

The Coombes Church of England Primary School Behaviour Policy

Aim of Policy: At The Coombes Church of England Primary School, we have high expectations of behaviour for all members of the school community. This Policy aims to detail all aspects of these expectations and measures to be taken in a variety of circumstances.

Description: This Policy refers to the school's expectations of behaviour, detailing the core principles as well as specifics for Governors, staff, pupils, parents and carers. It clarifies the positive aims of a clear, safe and consistent Behaviour Policy, covering rewards and sanctions, conflict resolution and exclusion. It highlights the importance of a good, communicative relationship between the school, pupils, parents and carers.

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1.0 Introduction

At The Coombes Church of England Primary School, we have high expectations for behaviour and are proud of the behaviour of our children. We are also committed to creating a safe and secure environment in which children can learn. Our school recognises that every member of the school community has a responsibility for their actions and everyone is expected to behave in a way which reflects our Christian values by caring for, helping and respecting people, the school and its contents.

At The Coombes Church of England Primary School, our values (Compassion, Perseverance, Wisdom, Responsibility, Forgiveness, Respect) and our vision to celebrate everyone's gifts and successes creates the foundation of our behaviour policy with priority given to positive behaviours in order to build each person up.

Staff are committed to working closely with parents, carers, pupils and governors to promote positive behaviour and to create a culture of respect where exemplary behaviour is always evident. We will always take a considered and sensitive approach to managing behaviour in order to support all of our pupils to develop an understanding of behaviour expectations and the impact of poor behaviour on others. The policy will consider the views of staff, parents/carers and pupils when developing and reviewing the policy.

At The Coombes Church of England Primary School our core principles for behaviour are that:

- Our Christian vision and values support appropriate behaviours and underpin daily interaction within our school and local community
- We ensure our school values of compassion, respect, responsibility, wisdom, perseverance and forgiveness are communicated through the behaviour and interaction between members of our school community
- All pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- Everyone ensures the systematic and consistent management of behaviour by setting clear boundaries and following school policy
- Pupils are encouraged to develop skills to take responsibility for their own behaviour and enable them to assess and manage risk appropriately to keep themselves safe
- We ensure a coherent and fair reward system that acknowledges and celebrates good behaviour.

2.0 Aims of the Policy

- 2.1 To ensure our school's Christian character, values and vision are reflected in the relationships between and behaviour of individuals within our school community
- 2.2 To encourage a calm, purposeful and happy learning environment within our school which reflects our Christian ethos.

- 2.3 To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- 2.4 To provide opportunities for children to develop their independence, self-discipline, and sense of responsibility towards themselves and others.
- 2.5 To develop a consistent approach for promoting positive behaviour throughout the school in order to establish a fair rewards system that acknowledges and celebrates good behaviour.
- 2.6 To ensure that expectations of behaviour are clearly communicated to everyone and work in partnership with parents/carers.
- 2.7 To establish procedures which determine a clear and consistent approach to managing unacceptable and/or disruptive behaviour.
- 2.8 To raise self-esteem, to teach and to value positive behaviours through the content and delivery of collective worship and the curriculum.
- 2.9 To offer opportunities for children to learn the principles of good behaviour through a broad curriculum and through daily acts of collective worship.
- 2.10 To manage effectively incidents of bullying, sexism, racism, homophobia or any other discriminatory behaviour if and when they occur.

3.0 Policy & Legislation

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

- o [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- o [Behaviour in schools: advice for headteachers and school staff 2022](#)
- o [Searching, screening and confiscation at school 2018](#)
- o [Searching, screening and confiscation: advice for schools 2022](#)
- o [The Equality Act 2010](#)
- o [Keeping Children Safe in Education](#)
- o [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- o [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- o [Use of reasonable force in schools](#)
- o [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- o Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of

children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- o [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and scheme of delegation.

The above guidance and The Department for Education expects that “every teacher will be good at managing and improving children’s behaviour” and our school shares the same if not higher expectations of staff. To support the encouragement of good behaviour and discipline, staff receive appropriate and relevant training in behaviour management.

4.0 Responsibilities of Children

- o To behave in a way which reflects our school’s Christian character, vision, and values.
- o In class, children must make it as easy as possible for everyone to learn and the teacher to teach. This means: Entering the class on time, sensibly and when required getting prepared with appropriate equipment to begin learning.
- o To work to the best of their abilities and to allow others to do the same.
- o To treat others with respect at all times.
- o To respond appropriately to the instructions of staff and other adults working in school.
- o To take care of property and the environment in and around school.
- o To cooperate with children and adults in all aspects of school life.
- o To help formulate and comply with the classroom rules and behaviour expectations.
- o To move sensibly and quietly in and around school.
- o To share in celebrating the achievements of all members of the school community.
- o Represent the school in a way which reflects our values on residential trips, class trips, sporting matches, inter-school events and/or local visits.

5.0 Responsibilities of Staff

- To behave in a way which reflects the Christian character, vision, and values of the school at all times and act as a role model for our children.
- To fully comply with the school’s policies and procedures.
- To attend appropriate training with regard to behaviour, including the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour
- To support all children to ensure they are aware of behaviour expectations throughout all aspects of school life
- To provide a personalised approach to the specific behavioural needs of particular pupils
- To promptly and accurately report behaviour as per existing systems and procedures
- To review behaviour records to make sure that no groups of pupils, including those with protected characteristics, are being disproportionately impacted

- To inform appropriate staff of any behaviour concerns.
- To treat all children fairly and with respect consistent with the Christian values of the school.
- To raise children's self-esteem and develop their full potential by offering high quality learning experiences and individualised support which fosters positive attitudes and good behaviour.
- To maintain high expectations of pupil behaviour and learning at all times in all circumstances.
- To create a safe, stimulating, and pleasant environment for learning.
- To use rules and sanctions clearly and consistently.
- To be a good role model for positive behaviour.
- To establish effective partnerships with parents so that children are well supported and receive consistent messages regarding their behaviour.
- To recognise each child as an individual when managing behaviour and to take into account the needs of each child.
- To praise and reward exceptional behaviour and achievements.
- Senior Leaders will closely monitor implementation of the policy by staff to ensure consistency throughout the school and will oversee systems for recording and addressing behaviour through monitoring, observation and analysis of behaviour logs.

5.1 Staff training

As part of the induction programme for all new staff members, there will be thorough training on the behaviour policy so that new adults know the expectations and how to maintain a consistent approach.

Each year, as part of the annual safeguarding refresher training, the school will revisit the expectations of the behaviour policy and the staff's roles within that. There will be ongoing monitoring of the implementation of this policy and when necessary, support/ guidance will be given.

Temporary staff, volunteers and/or supply teachers will be provided with information regarding the behaviour policy/appropriate systems and behaviour management approaches within our school.

6.0 Responsibilities of Parents:

- To behave in a way which reflects the Christian character, vision and values of the school at all times.
- To ensure their child/ren attends school, arrives on time and is collected on time each day.
- To tell school staff about anything that may affect children's learning, behaviour and/or wellbeing at school.
- To show an interest in all that their child does at school and promote positive attitudes towards learning.

- To offer help and support with learning at home, including the completion of homework.
- To encourage independence and self-discipline in their children.
- To establish good communication with school staff and support the Behaviour Policy.
- To encourage respect and model good behaviour whilst also making their children aware of inappropriate behaviour.
- To work with school staff to address and review any behaviour issues with their child/ren.
- Parents are asked to sign our home-school agreement annually, attend Parent's Evenings and support the school by reinforcing key messages in regard to behaviour.

7.0 Responsibilities of Governors

- To ensure that the school Behaviour Policy reflects the Christian character, vision and values of the school.
 - To ensure the school has a Behaviour Policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and Government guidance.
 - To ensure the Behaviour Policy is used in conjunction with the safeguarding policy
 - To ensure the Behaviour Policy is made available to parents on request.
 - To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
 - To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management
 - To ensure that staff undertake appropriate behaviour management training.
 - To nominate a Governor to be responsible for liaising with the Local Authority (LA) and /or partner agencies in the event of allegations of abuse being made against the Headteacher.
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- To review their policies and procedures and provide information to the LA when appropriate, regarding policy and about how the above duties have been discharged.

8.0 Safeguarding

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

Please refer to our child protection and safeguarding policy for more information on our website -www.thecoombes.com

9.0 Approaches to Managing Behaviour

9.1 Recognition of appropriate behaviour (rewards)

The Coombes Church of England Primary School encourages good behaviour through a combination of high expectations, clear policy and a Christian ethos which fosters discipline and mutual respect between all members of the school community. A variety of rewards may be used by school staff in order to ensure they are appropriate for individual pupils. School staff will endeavour to use rewards consistently throughout the school; however, they may vary depending on the age or other circumstances for pupils.

Rewards we will use:

- Praise and encouragement
- House points are given to children for exceptional consideration for others, good learning attitude/behaviour, good work, consistent effort or a specific achievement. (Please see appendix 1 for overview of house points system).
- Teachers may award stickers, certificates etc. within individual classes.
- Headteacher awards are awarded for exceptional learning/behaviour. The child is to be recommended by a member of staff and sent to the Headteacher. Headteacher awards are collated and celebrated in our regular celebration assembly.
- Weekly 'Achievement certificates' are awarded to pupils within each class and presented at Celebration Assembly on a Friday. Often there is a weekly focus linked to our school values/Christian ethos which are the basis for choosing children to receive these awards.
- Each term, selected pupils from each class will be nominated and rewarded for living out each of our school values.
- Teachers will contact parents specifically to share positive feedback. This could be via telephone or a 'behaviour postcard' being sent home.
- Extra or extended break or lunchtimes.
- Opportunities to have extra time with school staff doing something which interests them e.g. a game of chess or creating a piece of art.
- In Year 6, the children will have the opportunity to be a Prefect
- Out of school achievements are celebrated with the whole school on a Friday at our Celebration Assembly and/or in the school newsletter.
- Any other reward (in line with the intentions of this policy) deemed appropriate by school staff

9.2 Unacceptable Behaviour

At The Coombes Church of England Primary School, we are committed to promoting good behaviour at all times and will not tolerate unacceptable behaviour under any circumstance.

Below are examples of behaviours which the school would consider unacceptable:

Level	Description
Level 1	Incidents at this level would include examples such as (not a limited list): - Infrequent low-level disruption – talking at inappropriate times, off task, calling out, distracting others. - Infrequent disruption in corridors or within transitions in class - Infrequently not following instructions - Infrequently not completing tasks in class through a lack of effort - Infrequent poor manners - Infrequent use of unkind words towards others - Infrequent failure to look after school property - Infrequently not telling the truth – not impacting others - Infrequent minor physical behaviour not intended to hurt others (ie. pushing out of the way)
Level 2	Incidents at this level would include examples such as (not a limited list): - Continued and deliberate low-level disruption (see above) - Occasional defiance – purposely not following instructions - Continued lack of effort – poor attitude - Occasional use of unkind words towards others - Deliberately damaging school property (drawing on tables/ walls) - Infrequent use of inappropriate/ offensive/ language - Infrequent physical behaviour – intending to hurt - Frequently not telling the truth which impacts others - Frequent misuse of technology
Level 3	Incidents at this level would include examples such as (not limited to): - Significant disruption to learning e.g., whole class/ sustained periods - Continued defiance/ refusal to follow adult direction - Continued use of offensive language - Continued aggressive behaviour towards others - Theft - Significant damage to school property (Damaging buildings/ windows doors) - Any form of bullying - Behaviour of a sexual nature (ie. inappropriate touching, comments, jokes, interfering with clothing) - Racist / sexist/ homophobic or any other discriminatory behaviour

9.3 Management of unacceptable behaviours

Sanctions for poor behaviour will be proportionate and responses may vary according to the age, needs and any other special circumstances that affect the pupil. When poor behaviour is identified, sanctions will be implemented consistently and fairly in line with the Behaviour Policy.

Sanctions will be decided by school staff and will be applied when behaviour demonstrated by pupils is inappropriate at any time during the school day, and/or at events held out of school hours when children are representing the school, including online.

Sanctions may include:

Phase 1 • A verbal reprimand, including an explanation to the child as to why their behaviour was inappropriate. These may be escalated to Key Stage Leaders, Deputy Headteacher or Headteacher • Extra work or repeating unsatisfactory work until it meets the required standard • The setting of tasks as punishments, such as writing a letter of apology • Child to complete self-review of behaviour which is sent home to parents
Phase 2 • Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in school events • When appropriate; phone call/meeting with parents and child to discuss actions • Missing (part/all) break times / lunchtimes • Work in partner classroom (within year group) or area directly outside the class • Behaviour monitoring system (e.g. ABC chart) • Early Help assessment • DSL/SENDSCO intervention (if appropriate) • Meetings with parents/carers
Phase 3 • Internal isolation or movement to another class or learning space within the school • Exclusion from clubs attended within or out of school hours offered by the school • School based community service or imposition of a task – such as picking up litter; tidying a classroom; helping clear up the dining hall after mealtimes; or other tasks deemed appropriate by school staff • Regular reporting including daily behaviour 'charts' which are shared between home and school • Other agreements made in consultation with parents e.g. loss of privileges at home • Any other sanctions deemed appropriate by school staff
Phase 4 • In more extreme cases schools may use temporary or permanent exclusion. (See Exclusion Policy)

Note - Sanctions for inappropriate behaviour may skip phases e.g. Phase 3 sanction implemented immediately when significant behaviour occurs. This will be at the school staff discretion.

We encourage children to take a proactive role in solving their own problems or supporting their peers to do so. We have pupils trained as Anti-Bullying and Anti-Racist Ambassadors annually and posters are displayed around the school to encourage appropriate strategies. Conflict resolution is also discussed as part of our SMSC / PSHCE curriculum and Collective Worship.

9.4 Use of reasonable force

'All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. **See Appendix 1 'Use of Reasonable Force'.**

At The Coombes, we use reasonable force as last resort with a focus on de-escalation. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. In addition, the DfE guidance allows the use of reasonable force in order to prevent behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

9.5 Detentions

Detentions will be used as part of the Phase 2 and 3 sanctions. Detentions include being kept inside for part or all of break/ lunch time and where appropriate completing a suitable task or activity.

During these times, a child will be appropriately supervised by a member of staff.

9.6 Recording of Sanctions

All Wave 3, and where appropriate Wave 2, behaviour incidents will be systematically recorded by the Senior Leadership Team within the school. Recording will include the behaviour observed, the support required to address this behaviour and any further consequences in place as a result of this.

The number of Wave 3 behaviour incidents is reported to Governors on a termly basis. This includes analysis of trends and patterns of behaviour and actions leaders will take to further improve or address behaviour.

10.0 Behaviour Off-site

At The Coombes we expect that all pupils will behave in an exemplary manner when on educational visits, inter-school events and sporting events. Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform (if any) in a public place. Parents will be informed of incidents of anti-social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

Sanctions may apply to a pupil off site if their behaviour:

- Could have repercussions for the orderly running of the school trip / event / visit
- Poses a threat to another pupil or member of public
- Could adversely affect the reputation of the school

11.0 Behaviour Online

The school will challenge and address any online behaviour which:

- Poses a threat or causes harm to another pupil
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will be decided by school staff with the intention of not only addressing the behaviour appropriately (i.e. Sanction reflects severity of behaviour) but also ensuring a child understands why their behaviour was inappropriate in order for them not to repeat the behaviour again.

12.0 Bullying

Bullying is described as:

- Deliberately hurtful
- Repeated often over a period of time
- Difficult to defend against
- Imbalance of power

For more information about bullying, please see our anti-bullying policy.

13.0 Pupils with SEND

The school recognises that pupils' behaviour may be impacted by or be a result of, a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND and the school will manage behaviour in line with relevant government guidance and legislation.

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 poor behaviour, and put in place support to prevent these from occurring.

Some of these preventative measures include:

- Movement breaks
- Adjustment to seating plan
- Uniform adjustments
- Safe spaces for self-regulation

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

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

The school will use our knowledge of each individual pupil with SEND to develop and implement bespoke behaviour management strategies.

14.0 Working with external agencies

If a pupil shows signs of emotional and behavioural difficulties that cannot be resolved within the school's resources, the school will begin procedures as advised in the Special Educational Needs Code of Practice. As a part of the school's response to these needs other support agencies such as the Educational Psychologist, Behaviour & Emotional Support Team, Educational Welfare Officer, etc. may be consulted. This process will be co-ordinated by our SENDCO.

The Designated Teacher or DSL will work alongside external agencies such as Children's Social Care or the Virtual School should there be concerns about the behaviour of a children who is Looked After (LAC) or previously Looked After (Post-LAC).

15.0 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

16.0 Monitoring, recording and reporting of behaviour

The school will collect data based on the number of incidents that have occurred and the type of behaviour that has occurred.

This data will be analysed on a termly basis and will be from a range of perspectives including:

- Year group comparisons
- By characteristic group including protected characteristic groups (Perpetrator and Victim)
- By time of day/ day of week

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.

School staff are expected to report and discuss concerning incidents of behaviour with parents and carers, as well as senior members of the leadership team.

Significant behaviour incidents will be logged and records will be reviewed by senior members of the leadership team, who will also analyse the data generated and implement support as required. Using this information, staff can put individual behaviour strategies in place e.g., reward chart, time out station. Leaders will also provide this anonymised information to the Governing Body at regular intervals for review.

All incidents of bullying, harassment (including racial, sexual or homophobic abuse) or those of a sexual nature must be reported to the Headteacher, and if appropriate DSL/DDSL.

17.0 Working in partnership with parents/carers to address poor behaviour and promote good behaviour

The school is keen to work in close partnership with parents/carers and will formally inform parents/carers regarding their child's behaviour at parents' evenings. Staff will also informally discuss behaviour (both inappropriate and exemplary behaviour) with parents/carers when appropriate at the beginning/end of the school day or via telephone as required. Parents/carers are also welcomed to speak with staff to discuss their child/ren's behaviour at any time.

In repeated cases of poor behaviour, parents/carers will be invited in to school to form an action plan. The above system takes into account the persistent types of behaviour such as those in Level 1 above, i.e. chatting in class, which are not considered serious enough to involve parents/carers at a very early stage. Teachers may keep behaviour logs when appropriate.

18.0 Severe behaviour incidents - Exclusion

Children, where behaviour is extreme, may be put on report or excluded by the Governors, on a temporary or permanent basis. *“The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the school community.”* (See Exclusion policy).

19.0 Malicious accusations against school staff

If a child, parent or carer within the school makes a malicious accusation against school staff this will be investigated by the Headteacher (or Governing Body if the accusation is against the Headteacher). If the allegation is deemed to be unfounded an appropriate sanction will be enforced by the school.

Examples could be: Education around the impact of allegations for the pupil, a letter of apology or in severe cases, exclusion. Sanctions will be decided by the Headteacher and/or Chair of Governors.

20.0 Equal Opportunities

Our Equal Opportunities Policy states that our school believes that no-one should receive less favourable treatment on the grounds of, for example: race, gender, disability, sexuality, age, income, religion, colour, ethnic background, origin, marital status or nationality. This statement is particularly pertinent to this Behaviour Policy. It is useful to note that strategies may be adapted to suit individual needs. Our school will be vigilant to ensure there is, and every child knows that there is, a fair system in place to ensure good behaviour exists at school.

21.0 Related school documents

This Behaviour Policy is one of the essential policies of the school. We recognise that this policy works alongside other school policies and practices and a list of associated school policies and documents considered when developing this policy are listed below.

- Behaviour and Discipline in Schools (DfE) 2016
- Valuing all God's Children (Church of England guidance - 2017)
- School Vision and Values Document
- Medical Needs In Education Policy
- Admissions Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- E-Safety Policy
- Health and Safety Policy
- SEND Policy

- Searching, Screening, and Confiscation Policy

22.0 Monitoring of the Behaviour Policy

The monitoring of this policy and its implementation will be completed by the Headteacher and SLT members on an ongoing basis. The Headteacher will report to the Governing body on a regular basis about the behaviour in the school and the implementation of this policy.

The views of both pupils and staff will be taken in to consideration when making any adjustments to this policy.

APPENDIX 1: House Points

1.1 General guidelines

The children are organised on entry to our school into four Houses: **Earth**, **Water**, **Air**, **Fire**. We have a House points system and children are encouraged to earn as many points as they can for their House. House points are very special and will only be awarded when children have demonstrated behaviours which are above and beyond our high standards.

1.2 Awarding of House points

Staff will endeavour to award House points consistency across the year groups.

House points can be awarded by any member of school staff for various reasons. House points can only be received from the member of staff who awarded them. Points will be awarded for behaviours including:

- Behaviour which reflects our Christian ethos
- For exceptional consideration for others,
- Good learning attitude/behaviour,
- Exceptionally good work, including effort to learn
- Consistent effort or a specific achievement.

House points will be awarded from 1 to 5 for an individual behaviour.

House points will be identified by coloured counters which are associated to each House.

1.3 Organisation of House points

Each classroom within the school will have a House point collection area within the classroom. Children will place counters into their House point collection pots.



Fire	Earth	Water	Air
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1.4 Collation of House points

The House points are counted by our Prefects on a weekly basis with a weekly winner announced during our Celebration Assembly. House points are then tallied over the course of a term: a winner is announced, and the children in that House are rewarded with a special event or treat. At the end of the year, once all House points are tallied, the House Champions will be announced. The winning House will be awarded their ribbons on the House Cup.

Note - Should individual pupils' behaviour not be appropriate within the winning House, staff reserve the right to withdrawn individual children from any reward/s as a result of winning the House cup.

1.5 Why use a House points system

We believe this system reflects our Christian ethos. It aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger than themselves, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.

1.6 Reinforcement of the House system

For sport and PE events which involve the whole school, children wear coloured t-shirts which are specific to their House. Occasionally, children will work in House groups rather than year groups. This provides children with useful opportunities to work not only with their peers but with those older or younger than themselves. Activities and events e.g. sport day will also contribute to the House points system.

APPENDIX 2: Use of reasonable force

1.1 Introduction

This policy reflects the expectations of the Children Act 1989 and the Human Rights Act 1998. It is also consistent with the guidance provided by the Department for Education (DfE). DfE guidance states that schools should not have a 'no contact' policy as such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm either to themselves, other pupils or adults or property.

The DfE produced an advisory document called 'Guidance for Safer Working Practice for adults who work with children and young people'. The document was updated in May 2019 by the Safer Recruitment Consortium. The Keys Academy Trust (TKAT) Staff Code of Conduct references this guidance which includes information on dealing with Behaviour Management and The Use of Control and Physical Intervention. DfE guidance 'Use of Reasonable Force' has informed the content of this policy.

TKAT strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. Schools do not require parental consent to use force on a student.

This power extends to times when staff (or other adults see 1.3) are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents where staff use the power to apply physical intervention or force will be recorded.

A record will not be made unless directed where pupils are held to help them to calm or reassure them, or where touching a pupil might be proper or necessary. The following examples are not exhaustive but may include:

- Holding the hand of the child when moving around the school or when on visits or in other settings
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;

- To give first aid.

Where directed, the Individual Behaviour Plan and/or Pastoral Support Plan will be reviewed and updated.

Schools have a legal duty to make reasonable adjustments for disabled children and children with Special Educational Needs (SEND). The school SENCO will ensure the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans and provide professional guidance to colleagues to ensure that pupils with SEND receive appropriate support.

TKAT will ensure that staff training is available to meet identified needs. Schools must take responsibility to ensure that appropriate staff attend training.

1.2 Definition of reasonable force

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

1.3 When can reasonable force be used?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the judgement of the adult concerned and should always depend on the individual circumstances.

Adults can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
 - prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Members of staff can use such force as is reasonable given the circumstances when conducting a search 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 (see Searching, Screening and Confiscation information in Appendix 3).

This list is not exhaustive but provides some examples of situations where reasonable force can be used.

Schools cannot use force as a punishment. It is always unlawful to use force as a punishment.

Physical Interventions – Definitions

Restraint The reasonable use of minimum force required to overpower a child or young person with the intention of preventing them harming themselves, others or causing serious damage to property (and within education settings preventing behaviour prejudicial to good order).
Holding To assert authoritatively. Action taken to discourage a child or young person from causing harm, damage or disruption but which of itself would not prevent such harm, damage or disruption.
Escorting Accompanying a child or young person for protection or guidance. Escorting may include physical touch.
Breakaway The reasonable use of minimum force required to disengage from dangerous or potentially harmful physical contact with a child or young person.
Reasonable force There is no legal definition of 'reasonable'. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

The following restraint techniques have been identified as presenting an unacceptable risk when used on children and **must not** be used:

- × the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- × the 'double basket-hold' which involves holding a person's arms across their chest; and
- × the 'nose distraction technique' which involves a sharp upward jab under the nose.

1.4 Prevention

Children or young people who are constantly in conflict with themselves or others are less able to access learning and develop their potential. Children and young people with difficult or challenging behaviour should be helped to manage themselves in ways that enables them to learn and develop. In order to do this a stepped approach to the prevention of confrontative and challenging behaviour will be adopted including:

- Ensuring the best possible match between the child or young person's needs and the staff's ability to meet those needs.

- Developing an ethos in which there is the expectation that children and young people will be well behaved. It is believed that children and young people develop and learn self-control better through reward and positive responses to acceptable behaviour rather than disapproval and imposition of sanctions when they behave badly. A major factor in creating an environment, which is generally well ordered, is the quality of the relationships between staff and children/young people. Staff and carers will work to develop relationships with children and young people based on mutual trust and respect and will use these to communicate expectations regarding acceptable behaviour.
- It is recognised that staff and carers need to feel safe in order to carry out their duties and the school will ensure that they receive the necessary training and support to enable them to do so. It is not acceptable for staff or carers to become the victims of verbal or physical abuse from children/young people and their parents, and all options will be explored to prevent this from happening.
- Adopting a non-confrontative, pragmatic and problem-solving approach to signs of mounting anger in children and young people. When children/young people begin to lose control staff and carers will explain clearly what is expected and will tell and show the child or young person how to behave in an acceptable manner. In these circumstances staff and carers will demonstrate to children and young people unconditional positive regard (while clearly identifying their behaviour as unacceptable) and keep in mind throughout that the purpose of intervention is to enable the child or young person to learn self-control.
- Intervening early when there are signs of increased aggression and employing techniques of diffusion and de-escalation to calm and distract young people to enable them to regain self-control. The best prevention is based on a full and proper understanding of a child or young person's needs. The better the child or young person's needs are understood and met, then the less the likelihood of confrontation. Where children and young people are known to have challenging behaviours then a proper risk assessment followed by shared planning is the basis for appropriate management.
- Involving both professionals and parents/carers in developing a behaviour management strategy within the child's care plan / pastoral support plan and /or behaviour management plan for those who have enduring self-management difficulties. The strategy will include agreement on reasonable expectations in relation to the child or young person's behaviour and on the strategies to be adopted to manage future difficulties. They will also indicate what rewards are available for improved behaviour and what sanctions will be imposed for further incidents of unacceptable behaviour.
- Resorting to the use of physical interventions, including restraint, as a last resort. The use of restraint is an act of care intended to provide external control to a child or young person who has temporarily lost self-control. It is important to take the use of restraint extremely seriously and to ensure that an opportunity is offered to the child/young person to reflect on their experiences, and that staff involved will be debriefed after a restraint in order to promote learning and to reduce the likelihood of future incidents.
- There is a stepped approach to prevention which begins with developing an ethos in which good behaviour is a reasonable expectation, proceeds through to a number of stages of intervention to deal with signs of mounting anger and aggression and culminates in the use of force (restraint) only as a last resort.

1.5 Risk Assessment

In any school there will be a small minority of children whose behaviour in some circumstances may need to be managed by the use of planned physical intervention.

Where this behaviour has the potential to cause harm, injury or serious damage, early identification and appropriate intervention through a planned risk assessment is necessary in order to minimise potential difficulties and ensure the safety of all involved.

The risk assessment should not only focus on the potential for aggressive / challenging behaviour but for those children and young people who are deemed to be vulnerable through emotional and traumatic experiences. The risk assessment should result in an appropriate plan which identifies the steps and support necessary to be put into place.

See Risk Assessment proforma (Form A)

1.6 Partnership

Experience shows that the best outcomes for children and young people who have enduring problems with challenging behaviours are achieved through staff, parents/carers and other professionals working in partnership. Partnership will be best promoted through the following means:

- Involving parents/carers by keeping them informed of concerns about their children/young person's difficult/challenging behaviour.
- Planning, agreeing and regularly reviewing with parents/carers strategies (including any sanctions) to deter inappropriate behaviour and encourage the development of more appropriate behaviour.
- Working with parents/carers and other professionals (for e.g. Education Welfare Officers, Clinical or Educational Psychologist, Social Workers, Health Professionals, Voluntary Carers, Outreach Workers etc.) may be involved with the child or young person to develop a fuller understanding of their needs and for these to be reflected in their care plan and/or personal support plan.
- Working collaboratively with the council to promote staff and carers' safety and ensure best outcomes for children and young people.

1.7 Recording and Monitoring

The Coombes CE Primary School will keep a separate, detailed, written record of every incident of restraint (see Form B).

The designated senior member of staff will read every report and will address any issues which arise. Other interventions involving the use of physical interventions will also be recorded.

Schools are required to keep written records of restraint for 75 years after the date of birth of the child. To ensure that records are kept a Bound and Numbered book should be used to record all incidents of restraint ([TeamTeach Portal \(coreprint.net\)](https://www.teamteach.com/TeamTeachPortal/coreprint.net)). This can be used in conjunction with Form B which schools will use to keep their electronic records up to date (CPOMS). These books should be kept in a safe and secure location. All records will be regularly reviewed by the designated senior member of staff to monitor the use of physical interventions generally and identify any issues or trends (whether particular children/young people or staff/carers are more frequently involved in incidents or whether particular situations trigger incidents, etc.) and consider whether any action is necessary.

Parents/carers should be informed 'as soon as is practicable' when significant force has been used on their child. Parents should be told:

- When and where the incident took place
- Which members of staff were directly involved
- The strategies used to try to avoid having to use force
- What force was used

- Whether there were any injuries
- What follow up actions (support and/or disciplinary) was being taken in relation to their child

1.8 Complaints

When children or young people are seriously out of control physical intervention may be unavoidable and may result inadvertently in the child being harmed/injured. In these circumstances it is the behaviour of the child or young person which determines the degree of force required to bring them under control which may lead to injury, rather than the intention of the member of staff or carer to cause harm.

If a child or young person is harmed in the course of a physical intervention and he/she or his or her parents wish to make a complaint, then this will be taken seriously and investigated thoroughly in line with the Child Protection (Allegations Against Staff) Procedures.

Under no circumstances whatsoever should a parent take direct physical action against a member of staff or carer. If this should happen, staff within schools or establishments would be supported in the action they may wish to take in terms of legal redress in respect of the parent.

In this difficult area it is important to balance up the primary consideration, which is the safety and welfare of children and young people, with the principles of natural justice in relation to the member of staff or carer concerned. As a general rule, genuine attempts to use approved methods of physical intervention in appropriate circumstances would not attract a disciplinary response (even if the child or young person is harmed) – though such circumstances may indicate a training need.

FORM A: RISK ASSESSMENT PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING BEHAVIOURS

Name of child:

Class group:

Name of teacher:

IDENTIFICATION OF RISK	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is (or could be) affected by the risk.	

ASSESSMENT OF RISK	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature: Date:

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & SCHOOL RISK MANAGEMENT STRATEGY		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Relationship to child:

Date:

COMMUNICATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Plans and strategies shared with:	Communication method	Date actioned

STAFF TRAINING ISSUES		
Identified training needs	Training provided to meet needs	Date training completed

EVALUATION OF BEHAVIOUR MANAGEMENT PLAN AND SCHOOL RISK MANAGEMENT STRATEGY		
Measure set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Relationship to child:

Date:

FORM B Record of Restraint

Pupil's name:

Year Group:

Date/time/location of incident:

Reason for the use of restraint (evidence of harm, damage, disruption):

.....
.....

Details of events leading to restraint:

.....
.....

De-escalation techniques used prior to restraint (tick as appropriate):

Verbal advice/support	☐	Reassurance	☐
Calming	☐	Re-direction	☐
Distracting	☐	Humour	
	☐		
Negotiation	☐	Options offered	
	☐		
Increase personal space	☐	Instructions	☐
Use of body language	☐	Warnings	☐

Other (specify):

.....

Details of restraint (**who was involved, what techniques were used**):

.....
.....

Duration of any measure of restraint:

.....
.....

Witnesses to the incident

:

Staff:

Pupils:

Other:.....

Details of any damage or injuries to pupil concerned/other pupils/staff/others:

Was medical treatment necessary? Y/N

Details:.....

.....

Was an Accident Report and/or Incident Report required? Y/N

Was this intervention part of an agreed Behaviour Management Plan (BMP)? Y/N

Does the existing BMP need amendment? Y/N

Is a BMP now required for this pupil? Y/N

Action taken following the incident

(including pupil's response and whether a debriefing interview with the staff member using the restraint has occurred):

.....

.....

NOTIFICATION

Identify all who have been informed and when:

	Y/N	Date/Time
Headteacher/designated person		
Parents/Carers		
Other professionals (specify)		
Police		

Comments of child/young person: (ideally within 24 hours and no longer than 5 days following the restraint)

.....

Signature of Report Compiler

..... Date.....

Signature of others involved

..... Date.....

Signature of child/young person

..... Date.....

Headteacher/Designated Person's comments:

.....

.....

Was the person using the restraint authorised? YES/NO

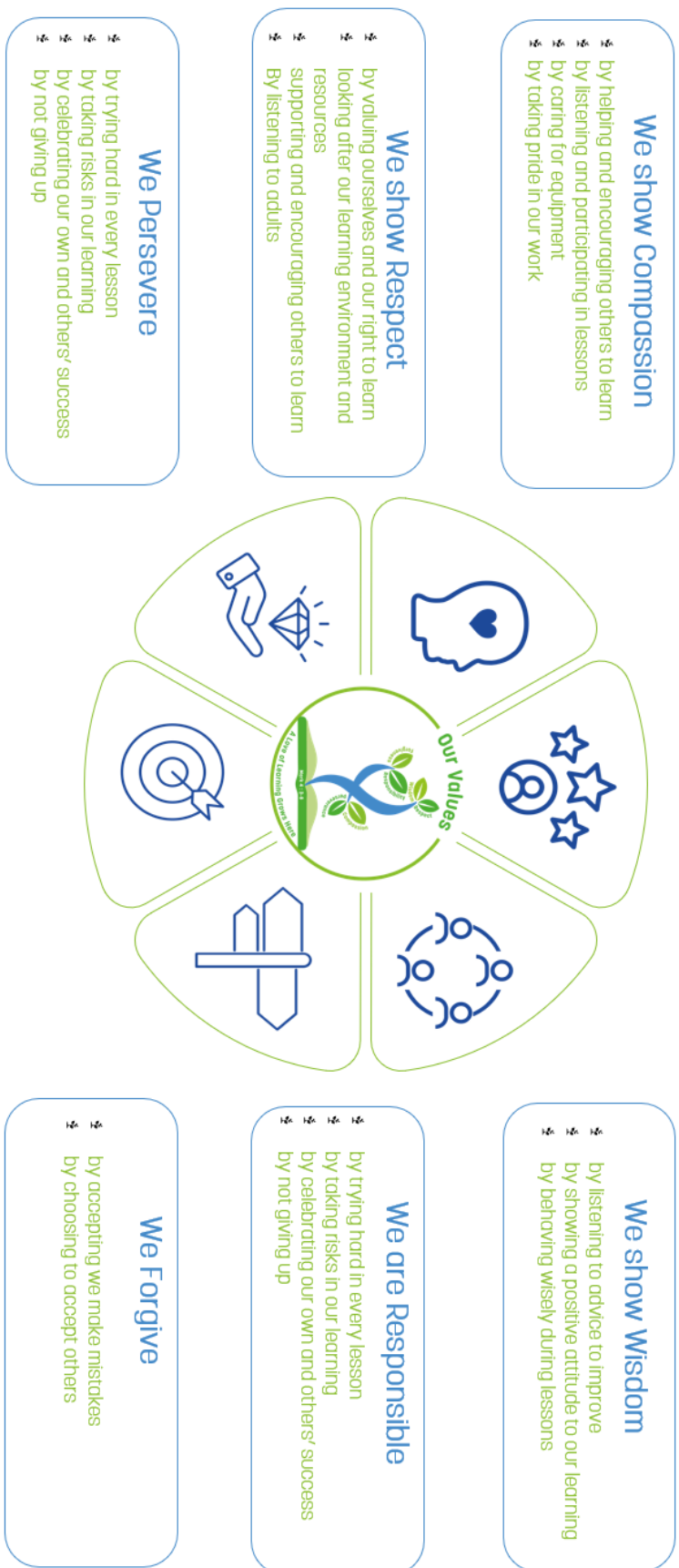
Was the person using the restraint trained? YES/NO

..... Date.....

Signature

APPENDIX 3: The Coombes Code

The Coombes Code



APPENDIX 5: The Behaviour Curriculum

Learning Behaviours			
- Show you are ready to learn by sitting with your feet on the floor, facing the person speaking and with nothing in your hands - Keep your workspace tidy, caring for equipment and taking pride in your learning environment - Actively and positively engage in your learning by contributing ideas, listening attentively and encouraging others - Work silently and independently unless instructed otherwise			
Presentation			
Uniform	Books	Collective Worship	Attendance & Punctuality
- Always wear our correct school uniform in line with expectations - Always bring in and wear our correct PE uniform - Know that watches and stud earrings are the only jewellery to be worn - Know to remove outdoor clothing when in the building and store it safely and carefully	- Present books in line with the expectations set - Only use school issued pens - Only use a pencil in your maths book - Always underline the Learning Objective and date with a ruler - Cross out incorrections with a <u>single line</u> or use a rubber - Be proud of each piece of work	- Enter and exit either in silence or singing - Ensure uniform is presentable as you enter the hall - Sit in the correct space and remain seated throughout - Demonstrate respect by sitting silently and facing the assembly leader - Actively participate in singing and discussions	- Try to attend school every day - Try to arrive at school on time and prepared to learn - Try to always greet others when you arrive at school - Quickly store belongings and enter the classroom ready to learn
In our school environment			
Moving to the line	In and around school	In the dining hall	In communal areas
- Leave a tidy learning space with resources stored away correctly (lids on glue etc) - Tuck your chair under when leaving your seat - Walk quietly to the line - Know we walk in a quiet, forward-facing, single line - Be aware that others around you may still be working	- Always walk when moving around our school - Show respect by holding doors open for others - Show manners by saying please and thank you and giving eye contact to the person you are communicating with - If you need to speak with an adult, approach them by saying 'excuse me' and ensure you wait if they are already talking to someone else	- Enter and exit when instructed - Walk in and around the dinner hall - Sit in the correct space and remain seated throughout - Only leave your seat when you have finished eating - Tuck your chair in when leaving your seat - Clear away your rubbish and cutlery at the end of your meal	- Care for the resources you are using and tidy them away when you are finished - Take care of displays and the environment around you - Ensure you are quiet to allow others to learn without distraction - Pick up litter, coats or resources that are untidy - Only use communal areas with permission and supervision
Interactions			
In the classroom	On the playground	With adults	Outside of school
- Engage in discussions and ask questions if you are unsure - Raise your hand to speak if others are working - Speak at talking volume - Demonstrate manners by saying please/ thank you - Take time to listen to others - Follow the instructions of adults in the room at all times - Remain seated unless instructed otherwise	- Involve others in your playground games - Interact politely with others - Respond to adults with politeness and by looking at them - When the end of break/lunch is signalled, stop and then silently line up as instructed - Line up quickly and quietly - Treat playground equipment with respect and use it in the way it is intended - Store equipment properly at the end of use	- Stop and look at the adult speaking to you - Listen to what is being said - Respond politely - Smile and greet adults as you see them - If you need to speak with an adult, approach them by saying 'excuse me' and ensure you wait if they are already talking to someone else - Knock and wait for permission to enter a room	- Remember you are a representative of our school at all times - Speak kindly and with manners to all - Ensure you are demonstrating our school values in your behaviour to others outside of school

Pupils will:

Adults will:

Learning Behaviours			
- Expect pupils to demonstrate they are ready to learn by not beginning to teach until all pupils are sitting with your feet on the floor, facing the person speaking and with nothing in your hands - Set standards of tidiness and model this by keeping your workspace tidy and organised, caring for equipment and setting expectation of pupils to take pride in your learning environment - Actively and positively engage all pupils in your learning - Make expectations about noise level clear and consistent			
Presentation			
Uniform	Books	Collective Worship	Attendance & Punctuality
- Always wear correct and professional attire in line with expectations - Engage with parents to remind them of expectations around uniform - Provide spare uniform as appropriate - Always expect correct PE uniform and follow up if a child does not have it - Ensure pupils wear long hair tied up during PE lessons - Know that watches and stud earrings are the only jewellery to be worn - Monitor and support high expectations of storing belongings and pupils using their lockers	- Do not accept work below the expected standard of presentation - Ensure all books are consistently in line with agreed expectations - Ensure pupils do not draw on book covers or in their work - Ensure pupils use correct equipment in each book - Always expect and model pupils to underline the Learning Objective and date with a ruler - Address poor presentation (e.g. incorrectly glued work) promptly - Praise and reward good presentation - Model pride and support children in improving their presentation if required	- Verbally remind pupils to enter and exit either in silence or singing and lead them in modelling these expectations - Ensure uniform is presentable as you enter the hall - Organise the class to ensure they sit in the correct space and remain seated throughout - Actively address and monitor behaviour throughout the assembly if required - Support poor behaviour by moving child to be seated nearer an adult (before or throughout Collective Worship) - Remind children to demonstrate respect by sitting silently and facing the assembly leader - Actively participate in singing and discussions	- Try to attend school every day - Address attendance or punctuality concerns promptly with parents - Be mindful that attendance and punctuality is not the responsibility of the child - Try to arrive at school on time and prepared to learn - Try to always greet other when you arrive at school - Set expectations and monitor to ensure pupils quickly store belongings and enter the classroom ready to learn - Be on time to agreed school events/ to collect from playground (5 mins before whistle)
In our school environment			
Moving to the line	In and around school	In the dining hall	In communal areas
- Teach, model and expect pupils to leave a tidy learning space with resources stored away correctly (lids on glue etc) - Tuck your chair under when leaving your seat - Use agreed strategies to stop children and ensure they walk quietly to the line - Remind and model to pupils that we walk in a quiet, forward-facing, single line - Be aware that others around you may still be working	- Always walk on the left hand side when moving around our school - Show respect by holding doors open for others - Show manners by saying please and thank you and giving eye contact to the person you are communicating with - Model and remind children of how to speak with an adult- approach them by saying 'excuse me' and ensure to wait if they are already talking to someone else	- Enter and exit when instructed - Walk in and around the dinner hall - Support and expect snacks to be stored in an agreed classroom location and packed lunches stored on trolleys at all times - Discuss and agree expectations to ensure pupils understand behaviour in the dining hall - Praise and reward pupils for their positive interactions - Ensure any concerns or issues are communicated appropriately with all adults required and addressed with parents if necessary - Set expectations around healthy snacks and address with parents if required - Ensure pupils only eat a snack at break	- Model care for the resources you are using and tidy them away when you are finished - Expect pupils to tidy communal areas and leave them ready for the next use - Take care of displays and the environment around you and repair them if required - Ensure you are quiet and that communal spaces are used to focus on learning tasks to allow others to learn without distraction - Pick up litter, coats or resources that are untidy - Only use communal areas with permission and supervision
Interactions			
In the classroom	On the playground	With adults	Outside of school
- Establish agreed routines and expectations for your classroom - Encourage and expect all pupils in discussions and ask questions if you are unsure - Praise and reward pupils following instructions - Demonstrate manners by saying please/ thank you - Take time to listen to others - Model appropriate responses and expect pupils to follow the instructions of adults in the room at all times - Remain seated unless instructed otherwise	- Set and reinforce expectations, addressing those who do not promptly and with agreed outcomes: - Involve others in your playground games - Interact politely with others - Respond to adults with politeness and by looking at them - When the end of break/lunch is signalled, stop and then silently line up as instructed - Line up quickly and quietly - Treat playground equipment with respect and use it in the way it is intended - Store equipment properly at the end of use	- Expect pupils to stop and look at the adult speaking to them - Listen to what is being said - Model responding politely and rephrase where require Smile and greet adults as you see them - If you need to speak with an adult, approach them by saying 'excuse me' and ensure you wait if they are already talking to someone else - Knock and wait for permission to enter a room	- Remember you are a representative of our school at all times - Speak kindly and with manners to all - Ensure you are demonstrating our school values in your behaviour to others outside of school