



Crooksbar Primary School Behaviour Policy

Date for Review: September 2026

Introduction

This policy has been revised in accordance with latest guidance from the DFE. The key points of this are as follows:

Key points

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Please see 'Behaviour and discipline in Schools' (DFE 2016) for further information.

This policy has been revised and rewritten in consultation with staff and governors and is based upon a model of visible consistency and collaborative agreements with all staff. We believe that the behaviour of all the adults in school is paramount to the success of this and the best way of doing this is to use a restorative approach. For this policy to work it must be a team effort, therefore consistency is vital.

We have rationalised our school rules in 3 words: **Ready. Respectful. Safe.**

- We are **Ready** to listen and to learn.
- We are **Respectful** towards one another and our school.
- We keep ourselves and others **Safe**.

At Crooksbarne the well-being of our children is central to all that we do. We provide a pleasant, caring, motivating and secure environment in which both children and adults can interact positively and comfortably together, creating firm relationships and promoting high self-esteem. We want our children to enjoy being a part of Crooksbarne, to take pride in their school, to experience fulfillment and satisfaction in their learning and friendships. We wish them, ultimately, to become well-balanced adults able to contribute to the community in which they live.

We encourage our parents to play their part in their child's education, to work in partnership with us to help their child towards a better future.

We strive to offer our children the highest quality education – our aim is excellence in both teaching and learning.

By teaching and modelling the behaviours that we want to see, we promote strong relationships, so that people can work together with the common purpose of helping everyone to learn. **The behaviour we walk past is the behaviour we accept.**

Positive Adult Behaviour:

- Each day, we meet and greet our pupils individually with a smile and a question/comment - a small gesture that shows them we care.
- We use calm voices when addressing pupils, where possible, at eye level.
- We talk positively about pupils: 'If you want children to be successful, let them overhear the good things you say about them.'
- We take a restorative approach, using questioning effectively to enable our pupils to reflect and talk about their feelings.
- We listen to our pupils and do not make judgements.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted; pupils are taught to be resilient and taught to regulate their emotions through the use of the zones of regulation. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

Staff will keep a record of all reported incidents (using CPOMS) to help identify pupils whose behaviour may indicate potential mental health problems.

Self Esteem

Each child's self-concept is made of their strengths, fears, likes, dislikes, happy and traumatic experiences. Since children must value themselves before they can relate positively to one another and become self-determining and effective learners, it is vitally important that we promote an intrinsic feeling of self-worth in all our children.

We can do this by:-

- Valuing each child's individuality;
- Believing that children are capable of making choices, accepting responsibility and acting accordingly;
- Providing opportunities for success;
- Viewing success in terms of personal progression rather than being in competition with others;
- Praising achievements;
- Promoting the acceptance of others;
- Clearly demonstrating that we value their work;
- Building into the curriculum activities which develop the child's ability to express their feelings, through the sharing/well-being circle, co-operative games and drama.

Physical Environment

Attractive, comfortable, well-resourced and well-managed classrooms encourage children to want to be there and to help care for them to keep them attractive. **It matters how our school looks** and we encourage the children to respect their learning environment. Displays of children's work show the children that we value it highly. Tidy and accessible resources demonstrate that children are trusted to organise themselves for work and that they know how to use and care for things.

Classroom Management

Children must know what they are doing and why. Their work must be matched to their ability so that success is possible for all, rather than just a few. We must all set high standards, praise quickly and consistently – looking out for and rewarding good behaviour. We must be firm, fair and supportive. We need to know our children as individuals, to be active listeners, to refer to the behaviour rather than the child. We need to maintain a positive and consistent self-image ourselves. This will help us make an informed decision on which way to go and how to deal with specific children and their individual needs. Every opportunity should be taken to build strong relationships with pupils, from greeting them on a morning to finding out about their families, hobbies and interests.

Staff may use the following to manage classroom behaviour:

- Look at a pupil to remind them that they are watching them closely
- Stand in close proximity to the child who may not be making the right choices.
- Have a quiet word with the child on a 1:1 basis to encourage the child or remind them of the expectations of behaviour.
- Reward the behaviour of others- adults may praise another child to highlight expected behaviour.
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When staff wish to gain their pupils attention, phrases, such as these will be used:-

- 1,2,3 Eyes on Me (depending upon the age of the pupils-they may respond to this with 1,2,3 Eyes on You).
- Are you listening? (used mainly when children are in a room/setting where they may not be able to see the adult speaking)
- Countdown with instructions
- Snap back (following paired talk/group situations)

Working with Parents/Carers

Time spent establishing good home-school relationships is invaluable in maintaining positive attitudes towards behaviour and learning. Involving parents in their child's education significantly improves the academic attainment and reduces the likelihood of an onset of inappropriate behaviour.

We can:-

- Encourage parents to visit school often, not just when there's a problem
- Offer guidance on how they can support their child most effectively
- Make parents feel welcome
- Inform them when their child has been good.
- Offer support from our PSA
- Ensure parents are **always** made aware where there are concerns about a pupil's behaviour or there has been a more serious incident
- Ensure all concerns reported by parents/carers are logged on CPOMS, investigated and followed up, and that parents are informed of the outcome
- Staff ensure they are available to discuss any issues with parents

It is the responsibility of parents and carers to:

- Collaborate with the school so that pupils receive consistent messages about how to behave
- Familiarise themselves with the school behaviour policy
- Support their child's learning, and to co-operate with us, as set out in the Home-School Agreement
- Support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher, followed by a member of the Senior Leadership Team (SLT). If the concern remains, the Headteacher should be involved, and finally, if still unresolved, parents should contact the Governing Body. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

- Discuss any concerns directly with school, rather than using social media as a platform to share frustrations

Talking and Listening

Children need to be clear about what behaviours are expected. We regularly discuss the following to reinforce their importance. Much of this can be done through PSCH.

- Keeping School rules;
- Understanding other people's point of view;
- Settling problems by calmly and patiently talking them through;
- Not jumping to conclusions;
- Treating all people with respect;
- Honesty;
- Having rights and responsibilities;
- Caring;
- Sharing;
- Being upstanders.

Assemblies

Assemblies are a time for sharing together- they always have a focus on either recognising behaviour, attitude or work that matches up to our school policies and ethos or help the children recognise and understand our values, such as in PSCH, RE or British values.

The Celebration assembly is a time for sharing and celebrating achievements, collating house points and for also receiving certificates.

The house points system is followed in KS1 and KS2 and introduced to Reception in the summer term.

Positive rewards

At Crooksbarrow we praise good behaviour rather than focus on behaviour that challenges. We take a whole school approach to praising achievement, including those children who always behave well and those who are making efforts to improve. We encourage and recognise positive behaviour first: first attention to best conduct. We endeavour to speak to pupils individually about negative behaviour when it arises - we refer to the last time they made good choices.

"Praise in Public. Reprimand in Private." Paul Dix

Stamps/Stickers/Certificates

These tell parents and teachers of particular achievements and could be behaviour or curriculum based. 'Star of the week' certificates are given out, with teachers using informed judgements to decide on awards.

House Points

The children can earn house points for:-

- Quality of work
- An excellent piece of work
- An improving piece of work
- Good Behaviour
- Being polite, etc.
- Being Ready, Respectful and Safe.

Dinner Supervisor's Stickers

Dinner supervisors can award stickers for good behaviour during lunchtime and give out house points.

Barney Stickers

The 'Barney' is one of our methods of rewarding positive behaviour.

The 'Barney' is used by class teachers throughout school and can indicate excellent standards of work and/or behaviour by a child, or an improvement in either. Only ONE may be awarded each day.

Children transfer to a collecting chart displayed in the classroom. When a child has succeeded in gaining three 'Barnies' he/she is awarded a 'Head Teacher's Barney' that is presented by the Head Teacher in assembly. An additional award is chosen by the Head Teacher to any child who has gained nine 'Barnies' during the course of a school year.

Ad Astra Award System

Children can receive a certificate for support, togetherness, achievement, respect or success (STARS). These are celebrated in team, key-stage or whole school assemblies and the presentation will be shared on social media.

Educational Visits/Events in School

Educational visits and visits by theatre groups/artists etc. into school are also used as positive rewards. When they are available to only a limited number, we select children according to whether they deserve a special opportunity and will gain from experience. Great care is taken to ensure a fair spread of these treats. Much is made of the fact that these opportunities are a reward for consistently good behaviour and effort.

We believe in involving all children in educational visits. However, if there is a safety issue then we may revise this on a case-by-case basis. If a child is excluded from taking part, we must be very clear about why they have been excluded and about how they can remedy the situation for another time. This applies to sporting events also. We do, however, believe in giving each child an opportunity to take part as much as possible and these events may be used as parts of specific behaviour support plans to give children a goal or target.

Sanctions and Procedures

These procedures must be a two-way process and opportunities for a restorative approach must be always taken. Following up and consistency is key. It is **not** our policy to escalate incidents quickly and systematically pass behaviour up the line to the next teacher. If someone else is always dealing with the poor behaviour, we cannot expect the changes that need to happen in the classroom to take place.

Warning Procedure

We use a firm, clear warning procedure throughout school. There should only be two warnings and they must include specific consequences of continuing misbehaviour. The following sanctions are to be used consistently by all staff. However, staff must be aware that we have groups of vulnerable/SEN children in school with specific care/behaviour plans. While we strive for consistency, staff must be sympathetic towards the individual needs of pupils and take a 'best fit' approach when dealing with some situations. Remember, praise publicly and warn quietly. Quite often, a word in the ear is more effective than a raised voice.

The following key phrases are used:

"It is your choice- you can choose to do this now or do it at break time."

"This is what we do here."

"Thank you for..."

In Early Years and KS1, the following procedures are followed:

1. Give the child 2 warnings-some children need a more thorough explanation about what is expected of them and what their behaviour should look like.

2. If behaviour continues, other help may be needed by a member of staff to try and 'change the path' of the behavior. This could be by moving the child to another seat, sitting the child alongside a member of staff, a 1:1 discussion to remind/encourage or a movement break.
3. Thinking time (time out within the classroom- near a member of staff) for 2-3 minutes will help.
4. In EYFS and KS1, a pupil will miss part of their next outside or choosing time. In addition, in KS1, a pupil will miss 5 minutes of the next break or lunchtime. This will involve spending the time with a member of staff on duty or completing any missed work in a classroom (with a member of staff). At times, this will be in the dining hall outside the Headteacher's office.
5. Further time will be added if behaviour continues-Time cannot be earned back.
6. Depending upon the behaviour, a restorative conversation may need to take place- staff will ensure the children can repeat back why they received the consequence.
7. In some instances, the Team Leader and HT would be informed.

In KS2, the following procedures are followed:

1. A clear verbal warning regarding any inappropriate behaviour, given direct to the child in a quiet manner to allow the child to put it right.
2. If behaviour continues, help may be needed: a member of staff to try and 'change the path' of the behaviour. This could be by moving the child to another seat, sitting the child alongside a member of staff, a 1:1 discussion to remind/encourage or a movement break.
3. Thinking time (time out within the classroom-near a member of staff) for 2-3 minutes will help.
4. In KS2, if behaviour continues, a pupil will miss 5 minutes of the next break or lunchtime. This will involve spending the time with a member of staff on duty or completing any missed work in a classroom (with a member of staff). At times, this may be in the dining hall outside the Headteacher's office.
5. Further time will be added if the behaviour continues-Time cannot be earned back.
6. If the behaviour continues, the child will be removed from the classroom for the remainder of the session. They will go to the Team Leader's classroom- they will be accompanied to ensure they arrive.

Whilst in remove, the children will complete the work from the lesson or work from a pre-prepared remove pack.

A restorative conversation will then take place- staff will ensure the children can repeat back and understand why they have received the consequence.

7. If this is unsuccessful then Team Leader/HT/Parent may be involved.

At Breaktimes, the following procedures are followed:

At playtimes we expect children to be **'Ready, Respectful and Safe'** at all times.

If there is a report of behaviour by a child that goes against our core behavioural values of being 'ready, respectful and safe' the dinner nanny or teacher on duty will discuss with the children involved to decide whether wrong choices have been made. If it is found that the child has behaved in an unacceptable way the adult will follow the procedure below:

1. The adult will explain that the choice of behaviour is not 'ready, respectful and safe' and a firm warning will be given.
2. The child will be reminded to follow our behavioural values and will be encouraged to return to playing in a respectful and safe way. The adult will monitor the child for a short time.
3. If behaviour persists or there are reports of other incidents, then the child will be asked to stand/walk with an adult for 5 minutes to discuss their behaviour. The adult will have a restorative conversation with the child.
4. After 5 minutes the children will return to play, and the adult will look out for opportunities to praise the child for now making the right choices.
5. If any further incidents arise in the same day, the child will be asked to miss 5 minutes of their next playtime. An adult will accompany the child during this and they will use the time to either reflect on

the core values or write a letter of apology to anyone who is affected by the undesirable choices they have made. This may take place in the dining hall, in view of the headteacher.

Other/Further consequences

- Children may be prevented from attending events outside of school if they cannot demonstrate that they can be Ready, Respectful and Safe.
- Some children may need a quiet space to work for some time after unacceptable behaviour. This allows them to calm down, gather their thoughts or regulate themselves in order to be able to rejoin the classroom. There are various spaces around the school where this can take place- they will always be visible to a member of staff.
- During break times- children may be removed from playing a game or with some pupils if they cannot play in an acceptable way. This may be for just one session or for a number of breaks depending upon the original behaviour and if it has happened before.
- For specific behaviours, such as racist/homophobic/sexual language, violence or disrespecting a member of staff or refusing a member of staff, parents/carers will be called and informed. Discussions will be held regarding the incident and the level of consequence. Consequences will likely be removal from the playground or classroom until Ready, Respectful and Safe behaviour is clearly understood and demonstrated and all members involved are comfortable to be in the previous situation again.

Individual Behaviour Plans /SEMH

Children with behaviour plans or SEND or SEMH needs may need a different approach, which will be agreed with staff, parents and any outside agencies. Adaptations to the behaviour policy may be put in place, however, consequences will still be applied. This may not be known or understood by other parents, and it is important they understand the school has to take into consideration the needs and abilities of all children.

Any examples of extreme behaviour should be reported in the same way as a safeguarding concern – the Deputy Headteacher or Headteacher should be informed immediately, then all details should be logged on CPOMS.

Restorative conversations are genuine conversations that re-chalk the lines of acceptable behaviour and repair damage – they are not a prelude to an apology. The adult and pupil discuss behaviour and not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours.

A good restorative conversation is often structured as follows:

What happened?

What were your thoughts at the time?

What have your thoughts been since?

Who has been affected by what happened?

How have they been affected? What do you need to happen now?

Zones of Regulation

Zones of regulation will be used with all children and regularly referred to and will be on display in all classrooms. Staff will use language agreed with their children.

Record Keeping

Extreme behaviour or re-occurring behaviour will be recorded on CPOMs so that behaviour can be monitored and understood and appropriate support put in place.

Lunchtime Procedures

Staff may ask children to 'shadow' them for 5 minutes if a child has misbehaved and then allow them to join the other pupils, or use 'time out' systems as outlined in the classroom guidance. Lunchtime staff are encouraged to deal with situations themselves, using the same procedures as the class teacher. It is important that if a child approaches a member of staff, they must deal with the situation- the child is asking for help. However, should any serious problems arise which the supervisors feel unable to manage, then teaching staff may be approached to assist or advise at any time. Sometimes waiting until the end of the lunch break is too long and can make dealing with the incident more difficult. Lunchtime staff are encouraged to work with the buddies and sports leaders to set up games for the children to keep them meaningfully engaged.

Wet Lunch Times

During wet lunch times the children have access to the same activities specified for wet breaks. They stay in their own team areas and are supervised by the Lunchtime Supervisory Assistants.

Children are expected to behave appropriately at all times (this includes speaking politely to lunchtime supervisors.)

The supervisors are encouraged to set up games with the children and keep them meaningfully occupied. Again, Lunchtime staff are encouraged to deal with situations themselves, but should any serious problems arise which the supervisors feel unable to manage, then teaching staff may be approached to assist or advise at any time.

Exclusion

Only the Governing Body in consultation with the Head Teacher may exclude a child from school. The exclusion must be a 'fixed term' or permanent.

At Crooksbarrow, serious and continuous incidents may result in exclusions. Parents are contacted and the length and reason for the exclusion are clearly expressed in a letter. At the end of the period of exclusion the parents must bring the child and discuss with the Head Teacher terms and conditions for re-entry.

Fixed-term exclusions may also be used where deliberate flouting of school rules is involved or where temporary removal is required in the interests of good discipline or safety.

A permanent exclusion is appropriate when we feel that, as a school, we can no longer provide for the child's needs or safety or be reasonably expected to cope with his/her behaviour.

Bullying

Please see the Anti-Bullying Policy.

Screening, Searching and Confiscating Items

School staff can search a pupil for any item banned under school rules. The DfE Guidance (Behaviour and discipline in schools – January 2016) enables a member of staff to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

School staff have the power to search without consent for 'prohibited items including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

· any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Also, any article that has been or is likely to be used to commit an offence, causes personal injury or damage to property, or any item banned by the school rules which has been identified in the rules as an item which may be searched for. Always have a witness when carrying out a search.

The legislation sets out what must be done with prohibited items found because of a search. Weapons, knives, illegal drugs and extreme pornography must always be handed over to the Police; otherwise, it is for the teacher to decide if and when to return a confiscated item.

Pupils may bring a mobile phone to school, but this must be switched off. Pupils must store their phones in a school bag in their designated cloak area. School has the right to withdraw this permission at any time. Phones must stay in bags for the duration of the school day, including throughout after school clubs, and may only be used once the pupil has exited at the end of the day. It is forbidden for any child to take photographs on site using a smartphone.

Violence to Staff

Force or control to restrain

The head teacher and teachers can use reasonable force to restrain pupils if

- There is danger of them hurting themselves or others
- They are committing criminal offence
- They are causing damage to property
- They are refusing to comply with the school rules.

Where restraint has to be used to manage children, all incidents are recorded in detail. These actions, when taken, are in line with government guidelines on the restraint of children.

All staff members may undertake pupil searches.

Teachers can instruct pupils to empty their pockets and belongings.

Where there is potential danger or risk to the personal safety of teachers or pupils the police should be called.

All members of staff are aware of the regulations regarding the use of force by teachers. Key staff have completed the Team Teach Programme, which is nationally recognised, on the correct handling of children.

Stockton Borough Council has adopted the following definition of violence:-

- a. Physical Assault with or without a weapon resulting in actual physical harm to the member of staff at the level of bruising, cuts, lacerations, hair pulling or more serious injury.
- b. Physical Abuse attempted assault with or without a weapon which did not result in actual physical harm to the member of staff.
- c. Sexual Assault resulting in actual physical harm to the member of staff at the level of bruising, cuts, lacerations or more serious injury.
- d. Sexual abuse, sexual harassment or other forms of inappropriate sexual behaviour which did not result in actual physical harm to the member of staff.
- e. Threats verbal or written, or by actions to the person or to property, or both.
- f. Property Damage or Thefts of the property of the member of staff, including leased cars as personal property.
- g. Other any form of physical (including sexual) assault or psychological abuse, or threats not contained in the above, which the member of staff considers to have sufficiently serious to warrant concern.

Action to be taken immediately after an assault or as allegation of assault

- 1 The member of staff concerned should report the incident to the Head Teacher as soon as is practicable, and should also contact his/her union representative.
- 2 All details should be added to CPOMs.
- 3 The form 'Corporate Assault' (or Ad Astra equivalent) should be completed and handed to the Headteacher or Deputy Head.
- 4 If any implement is used in the attack on a member of staff it should be retained.
- 5 The Head Teacher, acting on behalf of and with the consent of the victim, should inform the police of any incident of assault which occurs, whilst carrying out or in connection with official duties.

All incidents of verbal and written threats are to be reported to HT/DHT immediately and logged on CPOMs.

GUIDELINES ON PHYSICAL CONTACT WITH A PUPIL

Generally

- It is better to defuse than intervene.
- Use Team Teach then everyone knows the same drill.
- Use the red card system, which is an alarm call for help.
- Talk over episodes together, find out what you think might have been a good response in difficult situations. Establish a culture of openness. It is unprofessional not to report incidents.

On breaking up a fight

- Remove non-combatants; violence thrives on witnesses.
- Don't put yourself at risk; alert colleagues, enlist their help.
- Assess a situation first.
- Be calm, don't take it personally.
- Use verbal intervention first.

On misuse of Dangerous materials

- Minimise the number of people who may be affected. Protect yourself as much as possible.

On Vandalism

- Identify the perpetrators; consider whether the police could then deal with them better.

On stopping a pupil absconding

- If you stop a pupil leaving the premises, think what you do next. Use your judgement to guide them back into the building or choose to stay outside. The safety of the other children is just as important. Remember that the site is secure. (Please see Missing Child Policy)

WHAT THE DFE GUIDANCE SAYS

Application of force allowed where staff may need to

- Physically interpose between pupils
- Block a pupil's path
- Hold (but never round the neck or collar)
- Push
- Pull
- Lead a pupil by the hand or arm
- Shepherd a pupil away by placing your hand in the centre of the back.

In extreme cases (such as self-defence) more restrictive holds are allowed but should not act in a way that might reasonably be expected to cause injury, eg

- Hold round the neck

- Restrict a pupil's ability to breathe
- Slap
- Punch
- Kick
- Twist or force limbs against a joint
- Hold or pull by hair or ear
- Hold face down on the ground
- Nor should there be a touch in a way that might be considered indecent.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Y5/6 Guidance on movement around school, including classroom and work areas

Start of the Day

- Pupils enter school with an adult meeting and greeting them on the playground at 8.45 am
- Children enter the corridor quietly and adults speak quietly to them if needed, they put their bags, coats and packed lunches away, as appropriate and enter the classroom in an orderly fashion
- In the morning, the children collect any equipment they may need and settle to their morning maths activities
- Pupils sit silently while the register is marked (and lunches chosen)

Start of Lessons

- Pupils are supervised by teachers as they re-enter school after a break or assembly
- Pupils walk calmly to get to their designated work area
- Children will show they are ready, respectful, safe and settle down to their retrieval activity or task

During lessons

- The whole class is monitored at all times. Children will never be left unsupervised.
- Teachers are mindful of how they position themselves in the classroom to ensure they maintain an overview of all groups and individuals.
- Firm boundaries are set by teachers and teaching assistants.
- Different noise levels are acceptable at different times of the day and dependent upon task and groupings.
- High standards of presentation, concentration and behaviour are upheld.
- When teachers speak, they insist on pupils giving them their complete attention by reminding them to be 'ready and respectful' or something similar.
- We recognise that some of our pupils may not maintain eye-contact, or may be using an aide for regulation.
- Seating is arranged so that pupils work sensibly with one another, and do not distract others in the class or group.
- Positive behaviour is encouraged and recognised rather than always responding to inappropriate behaviour.
- Confrontation is avoided; adults use calm voices.
- Pupils do not leave the classroom without the knowledge of the class teacher, nor are pupils sent out of the classroom in response to poor behaviour, unless they would prefer their thinking time to be outside of the classroom.
- There may be an agreed 'safe space' for children to use when they are finding things challenging – this will be determined through discussion with the child, parent/carer and members of staff. An agreement will be made together as to how the child uses the 'safe space'.
- All work areas are kept organised and tidy, showing respect for the school environment and property.

Movement around school

These are suggested procedures for large groups/classes:

- Call the group together using a countdown, clap or similar.
- Give out instructions and set expectations.
- Make sure all pupils are settled before setting off and have everything they need.
- Set points to walk to and wait.
- Encourage a pupil to hold the door for others to pass through.
- Try to have no more than one class meeting at any point at any one time.
- Use corridors/walkways correctly, older children give way to younger children and help if necessary.
- Encourage pupils to pick up fallen articles of clothing as they pass rather than walk over them (thank them for doing so).
- Adults will consider their position to allow maximum supervision of the group as they move around - position adults at the front and back of the line where possible.
- Encourage the concept of personal space.

- In due course, this should lead to sensible self- disciplined movement around school as the pupils mature.

End of lessons.

- At the end of lessons, children will be informed where to put their books to be marked and any equipment they have used.
- Children will then sit or stand at their table.
- Children/Tables that are stood/sat showing they are ready, will be sent out first.
- A child may be asked to unlock the door.
- The teacher will monitor the corridor from their doorway.
- At break, the teacher on duty will aim to have their class outside first.
- At lunch, a member of staff will check a dinner supervisor is on duty.

End of the day.

- The procedure for the end of lessons will be followed, chairs will be stacked/paired.
- Before sending children home, the classroom should be tidy and cleaners should be able to clean without moving equipment, etc.
- Children will be sent out in an orderly manner.
- The teacher will then go to the exit and ensure all children leave the site safely.

Y3/4 Guidance on movement around school, including classroom and work areas

Start of the Day

- Pupils enter school at 8.45 am after lining up sensibly on the KS2 playground. An adult will greet each child as they enter school. The register will be taken.
- Children enter the corridor quietly and adults speak quietly to them if needed, they put their bags, coats and packed lunches away, as appropriate and enter the classroom quietly.
- In the morning, the children will sit immediately in seats and the book monitors will hand out Flashback 4 books. The work will be displayed on the board and the children will sit down quietly to work.
- Pupils sit silently while the register is marked (and lunches chosen).

Start of Lessons

- Pupils are supervised by teachers as they re-enter school after a break or assembly.
- Pupils walk silently to get to their designated work area.
- All pupils are encouraged to settle down quickly and purposefully to teacher/pupil directed tasks.

During lessons

- The whole class is monitored at all times. Children will never be left unsupervised.
- Teachers are mindful of how they position themselves in the classroom to ensure they maintain an overview of all groups and individuals.
- Firm boundaries are set by teachers and teaching assistants.
- Different noise levels are acceptable at different times of the day and dependent upon task and groupings.
- Acceptable standards of presentation, concentration and behaviour are insisted upon.
- When teachers speak, they insist on pupils giving them their complete attention using the phrase: One, Two, Three, eyes on me or something similar. This is used by all staff although some teachers incorporate other strategies.
- Seating is arranged so that pupils work sensibly with one another, and do not distract others in the class or group.
- Positive behaviour is encouraged and recognised rather than always responding to inappropriate behaviour.
- Confrontation is avoided; adults use calm voices.
- Pupils do not leave the classroom without the knowledge of the class teacher, nor are pupils sent out of the classroom in response to poor behaviour, unless they need some time out in another classroom.
- There may be an agreed 'safe space' for children to use when they are finding things challenging – this will be determined through discussion with the child, parent/carer and members of staff. An agreement will be made together as to how the child uses the 'safe space'.
- All work areas are kept organised and tidy, showing respect for the school environment and property.

Movement around school

These are suggested procedures for large groups/classes:

- Call the group together using the familiar phrase – “One, two, three, eyes on me”
- Give out instructions and set expectations.
- Make sure all pupils are settled before setting off.
- Set points to walk to and wait.
- Encourage a pupil to hold the door for others to pass through.
- Try to have no more than one class meeting at any point at any one time.
- Use corridors/walkways correctly, older children give way to younger children and help if necessary.
- Encourage pupils to pick up fallen articles of clothing as they pass rather than walk over them (thank them for doing so).
- Adults will consider their position to allow maximum supervision of the group as they move around - position adults at the front and back of the line where possible.

- Encourage the concept of personal space.
- In due course, this should lead to sensible self- disciplined movement around school as the pupils mature.

End of lessons.

- At the end of lessons, children will be informed where to put their books to be marked and any equipment they have used.
- Children will then sit or stand at their table.
- Children/Tables that are stood/sat showing they are ready, will be sent out first, at times children will be asked to line up at the door and when silent will be given permission to leave the classroom by the Y3/4 door.
- The children will be sent out table by table, the teacher will monitor the corridor from their doorway or they will leave in a smart, quiet line.
- At break, the teacher on duty will aim to have their class outside first.
- At lunch, a member of staff will check a dinner supervisor is on duty.

End of the day.

- The procedure for the end of lessons will be followed, chairs will be stacked/paired.
- Before sending children home, the classroom should be tidy and cleaners should be able to clean without moving equipment, etc.
- Children will line up and when silent the teacher will lead them to the exit.
- The teacher will ensure all children leave the site safely.

Y1/2 Guidance on movement around school, including classroom and work areas

Start of the Day

- Pupils enter school between 8:45 and 8:55am. A member of staff greets them at the door.
- Children enter the corridor quietly and adults speak quietly to them if needed, they put their bags, coats and packed lunches away, as appropriate and enter the classroom quietly.
- In the morning, the children sit down to a handwriting or maths activity.
- Calming music may be used at this time to promote focus, concentration, and wellbeing e.g. <https://www.youtube.com/watch?v=-P0aKL4w8mo>
- Pupils sit silently while the register is marked and lunches are chosen.

Start of Lessons

- Pupils are supervised by teachers as they re-enter school after a break or assembly.
- Door monitor will be at the front of the line, with star of the week second in line.
- Pupils walk silently down the corridor and into class.
- All pupils are encouraged to settle down quickly and purposefully to teacher/pupil directed tasks.

During lessons

- The whole class is monitored at all times. Children will never be left unsupervised.
- Teachers are mindful of how they position themselves in the classroom to ensure they maintain an overview of all groups and individuals.
- Firm boundaries are set by teachers and teaching assistants.
- Different noise levels are acceptable at different times of the day and dependent upon task and groupings.
- Acceptable standards of presentation, concentration and behaviour are insisted upon.
- When teachers speak, they insist on pupils giving them their complete attention using the phrase: "May I have your attention please?" or something similar. This is used by all staff although some teachers incorporate other strategies such as clapping or showing hands.
- Seating is arranged so that pupils work sensibly with one another, and do not distract others in the class or group.
- Positive behaviour is encouraged and recognised rather than always responding to inappropriate behaviour.
- Confrontation is avoided; adults use calm voices.
- Pupils do not leave the classroom without the knowledge of the class teacher, nor are pupils sent out of the classroom in response to poor behaviour, unless they need some time out in another classroom.
- There may be an agreed 'safe space' for children to use when they are finding things challenging – this will be determined through discussion with the child, parent/carer and members of staff. An agreement will be made together as to how the child uses the 'safe space'.
- All work areas are kept organised and tidy, showing respect for the school environment and property.

Break times and Lunch times on the yard

- Break Time – **10.00am -10.15am**
- **1st whistle**– Blown by member of staff on duty. All children to stand silent and still, like a starfish (arms and legs outstretched). **SILENT, STILL, STARFISH**
- All KS1 staff, where possible, to be present on the yard for the 1st whistle.
- **2nd whistle**- All children to walk to their line up points, quickly and quietly – 1LT, 1/2AT, 2SG. Staff to support with reinforcing expectations for all children to be stood quietly in the line, facing the school building.
- Star reward awarded by the staff member on duty to the class who is best demonstrating that they are Ready, Respectful, Safe. At the end of the half term the class with the most stars will be awarded extra playtime.

- Lunch Time – Dinner nannies to ring a bell to alert KS1 classes when it is time to go indoors for lunch.
- End of Lunchtime – 12.45 (Reception) or 1.00 (KS1) – All KS1 staff, where possible to be present to support with reinforcing behaviour expectations and joining the line quickly.
- Children not permitted to play on the path which leads from KS1 playground and past Nursery fence.

Movement around school

These are suggested procedures for large groups/classes:

- Call the group together using the familiar phrase – ‘1, 2, 3 eyes on me, 1, 2, 3 eyes on you’ or using clapping or showing hands. (5,4,3,2,1 countdown)
- Give out instructions and set expectations.
- Make sure all pupils are ready to move quietly throughout school before setting off.
- Set points to walk to and wait.
- On way out - Classroom door, corridor, then playground.
- On way in – children to wait at outside door, move down corridor, then enter straight into classroom to avoid congestion (Y1 first corridor door, Y1/2 and Y2 end door).
- Door monitor to hold the door for each class.
- Try to have no more than one class meeting at any point at any one time.
- Use corridors/walkways correctly, older children give way to younger children and help if necessary.
- Encourage pupils to pick up fallen articles of clothing as they pass rather than walk over them (thank them for doing so).
- Adults will consider their position to allow maximum supervision of the group as they move around - position adults at the front and back of the line where possible.
- Adults to use low voices to model expected behaviour.
- Encourage the concept of personal space.
- In due course, this should lead to sensible self- disciplined movement around school as the pupils mature.

End of lessons.

- At the end of lessons, children will be informed where to put their books to be marked and any equipment they have used.
- Children will then sit or stand at their table.
- Children/Tables that are stood/sat showing they are ready, will be sent out first.
- The children will line up at the door in groups (e.g. house groups/tables) the teacher will monitor the corridor from their doorway.
- At break, the teacher on duty will aim to have their class outside first and take the first aid bag.
- At lunch, a member of staff will check a dinner supervisor is on duty.

End of the day.

- The procedure for the end of lessons will be followed, chairs will be stacked/paired.
 - Before sending children home, the classroom should be tidy and cleaners should be able to clean without moving equipment, etc.
 - Children will be sent out in small groups and monitored in the corridor from the door, until all children have left the classroom.
 - Door monitor to hold door for class.
 - Each class to walk down corridor silently together.
- The teacher will then go to the exit and ensure all children leave the site safely.

EYFS Guidance on movement around school, including classroom and work areas

Start of the Day

- Pupils enter school class teachers meeting and greeting them at the Reception gate at 8.40am.
- Children enter the cloakrooms, supervised by an adult, with quiet voices and adults speak quietly to them if needed, they are supported to become independent in putting their bags, books, coats and packed lunches away, as appropriate and enter the classroom/nursery calmly and quietly and sanitise hands.
- Calming music is played to promote focus, concentration, and wellbeing e.g <https://www.youtube.com/watch?v=-P0aKL4w8mo>
- In the morning, the Reception children sit in their allocated carpet spots and begin their 'daily learning' reading/exploring a book or completing a writing/mark making activity using whiteboards.
- Pupils sit silently while the register is marked.

Start of Lessons

- Pupils are led into school in a line by staff at the beginning and end of the line as they re-enter school after a break or assembly.
- Pupils are encouraged to walk 'mindfully' from the carpet/carpet spots to the area they have been directed/wish to work in.
- All pupils are encouraged to settle down quickly and purposefully to teacher/pupil directed tasks.

During lessons

- The whole class is monitored at all times. Children will never be left unsupervised.
- Teachers are mindful of how they position themselves in the classroom/outdoor area to ensure they maintain an overview of all groups and individuals.
- Firm boundaries are set by teachers and teaching assistants using the whole school rules, "Ready. Respectful. Safe."
- Different noise levels are acceptable at different times of the day and dependent upon task and groupings.
- Acceptable standards of presentation, concentration and behaviour are insisted upon.
- When teachers speak, they insist on pupils giving them their complete attention using the call and response: "Are you listening?" to which the children respond, "Yes, we're listening". This is used by all staff although some teachers incorporate other strategies such as clapping, shaking a tambourine, or showing empty hands held upright.
- Seating is arranged so that pupils work sensibly with one another, and do not distract others in the class or group.
- Positive behaviour is encouraged and recognised rather than always responding to inappropriate behaviour.
- Confrontation is avoided wherever possible; adults use calm voices and wherever possible, speak to children at their height.
- Pupils do not leave the classroom without the knowledge of the class teacher, nor are pupils sent out of the classroom in response to poor behaviour, unless they need some 'Thinking time' in another classroom.
- There may be an agreed 'safe space' for children to use when they are finding things challenging/displaying signs of dysregulation – this will be determined through discussion with the child, parent/carer and members of staff. An agreement will be made together as to how the child uses the 'safe space'.
- All work areas are kept organised and tidy, showing respect for the school environment and property. Pictures/shadowing is used to support children in becoming independent in maintaining this.

Lunch times on the yard

- End of Lunchtime – 12.45 (Reception) Upon hearing the whistle, all children to stand silent and still, like a starfish (arms and legs outstretched). **SILENT, STILL, STARFISH**

- Reception staff ask Reception children to walk to their line.
- All Reception children to walk to their line up point, quickly and quietly. Staff to support with reinforcing expectations for all children to be stood quietly in the line, facing the school building.
- Children not permitted to play on the path which leads from KS1 playground and past Nursery fence.

Movement around school

These are suggested procedures for large EYFS groups/classes:

- Call the group together using the familiar phrase – the call and response: “Are you listening?” to which the children respond, “Yes, we’re listening” / tambourine (Nursery) followed by an expectation for all children to stand still and show empty hands hand upright. Adult to give out instructions and set expectations.
- Child who is the ‘Star of the Week’ to be at the front of the line for that week.
- Member of staff to hold the hand or walk close by to pupils with SEND needs linked to behaviour.
- Make sure all pupils are settled before setting off.
- Set points to walk to and wait.
- Encourage a pupil to hold the door for others to pass through.
- Try to have no more than one class meeting at any point at any one time.
- Use corridors/walkways correctly, older children give way to younger children and help if necessary.
- Encourage pupils to pick up fallen articles of clothing as they pass rather than walk over them (thank them for doing so).
- Adults will consider their position to allow maximum supervision of the group as they move around - position adults at the front and back of the line where possible.
- Encourage the concept of personal space.
- In due course, this should lead to sensible self- disciplined movement around school as the pupils mature.

End of lessons.

- At the end of sessions, all children will be expected to participate in ‘putting things back where they belong’ to ensure the classroom is tidy and ready for the next session.
- Children will then sit on the carpet (Nursery) or carpet spots (Reception)
- One child will be chosen to lead some ‘Mindfulness Breathing’ exercises at the front supported by calming music e.g <https://www.youtube.com/watch?v=-P0aKL4w8mo>. Rest of the children to copy exercises to support regulation and preparation for the next session.
- Children will then be asked to line up in a staggered approach.
- Staff will monitor the cloakroom from their doorway.

End of the day.

- The procedure for the end of lessons will be followed, chairs will be stacked/paired.
- Before sending children home, the classroom should be tidy and cleaners should be able to clean without moving equipment, etc.
- Children will be sent out in small groups to collect coats, book bags, packed lunches etc and monitored in the corridor from the door.
- All children to sit on the carpet/carpet spots with belongings ready to go home.
- Children to say the Whole School Prayer.
- ‘Barney of the Day’ announced and celebrated (Reception).
- Adult to invite children to line up in a staggered approach with the ‘Barney of the Day’, followed by the ‘Star of the Week’ at the front of the line.
- The teacher will then go to the exit and ensure all children leave the site safely. All children have an allocated password and this must be requested if an unknown adult attempts to collect a child.
- Member of staff to check classroom to ensure all children have left.

Annex 1- FS/KS1 Steps for Behaviour- visuals- saved in Policies folder.

Annex 2- KS2 Steps for Behaviour visuals- saved in Policies folder

Annex 3- Breaktime / Lunchtime Steps for Behaviour visuals-saved in Policies folder.