environment and in the wider community is an important part of early education. We aim to work with parents/carers and the community; ensuring children grow up with a clear view of what is right and what is wrong. We aim to help the children realise that they make choices that affect others within the school and community and that they must take responsibility for the consequences of their actions. As adults we should behave in such a way as to provide good positive role models for the children we interact with on a daily basis.

Through the application of this policy, we ensure the consistency of all adults across the school in managing behaviour. This is consistent with our Christian Ethos and with legal requirements of the Equality Act. The school acts under the ethos of fairness and equality to all. Built into all stages of our approach is the requirement to listen to all children involved and apply the behaviour policy with fairness. To support this, we use a system called 'Restorative Justice' in relation to any incidents between pupils. This allows all pupils to talk about their behaviour and the consequences of their actions with other children and adults.

AIMS

- 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 Christian 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

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](#).

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, collective worship, break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

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: <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

Refer to our Anti-Bullying Policy for further information on how we approach bullying incidents.

ROLES AND RESPONSIBILITIES

THE ACADEMY GOVERNANCE COMMITTEE (AGC)

The AGC is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

THE HEADTEACHER

The headteacher is responsible for:

- Reviewing and approving 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 behaviour incidents is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

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

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.

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 rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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.

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

RESPONDING TO BEHAVIOUR

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
- Display the golden rules and school values (See Appendix 2)
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

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. At Two Rivers, we use a Thrive approach our children in need of extra support will be assessed by our Thrive practitioner and set individualised targets.

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

RESPONDING TO GOOD BEHAVIOUR

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

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

Positive behaviour will be rewarded with:

- Verbal praise relating to school rules and values
- Positions of responsibility, such as Sport's Leaders, Eco-Leaders and School Council
- Certificates for attitudes to learning awarded in our weekly Celebration Assembly
- Visits to a member of SLT to show good work or attitude to learning
- Visits to the Head teacher to show good work or attitude to learning
- Daily nature time
- Communication between school staff and parent/ guardian about good work or attitude to learning.

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.

Here are our levels (See Appendix 3)

1. Verbal or visual reminder
2. Move to cloud alongside reflection time and a private 1:1 discussion with an adult, referring to the school values and school rules about the behaviour.
 - Positive behaviour resumes: Move to rainbow
 - Negative behaviour continues: Move to Step 3
3. Spend playtime with SLT and phone call home by class teacher
4. Child removed from the classroom; or class removed from classroom if child refuses to move.
 - Behaviour plan put in place in discussion with all adults who work with that child to ensure consistent approach, e.g. class TA, PPA cover, class teacher.

We use an Emotion Coaching style of discussion with children that looks at reasons why certain behaviours may be displayed and offer solutions to these.

It is very rare that children progress through all of these stages above. Where appropriate, the behaviour is discussed and children are supported to make positive changes by considering the impact on themselves and other learners.

If the teacher feels the incident is serious enough, children may move straight to level 3 or 4.

If children persist in not following School Rules, there will be a joint classroom observation by the teacher and a member of SLT and a Behaviour Plan will be drawn up. Parents will be invited to discuss this with their child and the class teacher.

Adaptations are made for children with additional learning needs and who may have explicit targets, rewards and sanctions as part of a Support Plan.

Parents will be informed about low level behavioural incidents that are becoming more frequent or about one-off incidents that require follow up discussions at home.

FIXED TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from Two Rivers Primary School. However, where we feel that this is necessary we adhere to all DfE and LA Guidelines and Procedures (see policies section of our website.) In the case of Fixed Term Exclusions, the Headteacher may exclude a pupil for up to 45 days in any one academic year. Exclusions are operational decisions made by the Headteacher who then informs the Local Authority and AGC about any permanent exclusion made. The Headteacher must also inform the AGC about any fixed-term exclusions beyond five days in any one term. The Board will form a discipline committee which is made up of three members, as appropriate. This committee will consider any exclusion appeals on behalf of the Board. Any pupil who is excluded for more than 15 days in a term must have this reviewed by a panel of governors (when these 15 days are an accumulation of days for one incident). The decision to permanently exclude is reviewed by an exclusion panel and is then either upheld or overturned.

Fixed term and permanent exclusions are used for severe breaches of Two Rivers Positive Behaviour policy. It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this. The Headteacher may decide to permanently exclude for one of the following reasons: In response to serious or persistent breaches of the school's behaviour policy; or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school. These may include, but are not limited to, to:

- Verbal abuse towards a member of staff;
- Bullying (which may include online bullying/ comments made on social media); Homophobic, sexist or racist incidents language (which may include online/ social media incidents);
- Assault/ fighting or the encouragement of others to do so;
- Persistently disruptive behaviour;
- Persistent failure to follow the school positive behaviour policy;
- Pupil is beyond the care and control of staff at Two Rivers Primary School.

Before reaching a decision to exclude permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the School's expectations of Core Values/ Behaviours and Equal opportunities policies;
- Allow the pupil to give their version of events;
- Check whether the incident may have been provoked, for example by racial, homophobic or sexual harassment;
- Consult others where appropriate, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the AGC who may sit at the exclusion meeting.

Ultimately, however, the decision to exclude is an operational decision made by the Headteacher. Alternatives to Exclusion will always be explored and where possible, interventions put in place to support a pupil at risk of exclusion.

POSITIVE SAFE HANDLING

- A number of staff within Two Rivers CofE Primary School have undertaken positive safe handling training which will be regularly renewed as and when necessary.
- As a school, although Emotion Coaching and de-escalation is our first approach, we have to acknowledge that, on occasion, we may find ourselves in unforeseen or emergency circumstances when trained staff have to use positive safe handling techniques for the safety of the child or the safety of others including teachers/adults.

- These techniques will be used as a last resort after all other de-escalation strategies have been considered.
- Parents/carers will be fully informed if these techniques have to be implemented and safe handling techniques will be written into a structured risk assessment.
- If a safe handling situation occurs, all staff involved will discuss the incident with the Headteacher. The incident will be formally recorded on a safe handling report using CPOMS which parents may request to see.
- Parents will be informed if such an incident has taken place.

DEBRIEFING CHILDREN AFTER WITNESSING SAFE HANDLING.

- We will positively reassure children as soon as possible after any safe handling incident using the most appropriate person/s within the school at this point in time.
- We will remove other children away from the incident prior to safe handling.

MANAGING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

- Sexual violence and sexual harassment is never acceptable and will not be tolerated at Two Rivers CofE Primary School.
- If during the triage, processing or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed.
- Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, the designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered an appropriate response.
- The victim(s) will be reassured that they are being taken seriously and school will keep them safe, they will also be given as much control as is reasonably possible regarding how any investigation will be progressed.
- Two Rivers CofE Primary School may be supported by other agencies, such as children's social care and the police as required.
- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our behaviour policy, this would include the consideration of permanent exclusion.
- Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions in light of our behaviour policy, including consideration of permanent exclusion.

POSITIVE CLASSROOM BEHAVIOUR FOR EFFECTIVE LEARNING:

SILENT SIGNALS

We need children's minds to be free to learn. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, children are in no doubt of the expectations as they progress through the school, and teachers won't waste time in establishing a new set of routines.

We use the following silent signals:

- Team stop signal
- Turn to your partner (TTYP)
- Perfect partner signal
- My turn, your turn (MTYT)
- Magnet eyes
- 1, 2, 3
- Silent handwriting signal

See Appendix 1 for details

POSITIVE BEHAVIOUR AROUND THE SCHOOL

THE SCHOOL BUILDING

Children are expected to walk silently, one behind the other, around the building, on the left handside, at all times. Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

COLLECTIVE WORSHIP

Staff and children are expected to enter and leave the hall silently, unless choosing to sing along to any music being played and sit silently during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

THE LUNCH HALL

Children should line up silently, be polite when receiving their meal and follow any directions of the adults in charge. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground.

THE PLAYGROUND

At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff.

SCHOOL UNIFORM

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in our uniform policy. All members of staff are expected to enforce rules on school uniform and challenge the parents of children who flout these rules.

PE KITS

Children are expected to wear correct PE kits on their PE days. Guidance for school uniform is detailed in our uniform policy.

REWARDS/SANCTIONS:

- Rewards/Sanctions must be applied fairly and consistently by teachers/adults at all times
- Rewards/Sanctions must encourage positive behaviour for learning at all times and enable children to make positive decisions about their behaviour for future learning.

NON-HIERARCHICAL EXAMPLES OF REWARDS FOR GOOD BEHAVIOUR

- Verbal praise relating to school rules and values
- Certificates for attitudes to learning awarded in our weekly Celebration Assembly
- Visits to a member of SLT to show good work or attitude to learning
- Visits to the Head teacher to show good work or attitude to learning
- Daily nature time
- Communication between school staff and parent/ guardian about good work or attitude to learning.

SANCTIONS FOR CHILDREN WHO CHOOSE NOT TO FOLLOW SCHOOL RULES ARE AS FOLLOWS:

5. Verbal or visual reminder
6. Move to cloud alongside reflection time and a private 1:1 discussion with an adult, referring to the school values and school rules about the behaviour.
 - Positive behaviour resumes: Move to rainbow
 - Negative behaviour continues: Move to Step 3
7. Spend playtime with SLT and phone call home by class teacher
8. Child removed from the classroom; or class removed from classroom if child refuses to move.
 - Behaviour plan put in place in discussion with all adults who work with that child to ensure consistent approach, e.g. class TA, PPA cover, class teacher.

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It is very rare that children progress through all of these stages above. Where appropriate, the behaviour is discussed and children are supported to make positive changes by considering the impact on themselves and other learners.

If the teacher feels the incident is serious enough, children may move straight to level 3 or 4.

If children persist in not following School Rules, there will be a joint classroom observation by the teacher and a member of SLT and a Behaviour Plan will be drawn up. Parents will be invited to discuss this with their child and the class teacher.

Adaptations are made for children with additional learning needs and who may have explicit targets, rewards and sanctions as part of a Support Plan.

Parents will be informed about low level behavioural incidents that are becoming more frequent or about one off incidents that require follow up discussions at home.

SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Where a child reaches the cloud, they will have a restorative justice conversation with their class TA/ teacher/ member of SLT using the following sentence stems, which are all attached to all staff lanyards:

1. Can you tell me what has happened?
2. What were you thinking/ feeling at the time?
3. How have you been thinking/ feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

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 and will be agreed with the SENDCo.

- Short, planned movement breaks 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
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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.

CONSIDERING WHETHER A PUPIL DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

The school's special educational needs co-ordinator (SENDCo) 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.

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.

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.

MONITORING ARRANGEMENTS

MONITORING AND EVALUATING SCHOOL BEHAVIOUR

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed annually by Katie Pilkington, Assistant Headteacher and Behaviour Lead.

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 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.

APPENDIX 1

SILENT SIGNALS

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

TEAM STOP SIGNAL

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.

The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded. Every child:
 - Raises one hand in response;
 - Checks their partner and others at their table have also raised their hands - gently tapping an arm if necessary;
 - Looks attentively at you - eyes locked into yours to show they are ready to listen;
 - Sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

TURN TO YOUR PARTNER (TTYP) SIGNAL

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.

Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.

Children should turn their heads towards their partners, not their whole body or chair.

PERFECT PARTNER SIGNAL

Run one hand down the outside of the opposite arm, to remind children to:

- Sit up straight beside their partner
- Be ready to turn and talk to their partner.

MY TURN, YOUR TURN (MTYT) SIGNAL

Use this silent signal when you want the children to repeat something after you.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.

MAGNET EYES

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

1, 2, 3 SIGNAL

Move the children silently from carpet to table in under 15 seconds.

Hold up one finger: children stand

Hold up two fingers: children walk and stand behind their chairs

Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.

Hold up one finger: children stand behind their chairs

Hold up two fingers: children walk to carpet

Hold up three fingers: children sit down beside their partners.

SILENT HANDWRITING SIGNAL

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper. This signal indicates that children sit with their:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- left/right hand holding page
- back leaning forward slightly
- left/right hand holding a pencil, ready in tripod grip.

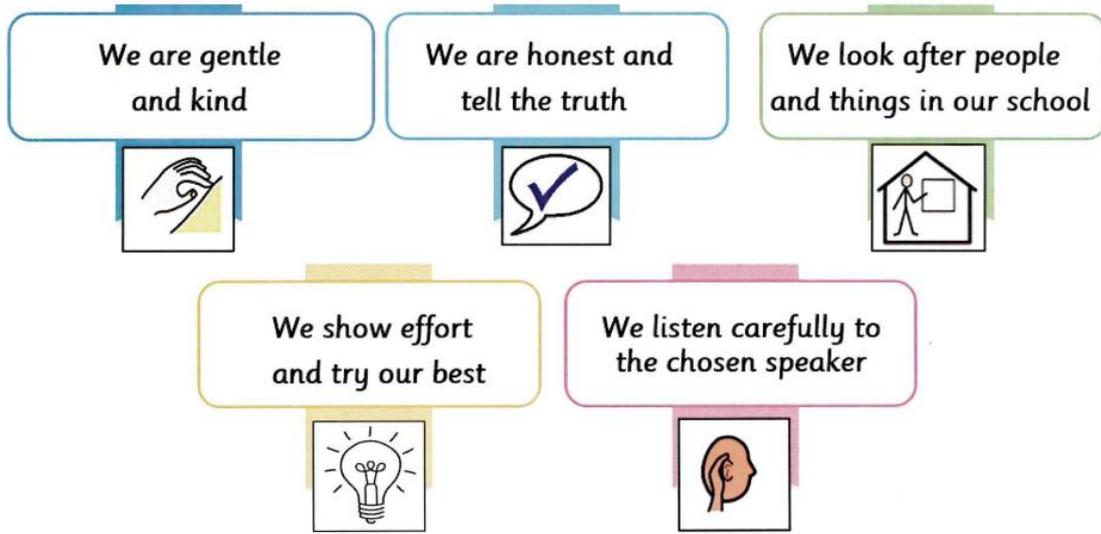
APPENDIX 2

SCHOOL VALUES

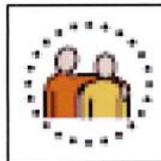
- Respect
- Courage
- Kindness

GOLDEN RULES

Our Golden Rules



When I follow these golden rules we are happy and safe at school



OUR BEHAVIOUR LEVELS



Step 1 - Verbal warning



Step 2 – Cloud



Step 3 - Miss playtime