

ORMESBY PRIMARY SCHOOL



BEHAVIOUR POLICY

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The overriding aim of Ironstone Academy Trust is that:

‘Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.’

To achieve this, we think that we offer provision to all that ensures:

“Every child’s potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school.”

The achievement of this aim is dependent upon the highest standards of expectation of good behaviour from everyone in each of our schools, including all members of staff, pupils, and their parents.

Our expectations and this Policy apply equally to all School based activity, residentials, visits and extended School events.

In order to create and maintain good behaviour we aim to:

- Create a positive atmosphere in each school based on a sense of belonging to a community which has shared beliefs.
- Adopt a positive approach towards behaviour that is underpinned by pupils’ self-discipline and based on praise and reward.
- Develop close co-operation of our parents in upholding our expectations of behaviour of their children.
- Provide a learning environment in which self-discipline and honesty are acceptable norms.
- Maintain consistency in that we, as a staff, understand the necessity for mutual support and uniformity of approach.
- Be fair in managing behaviour without prejudice and by ensuring that discipline is perceived to be fair by the children and their parents.
- Adopt and maintain effective classroom management strategies through staff discussion, teamwork, and by providing relevant INSET as required.
- Divert the children from undesirable behaviours by providing them with challenge and excitement through a quality curriculum, which requires sustained application.
- Provide the children with good models of adult behaviour by co-operating with, and supporting, each other and by fostering an atmosphere of courtesy and consideration.
- Foster good relationships with children by ensuring that our care of children is based on kindness, respect, and an understanding of their individual needs.
- Involve children in determining their own behaviour through education, developing mutually agreed class rules and by making explicit our school’s code of conduct.

Equality

Ironstone Academy Trust is committed to taking positive action that will open up the curriculum and its associated activities, services, and opportunities to everyone, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect.

Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. Over recent years, we have worked extremely hard to reduce inequality. Yet we know that people still experience disadvantage and unfair treatment simply because of who they are or the background they come from.

Therefore, Ironstone Academy Trust is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices, or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

Our Schools Code of Conduct

In summary we expect children to ‘be safe, be respectful and be a learner: be Ormesby.’

This is displayed in all areas around school.

The trust subscribes to the rights-respecting ethos based on the United Nations CRC.

For example, one traditional rule for all of us in school might be:

I will always speak politely to everyone.

Our pupils develop our rules so that they become a clear and helpful guide to school life. This is done at least yearly by each class. For example, a Year 3 Class in one school decided that the above aspiration means that:

- **I have a responsibility to try to listen to and understand other people’s point of view.**
- **We all have the right to speak and be listened to.**
- **We all have the right to learn and enjoy school.**
- **We all have the responsibility to always try our best**

Organisation

Our expectations for good behaviour are stated on the school website, by displays around school and through referral to it by the staff in behavioural education aspects of the curriculum.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff working within the classroom. Staff members are expected to deal with all minor behavioural incidents according to our stated aims.

Staff should seek the support of their team, when necessary, as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due. Senior staff and the Head teacher should be informed of any serious breaches of our behaviour standard. This will be done using the CPOMS system to record all behavioural and safeguarding issues and provides a chronology. This system also enables the Headteacher and SLT (Senior Leadership Team) to analyse diverse types of behavioural issues and produce statistics and graphs which the Headteacher presents to governors in termly meetings.

The Head teacher keeps a record of serious behavioural problems and may invite the parents of the children involved to discuss problems.

Supervisory Assistants for the lunchtime period are made aware of the procedures to follow for any misbehaviour and are provided with advice on strategies to adopt to encourage positive behaviours and discourage negative behaviours. The Head teacher will provide them with a termly update as required, in response to emerging issues. They will be provided with a Lunchtime Supervisory Assistant Handbook, detailing the procedures to follow.

School will provide a Handbook for all helpers and visitors in school in which our school organisation and expectations are outlined.

As a means of instilling a sense of responsibility, all teachers may provide children with classroom responsibilities, such as being table monitors. In Upper Key Stage 2, for example, children may be given “special” responsibilities and duties which may have a pastoral element, such as being a prefect, play leader or acting as ‘House Captain’.

Each Friday, a whole school Values Assembly will be attended by Y1- Y6 children as a means of recognising individual achievements, team achievements and as an opportunity to reinforce positive behaviour. Value awards will be presented to the children during the assembly.

Ormesby Primary School offers our children a wide range of extra-curricular activities to provide further opportunities for challenge, raising self-esteem, responsibility, and the encouragement of positive behavioural traits.

The Ironstone Academy Trust and Ormesby Primary School believes that the effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.

Lunchtime Behaviour

Our Lunchtime Supervisory Assistants (LSAs) work in co-operation with the teaching staff and Headteacher in upholding our expectations of good behaviour throughout the lunchtime period and an informative dialogue is maintained. The Supervisory Assistants have a Handbook of Information, which details our expectations of behaviour and provides practical guidance on strategies to be employed to minimise undesirable or disruptive behaviours. LSAs will receive training on a regular basis and have a (at a minimum) termly meeting with a member of the senior leadership team who is responsible for the LSAs.

Supervisors should be organised so that there is always adequate supervision. Supervisors will place themselves in strategic positions so that the whole of the playing area is fully observed and supervised. Supervisors are not to stand close together.

Supervisors will ensure that children walk quietly and calmly to the dining hall and will line-up in an orderly fashion while waiting to be served their meal.

Supervisors will remind children of table manners to be observed in the dining room, such as using a knife and fork for all meals, not leaving the table until eating has finished, speaking in appropriate voices, walking in the dining room, eating food in an acceptable manner, drinking from a beaker, or using a straw and leaving a cleared space at the end of their meal. Children must not move from one table to another while having their lunch.

In the playground and walking into the dining room, all children are expected to conduct themselves appropriately and with respect for themselves and others. Children not meeting acceptable standards will be reminded of their responsibility. A reminder with the warning of a sanction will then be given if a child persists in the misbehaviour. If he or she continues in an unacceptable mode, then the sanction will be imposed. Normally a sanction will only be imposed following a warning. Supervisors will be firm and fair and will avoid raising their voices to a child. Sanctions will be appropriate to the misdemeanour and to the age of the child. This may consist of holding a supervisor's hand for a limited period or withdrawal from the group. Children will never be left unsupervised. More serious misbehaviours, which cannot be dealt with by a supervisor, will be reported to the Deputy Headteacher or the Head teacher who will assist.

Teaching Staff will be informed, at the end of a lunch break of any child who has had a troubled lunch break, but where the Supervisor has not needed the intervention of the Deputy Headteacher.

Supervisors are entitled to the same respect as any other Staff member and must, therefore, be addressed by the children in a formal manner. Disrespect towards adults is unacceptable and must be reported to. Active involvement with the children, organising games and activities on the playground or in the classroom on wet days, talking with the children and playing with them, anticipating misbehaviours, and preventing them will all lead to happier lunch breaks for everyone.

For persistent misbehaviour during the lunchtime period, following failure to comply with our standards of behaviour a consequence will be decided by SLT on an individual basis and inline with the Behaviour Policy.

Rewards

Pride Points

From EYFS to Year 6, the children can be rewarded with a Pride Point. One Pride Point can be issued for demonstrating any of the school rules: be safe, be respectful, be a learner, be Ormesby. The children can save up their Pride Points and exchange them for a reward at the Pride Point Shop.

Marbles

Each class in school has a marble jar. The aim is to fill up the jar with marbles to earn a class reward. One marble can be awarded for demonstrating any of the school rules: be safe, be respectful, be a learner, be Ormesby. Once the jar is filled, the class will be able to pick their reward. The jar will then be emptied, so the class can then work towards a new reward.

Ormesby Value Awards

At Ormesby Primary School, we believe that every child is able to demonstrate our school values – Integrity, Self-Belief, Resilience and Courage. During our Values Assembly, held every Friday, one child from each Key Stage will be awarded a Values Badge for demonstrating one of the values. Once all four have been collected, the child will be given a gold badge to signify they have demonstrated all of our school values.

Sanctions

There is no corporal punishment at any Trust school.

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- **Verbal Warning:** If the pupil does not stop immediately, the teacher will give a verbal warning.
- **Step 1:** If the behaviour persists, the pupil will be placed on step 1 of the school's behaviour tracker. The pupil will miss 2 minutes of their playtime/lunchtime.
- **Step 2:** If the pupil's behaviour continues to be disruptive, the teacher will place the pupil on time out in the classroom (Step 2 of the school's behaviour tracker). The pupil will miss 5 minutes of their playtime/lunchtime.
- **Step 3:** If a pupil's behaviour persists, the teacher will place the child on Step 3 of the school's behaviour tracker. This will result in the pupil reflecting on their behaviour choices during playtime/lunchtime. When the pupil returns to their classroom, they will complete a 'Pupil Reflection Sheet'. This will be added to the CPOMS log.
- **Step 4:** If the pupil continues the behaviour, they will be placed on Step 4 of the school's behaviour tracker. They will spend the rest of the session in their link classroom. When the pupil returns to their classroom, they will complete a 'Pupil Reflection Sheet'. This will be added to the CPOMS log. Parents will be notified of Step 4 behaviours.
- If a pupil is sent to another classroom, misses playtime, or receives another sanction several times during the term, the headteacher will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.

If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to

spend the rest of their playtime/lunchtime indoors, after receiving a final warning. Any pupils that are sent indoors will be supervised by an adult at all times.

We may ask children to repeat work if the work produced is unacceptable following disruptive classroom behaviour. However, we should never use writing or maths, for example, as a punishment, as we do not wish to instil negative attitudes towards any subject.

Children could be excluded from school clubs for more serious transgressions for a period of time agreed by the class teacher and club leader.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Teachers will use their judgement when issuing sanctions, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school may use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the headteacher
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour
- Contacting external agencies such as social services
- Internal isolation with a member of SLT
- Excluding the pupil

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher verbally and via CPOMS.

The headteacher will ensure a record is kept of all reported incidents.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in another classroom whilst an investigation by the headteacher takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

Fixed Term Exclusions and Permanent Exclusions

The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour.

For repeated or various serious acts of antisocial or harmful behaviour, the Head Teacher may permanently exclude a child.

The Head Teacher may exclude a child for bringing banned items (as designated in the policy) onto the school site.

The Head Teacher may also exclude a pupil for serious acts of misbehaviour outside school.

In the event of an exclusion, we will follow the DFE (Department of Education) Guidance as shown on the following link <https://www.gov.uk/government/publications/school-exclusion>.

Staff only intervene to restrain children or to prevent injury to a child or if a child is in danger of hurting any other pupils or adults in school. The actions are taken in line with Government Guidelines.

The use of restraint in school is detailed further in our Physical Intervention Policy available from school.

If Ormesby Primary have to use reasonable sanctions to discipline a child, parents should support the actions of school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concerns remain, they should contact the Head Teacher and/or our Chair of Governors. Alternatively, the complaints policy is available on the website for a parent/carer to action.

Items banned from Ormesby Primary School

Fire lighting equipment:

- Matches, lighters, etc

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or comparable items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e., pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones, Smart Watches, unless handed to staff (and stored away from pupils) Y5 and 6 only.
- Any other toys which are deemed hazardous.

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, if they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots, and coats.

A pupil's possessions will be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff or doing so may present a safeguarding risk to the child.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs, tobacco products or prohibited items.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police may be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item, although if it may be required in a future investigation it must be retained by the school/ handed to the appropriate authority (unless the item relates to alcohol, illegal drugs, or tobacco), from the school office.

Levels of Acceptability

From staff discussion we have established what we would regard as unacceptable in terms of pupil behaviour. The Head teacher may contact the Police, Social Care or other statutory agency as required in dealing with any behaviour in school that is of a professional concern.

Bullying

“There is no such thing as acceptable bullying. Children have a right to expect that they will not be bullied at school and schools should seek to provide a safe, caring, protective environment for children” (‘Bullying in Schools – A Positive Approach’).

Data suggests that bullying is not generally an issue in our school, but we are aware of it and its many forms and consequences, and our attention regularly focuses on the need to show respect and consideration to others, particularly through assemblies.

It is our intention to prevent bullying by vigilance and awareness.

We are watchful, and observe the social relationships between our pupils, so that we know what is happening in our school.

Bullying incidents are always investigated and acted upon in a sensitive, thorough way. Incidences of bullying that are regarded as serious will warrant the involvement of parents.

Attitudes towards adults

We expect a high standard of behaviour from our pupils in terms of the respect they show to all adults in school. This includes all common courtesies such as opening doors for others, not interrupting and exercising good manners.

We do not accept discourteous behaviour, such as answering back, challenging an adult's decision, raising a voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

Unacceptable Language

We set a good example as teachers by choosing very carefully the terms we use to address children and strive to avoid any form of colloquial slang in our classroom speech. The use of unacceptable language by children is not tolerated. We ask pupils to be vigilant in reporting its usage to staff.

As with all aspects of behavioural management in school we are aware that there may be a conflict of dual standards when those of the home do not meet our expectations in school. It is essential, therefore, that we communicate our aims to our parents.

Good Manners

The values and standards of the home are brought into school, and these are by no means universally equal. If our expectations are different from those of our parents, then our task is harder, and indeed so is the learning process for the children.

We expect the children to say "please," "thank you," "excuse me" and we will reinforce their usage at every opportunity.

Noise

The level of acceptable noise in a classroom is dependent upon the type of activity the children are engaged in at the time. There will be times when the children are expected to be silent, whereas on other occasions a "working hum" would be appropriate.

Children are always expected to move around school in a quiet, orderly fashion and are required to be silent in assembly unless they are asked to contribute. As teachers, we are alert to the level of noise in our classrooms which will be relevant to the task in hand.

Respect for the property of others

We do not tolerate stealing or any infringement of others' property. When such incidents occur, they are dealt with swiftly, positively, and sensitively in terms of the accused, as it is our policy to investigate every situation thoroughly, and not respond to emotive accusation.

Special Educational Needs

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with the school's SENCO (Special Educational Needs Coordinators) to determine the appropriate course of action required. Parents will be involved in the dialogue regarding their child. The involvement of outside agencies, such as the Behaviour for Learning or Educational Psychologist Service will be sought as necessary and with parental permission. Children who have any form of special educational need will be treated without prejudice.

Health and Safety

The physical environment in each part of school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting, and the building is maintained to the high standards. Our Health and Safety Coordinator and Governing Body make regular checks on the standards of Health and Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the school's recreational facilities.

Our Corporate Health and Safety Policy recognises the need for careful supervision of pupils by duty staff at all times during the school day. The use of skipping ropes and ball games is encouraged to divert children away from aggressive play and to encourage good sportsmanship, co-operation, and responsibility. These privileges can also act as sanctions when required

Monitoring

Monitoring the behaviour of the children in our school is the responsibility of all that work within it.

Each teacher is responsible for monitoring the behaviour of their class and of all children in and around school and will act immediately if undesirable behaviour is witnessed.

Lunchtime Supervisory Assistants are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with our co-operative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances, which may give rise to uncharacteristic behaviours.

Formal monitoring of our Behaviour Policy will take place at regular intervals in each school and at least once a term through the analysis of CPOMS and other data. Each school will ask parents and carers, as well as pupils, for their thoughts and concerns at least once per year.

The standard of behaviour in and around school will be raised as an agenda item for all Leadership Team and other age phase team/ staff meetings, as necessary.

Role of the CEO and Trust: Reviewing the Policy

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

The CEO will ensure that a Termly Review is held with the Early Intervention Worker at each school, that includes consideration of the frequency and nature of bullying and behaviour in general. Key issues will be reported to the CEO.

The CEO will act to ensure that the Policy is followed in each Trust School.

Appendix 1: Classroom Link Organisation

Miss Foster	→	Ms Tokarski
Ms Tokarski	→	Miss Foster
Miss Kish	→	Ms Tokarski
Mrs Ward/Mrs Taylor	→	Mrs Edditts
Mrs Edditts	→	Mrs Ward/Mrs Taylor
Miss Henderson	→	Mrs Edditts
Mr Bearpark	→	Mrs Bennett
Mrs Bennett	→	Mr Bearpark



Behaviour Pathway Script

The staff at Ormesby Primary School will follow the Behaviour Pathway when faced with behaviour which does not meet the expected standard.



1. Redirection
2. Verbal Warning
3. Step 1
4. Step 2 - Time out - in class
5. Step 3 – Reflection time to be completed during playtime/lunchtime (Pupil Reflection Sheet)
6. Step 4 – Time out to be completed in Link Classroom (Pupil Reflection Sheet and a Restorative Conversation)

Steps:	Actions:
Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.	
1) Redirection	Talk to the child. <i>I noticed that you chose to (Behaviour).</i> <i>This is a reminder that you need to follow the three school rules. You now have the chance to make a better choice. Thank you for listening.</i> Walk away and do not engage in any responses.
2) Verbal Warning	<i>I noticed that you chose to (Behaviour). This is the second time I have spoken to you. This is a reminder that you need to follow the three school rules. Remember when you (previous example of positive behaviour). You now have the chance to make a better choice. Thank you for listening.</i> Walk away and do not engage in any responses.
3) Step 1	<i>I have noticed that you are continuing to (Behaviour). You need to speak to me at the end of the lesson about your behaviour. If you continue with this behaviour you will need to take a time out.</i> Walk away and do not engage in any responses.
4) Step 2 - Time Out in Class	<i>I have noticed that you have chosen to (Behaviour). You need to have a time out in (Designated area). I liked it when you (previous positive behaviour). I will come and speak to you about your behaviour at the end of the lesson.</i> Walk away and do not engage in any responses.
5) Step 3 – Reflection Time to be completed at playtime/lunchtime	<i>I have noticed that you have chosen to (Behaviour). You now need to take a time out away from class.</i> Instruct the child where the timeout will take place and with who, provide work for the child to complete. <i>I will come and speak to you later.</i> Reflection time will be completed at Playtime/Lunchtime.
6) Step 4 - Time out to be completed in link classroom.	<i>I have noticed that you have chosen to (Behaviour). You now need to take a time out away from class.</i> Instruct the child where the timeout will take place and with who, provide work for the child to complete. <i>I will come and speak to you later.</i> Time out of class will be completed in link classroom.
Persistent poor behaviour may lead to an internal exclusion (with a member of SLT) or a fixed term exclusion. In severe cases, a permanent exclusion will occur.	

Restorative Questions to be used after a child has completed Step 4:

1. What Happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Restorative Questions can be used with the children in KS1, but using all of the above can be overwhelming for them. Instead choose two that you think are pertinent to the incident or that you want to focus on with that particular child.



Behaviour Policy Blue Print



How Will Staff Behave?

1. Staff will respect all pupils, parents, visitors and members of the community.
2. Staff will be ready, organised and prepared to teach the children at Ormesby Primary School.
3. Staff will keep children and adults safe.
4. Staff will answer children in full sentences – modelling the correct grammatical structure.

Our School Rules

**Be Safe
Be Respectful
Be a Learner
Be Ormesby**

Key Routines

1. Walk silently, in single file, with our arms by our sides.
2. Sit silently in assembly.
3. In the classroom, track the adult who is speaking, actively engage in learning, keep your hands free.
4. Line up in single file, face the direction of travel and walk silently.
5. When the whistle blows at playtime and lunchtime, stand still and then walk to your line when the second whistle is blown.
6. At the end of a session, tidy up equipment, silently stand behind your chairs.
7. Use full sentences when talking.

Every child's potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school.

All staff, everyday

1. Staff will consistently model our school rules: be safe, be respectful, be a learner.
2. Staff will greet pupils when they are entering the school building/classroom.
3. Stop Signal – Raise one hand.
4. Listen to our pupils.
5. Praise children who demonstrate behaviours that are representative of our school rules.
6. Consistently follow the steps in the behaviour policy.

Rewarding Positive Behaviour Choices

- Verbal Praise.
- Awarded a Pride Point.
- Awarded a Marble.
- Presented with a Values Pin Badge.

Stepped Sanctions

1. Redirection
 2. Verbal Warning
 3. Step 1. Miss 2 minutes of playtime.
 4. Step 2 - Time Out in Own Classroom. Miss 5 minutes of playtime.
 5. Step 3 – Reflection time to be completed during playtime or lunchtime (reflection sheet)
 6. Step 4 – Time out in a link classroom (reflection sheet and a restorative conversation)
- Persistent poor behaviour may lead to an internal exclusion (with SLT) or a fixed term exclusion. In severe cases, a permanent exclusion will occur.