WARREN WOOD PRIMARY SCHOOL

Behaviour and Relationships Policy

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A Beyond SCHOOLS TRUST ACADEMY

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Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. Behaviour data will be analysed by pupil group, including SEND, disadvantaged pupils, pupils with protected characteristics and those subject to social care involvement, to ensure sanctions are applied fairly and without discrimination.

Purpose and principles

To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure. To promote an environment which encourages children to enjoy learning and become positive, responsible and increasingly independent members of the school community. To foster independent work habits, leading to increasingly focused self-assessment. To provide opportunities to receive a curriculum that suits every child's interests and abilities. Both staff and children within the school are made aware of their rights and the responsibilities that are associated with such rights.

Right to be respected	**Responsibility** to respect other people's religion and culture, the way they dress and look and treat everyone equally.
Right to be responsible	**Responsibility** to make your own opinion and an entitlement to things such as education, religion and freedom of speech. Responsible for duties or something an individual should do such as following the rules of the school.
Right to be safe	**Responsibility** to make sure our actions do not hurt ourselves or other people.

Legal framework and related guidance

This policy is informed by relevant education, safeguarding, equality, SEND, suspension, exclusion, reasonable force and restrictive intervention legislation and guidance, including the Education Acts, Education and Inspections Act, Equality Act, Children and Families Act, Human Rights Act, School Discipline Regulations, DfE Behaviour in Schools guidance, DfE Suspension and Permanent Exclusion guidance, Keeping Children Safe in Education, Local Authority procedures and the Beyond Schools Trust Suspension and Permanent Exclusion Policy.

Aims for behaviour

- Teach respect for individuals and the understanding that we are all different;
- Ensure a consistent, positive approach to behaviour management throughout the school day;
- Provide children and staff with an environment that is suitable for learning;
- Ensure the social, emotional and learning needs are addressed appropriately;
- Establish clear procedures for dealing with and managing unacceptable behaviour;
- Empower children so that they are able to self-manage their behaviour;
- Prepare children for entry into the next phase of their education or employment or further education;
- Praise and reward good work, positive behaviour and attitudes;
- Encourage the active and early involvement of parents in supporting positive behaviour.
- Measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils tailored to their needs.

Inclusion, SEND and vulnerable pupils

Warren Wood promotes high standards of behaviour for all pupils while recognising that some pupils may need additional support to meet expectations. The school will consider whether SEND, disability, mental health, trauma, communication needs, social care involvement, looked-after status or other vulnerability may have contributed to behaviour. Reasonable adjustments and appropriate provision will be considered in line with statutory duties, while maintaining clear boundaries and expectations for safety and learning. Where behaviour concerns indicate that a pupil may require additional support, leaders may use internal planning processes such as behaviour support plans, pastoral plans, risk assessments, reasonable adjustment plans, reintegration plans, SEND review processes and multi-agency referrals. Where a pupil has an EHCP, the Local Authority will be involved as required.

Expectations at Warren Wood

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

When a teacher has concerns about the behaviour of the pupils in their class, they should first consider the following:

- Curriculum design and differentiation;
- Challenging goals and feedback;
- Behaviour Curriculum (see Appendix B);
- Parental/community involvement;
- Safety of environment;
- Classroom management.

School staff should:

- The first priority is to ensure the safety of pupils and staff to restore a calm environment;
- Follow the Behaviour Curriculum (see Appendix B);
- Respond predictably, promptly and assertively in accordance with the school behaviour policy
- Use de-escalation strategies;
- Ignore secondary behaviour;

- Stay with the facts;
- Let children save face;
- Use solution focussed questions;
- Describe the problem and the consequence;
- Consistently use the agreed behaviour management strategies.

Behaviour Management Strategies

Good to be Green is a positive behaviour strategy and is the main behaviour strategy to be used throughout the whole school and is for all pupils. It may be applied differently depending on individual pupils. Sensitivity must be applied at all times.

Green every child starts each day on green. A verbal warning is given before issue of an orange card, a black line will be drawn on the table in front of the child to indicate the verbal has happened. The member of staff will use the words "this is your verbal warning". Should an incident happen from the red, black or white card category (see Appendix A) the issuing of the card will by pass the escalation system.

Orange is a second warning. An orange mark will be added to the desk to visual the escalation. This can be reversed back to green. If a child does not turn their behaviour back to green they will be moved to a red.

A card will be turned to **Red** (a red mark added to the table) if the orange warning is **ignored.** The consequence of the red card will be 5 minutes missed play, either morning, lunch break or 3pm before the child goes home if after lunch time. If the child refuses it will be carried over. This will take place in a reflection room lead by a Behaviour Lead or SLT. Parents will be informed by the Class Teacher or Cover Teacher. If a child receives 3 or more Red cards in a week, this will result in a child missing half a lunch time which will be spent with SLT/Behaviour lead. This strategy is intended to maximise learning time by avoiding unnecessary removal from lessons.

The consequence of a **Black** card is missed break of 10 minutes, 10 minutes missed lunch break or 3pm depending on the time of day the card is issued. If the child refuses it will be carried over. This will take place in a reflection room lead by a Behaviour Lead or SLT. Parents will be informed by the Class Teacher or Cover Teacher. If a child receives 3 or more **Black** cards in a week, this will result in missing a whole lunch time which will be spent with SLT/Behaviour lead. This strategy is intended to maximise learning time by avoiding unnecessary removal from lessons.

White is the final stage. This may result in removal from the classroom for the remainder of the session or day. This will be monitored by a member of SLT or the Behaviour Team.

The purpose of removal is to restore calm, maintain safety and enable reflection and successful reintegration.

If a class teacher is concerned about general class behaviour, they need to consider the reasons for the behaviour and discuss this with the Pastoral and Behaviour Team. If the class teacher decides that further action is necessary then an AEN referral form needs to be completed and submitted to the team. The SENCO and the team hold fortnightly meetings to discuss children causing concern.

Rewards

The school adopts a positive approach to behaviour management and children earn a daily 'tally' towards a reward:

- Staff praise and congratulate the children
- House Points are connected to our values and are in 4 house colours, this is collated via class dojo
- Phone calls or notes home to parents for exemplary work/behaviour or improvements to work and behaviour, this will be noted on Arbor
- We acknowledge the good work, behaviour and effort of individual children as part of our celebration assemblies
- Good to be Green rewards are used to reinforce positive behaviour and engagement. Pupils earn weekly class rewards. Pupils individual behaviour contribute towards Good to be Green rewards at the end of each long term. Progress towards these rewards is tracked through the card system, allowing pupils and classes to work collectively towards shared incentives.
- Recognition for those children who stay on Green all year will receive a VIP GTBG treat at the end of the school year.

Pupils may also be given school-wide responsibilities such as House Captain, Learning Ambassadors and RECIPE Ambassadors.

Behaviour Management aims to ensure a positive learning environment

At Warren Wood Primary School, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate following our values from Nursery to Year 6. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others and show care to everyone in our school community. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. To ensure that we build the automatic routines all adults who are employed and volunteer at Warren Wood Primary School role model the routines at all times.

Sanctions

The school uses a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Every child may misbehave at some time or another. On most occasions this can be dealt with by a verbal reprimand. In the classroom it may be that the child has his/her card changed using card system. Negative points are recorded on Arbor linked to the card given. Parents will be informed face to face, by telephone call or via email and can state a preference on how they are informed to meet the individual needs of the child.

Where problems appear to be part of a pattern of behaviour it is important that parents and carers are involved from an early stage. This can be done initially by the class teacher, followed up by the Behaviour Lead and if the child does not make progress or the parents do not engage then by the Deputy Headteacher and ultimately the Headteacher. All meetings and information sharing needs to be added to Arbor as a Behaviour Log.

It is appropriate in some cases to involve the Inclusion Team, Social Services or Family Solution/Early Help team outside of the school.

In the event of a serious incident a member of the Senior Leadership team will be informed. A member of staff will complete a written statement and witness statements will be asked for from adults and children. The child will be asked for a statement to gain their pupil voice. Parents will be contacted immediately and invited in to discuss the incident.

Sanctions **must not** include:

- Withdrawal from curriculum activities (these are every child's legal entitlement);
- Being left unsupervised anywhere in the school building including outside in the corridor or in the entrance hall;
- Threats that cannot be carried out;
- Writing out extra work in an area of the curriculum which might decrease their interest in it;
- Removal of items given to a child to support their individual needs.

Teachers can:

- Confiscate children's property if it is not appropriate to be in the school;
- Subject to the school's behaviour policy a child may be disciplined for any misbehaviour **when** the child is:
    1. Taking part in any school-organised or school-related activity.
    2. Travelling to and from the school.
    3. Wearing the school uniform or in some other way identifiable as a pupil at the school.
    4. Could have repercussions for the orderly running of the school.
    5. Poses a threat to another pupil or member of the public.
    6. Could adversely affect the reputation of the school.

Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. **The general power of discipline**: This enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

2. **Power to search without consent for 'prohibited items'** including:
    - Knives and weapons;
    - Alcohol;
    - Illegal drugs;
    - Stolen items;
    - Tobacco and cigarette papers;

- Fireworks;
- Pornographic images;
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search, the school will make the decision to retain, dispose of or hand in to the police the confiscated items. Where a child has knowingly brought a prohibited item into the school with malicious intent, the Headteacher may impose any of the afore mentioned approved sanctions or suspension in extreme circumstances.

Reasonable force and restrictive intervention

All staff have a duty of care. Reasonable force or restrictive intervention may only be used where lawful, reasonable, proportionate and necessary, for example to prevent injury, serious damage, disorder or the commission of an offence. De-escalation, prevention and graduated support should be used wherever possible. Seclusion and restraint must not be used as punishment. Significant incidents will be recorded, reported and reviewed in line with statutory guidance, Trust procedures and safeguarding expectations.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the behaviour policy consistently throughout the school, and to report to the Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children within the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child.

The Role of the Parent

The school staff work collaboratively with the parents so children receive consistent messages about how to behave at home and at the school.

We expect parents to support their children's learning and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the staff. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Behaviour and Pastoral team, SENCO, Deputy Headteacher or Headteacher. If they feel that the situation has not been resolved after consultation with the Headteacher they should follow the school's complaints procedure. Details can be found on the school website.

The Role of the Governors

The Headteacher has the day – to – day authority to implement the behaviour policy, the Local Governing Body (LGB) will work with the Headteacher in reviewing the effectiveness of the behaviour policy.

Bullying

The safety of the children is paramount. If a child hurts or bullies another pupil, the adult dealing with the situation must record this and it must be passed immediately to the Behaviour and Pastoral Team, SENCo, Deputy Head or the Headteacher. This behaviour will be entered onto Arbor as an incident and behaviour log. The school does not tolerate bullying of any kind. If an act of bullying or intimidation has taken place, staff will act immediately to stop any further occurrences of such behaviour. (See Anti Bullying Policy).

Child-on-child abuse and sexual harassment

Professionals need to distinguish normal from abnormal sexual behaviours. We use the sexual behaviours traffic light tool (Brook). Curiosity about bodies and sex is a normal part of development. However, some sexual behaviours can be a sign of abuse or CSE (Child Sexual Exploitation). Brook's tool can help you know the difference.

Child's sexual behaviour should be considered abnormal if it:

• occurs at a frequency greater than would be developmentally expected

• interferes with the child's development

• occurs with coercion, intimidation, or force

• is associated with emotional distress

• occurs between children of divergent ages or developmental abilities

• repeatedly recurs in secrecy after intervention by caregivers/professionals.

Pupils whose behaviour falls below expectations will be challenged following our behaviour curriculum. we will challenge any inappropriate language and behaviour between pupils.

Child-on-child abuse is a serious safeguarding concern and as such it will be responded to in line with Keeping children safe in education (KCSIE) and the school's Safeguarding Policy that can be found on the website. Abuse that occurs online or outside of the school will be treated equally seriously.

Suspension and Permanent Exclusions

Only the Headteacher (or Deputy Head with Headteacher's permission) has the power to suspend a pupil from the school. The Headteacher may suspend the pupil for one or more fixed periods, for up to 45 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a pupil, parents will be informed immediately and given the reason for suspension. Parents will be provided with a written letter to advise of the suspension period, reason for suspension, date for reintegration meeting and appropriate work for the child to complete during suspension. Upon reintegration, the child will spend the morning with the Behaviour Lead in Pastoral Support before returning to class, behaviour will be monitored. A weekly review will be held with the parent.

At the time of parent notification, the Headteacher will make it clear to the parents that the Local Governing Body (LGB) must consider any representations made by parents in line with the following procedure:

Exclusions

The Local Governing Body (LGB) must convene a meeting to consider reinstatements within 15 days of receiving notice of the suspension. The same is true when an exclusion will take the child's total days of suspension above 15 days for one term.

Suspension (previously Fixed Term Suspensions)

Where a suspension will take the child's total days of suspension above five for the term, if requested by parents the Local Governing Body (LGB) must convene a meeting to consider reinstatement within 50 days of receiving notice of the suspension. Where suspension does not take the pupil's total days of suspension above five for the term, the Local Governing Body (LGB) must still consider any representations made by parents but cannot overturn the Headteacher's decision.

The Headteacher informs the Local Governing Body (LGB) and Local Authority about any permanent exclusions immediately, and about any suspensions on a termly basis.

The Local Governing Body (LGB) itself cannot either exclude a pupil or extend the suspension period made by the Headteacher.

The Local Governing Body (LGB) will consider any suspension appeals. They will create a panel who will meet to consider the suspension, they will consider the circumstances in which the pupil has been suspended, consider any representation by the parents and consider whether the pupil should be re-instated. If the panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Where requested by a parent the Beyond Schools Trust will need to arrange an independent review panel to consider the decision of a Local Governing Body (LGB) to uphold a permanent exclusion. Panel members will need to be trained in how to perform their role. Beyond Schools Trust will also need to appoint a special educational needs expert to advise the panel, where requested by a parent. The independent review panel will be able to uphold the decision to permanently exclude a pupil: recommend that the Local Governing Body (LGB) reconsider its decision; or direct the Local Governing Body (LGB) to reconsider its decision. A direction to reconsider will be limited to circumstances where a panel decides that the school has acted illegally, irrationally or in a procedurally flawed manner.

Monitoring

The Headteacher and the Leadership Team monitor the effectiveness of the behaviour policy on a regular basis. The Headteacher reports to the Local Governing Body (LGB) on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The Behaviour Lead records minor incidents through behaviour logs and Arbor. Leadership team review the children who receive red, black or white cards weekly as well as identifying classes with only green cards.

An Engagement Support Plan (ESP) will be put into place upon the child returning from a repeat suspension, this should reduce the risk of further suspension. Regular meetings will be held to discuss the child's progress towards behaviour targets to identify and support around behaviour management the parent may need at home to support the school plan. Those involved with these meetings will be: Deputy Headteacher, Pastoral, SENCO, Behaviour Lead, parents, child and any other agency identified as having a positive impact on the family.

The school keeps a record of any pupil who is suspended for a fixed – term, or who is permanently excluded. It is the responsibility of the Local Governing Body (LGB) to monitor the rate of fixed term suspensions and permanent suspensions, and to ensure that the policy is administered fairly and consistently.

APPENDIX A – BEHAVIOUR GUIDANCE

					
For showing the correct behaviours in school. **Following the behaviour curriculum, mission statement and values.**	**Adult will speak to the child and say the words "this is your verbal warning" LETS GET BACK TO GREEN**	**After the verbal warning. 1 Verbal and 1 orange. A reset back to Green after break and lunch.** -Distracting other children /teacher -Calling out failing to listen -Lack of care about classroom/playground and equipment -Throwing sand/water/toys/other objects -Talking over the teacher -Disruption while children are working -Attention-seeking/ "winding up" other children -Making inappropriate noises - Refusing to follow general instructions - Arguing back	**5 minutes missed break,lunch or 3pm** **A reset back to Green after break and lunch. The Red still needs to be logged on arbor.** -Physical abuse – deliberate (but minor) pushing/ pulling hair, etc. -Repeatedly ignoring adult requests /instructions -Deliberate shouting out -Running/Pushing in -Not responding to requests to work -Preventing others from working -Disruptive behaviour -Rudeness to others -Throwing small objects. -Unsafe behaviour climbing / tipping furniture -Leaving the class without permission	**10 minutes missed break, lunch or 3pm** A reset back to Green after break and lunch. Logged on arbor. ***Continuation of negative behaviour despite Level 2 consequences*** -Physical abuse/aggressive playground behaviour -threatening behaviour -Deliberate vandalism /misuse of equipment or property e.g. toilets -Deliberate and repeated refusal to comply with adult requests, open rudeness -Refusal to come into class after break or lunch -Verbal abuse – deliberate swearing	**15 minutes missed break, lunch or 3pm/Internal suspension away from class/suspension/parent meeting** ***persistent level 3 behaviour*** -Racism, sexism and offensive name calling or other bullying or harassment -Theft -Physical attack on another pupil leading to injury -Physical attack on an adult -Bringing a weapon into school -Leaving site without permission (away from immediate boundaries) -Rage outbursts – maybe involving injuring another child or adult. -Dangerous behaviour (to self and others) -Unmanageable behaviour/severe and constant disruption/ complete defiance


Our Behaviour System
Let's make great choices every day..
Green Card Game On
You're ready, focused and making great choices.
Keep going – you're on a roll!
Verbal Warning Time to Reset
Pause, breathe, and try again.
You can get back to green.
Orange Card Regroup With Support
A grown-up will help you get back on track.
We'll work together.
Red Card Let's Talk & Make a Plan
We'll chat about what happened and plan for next time.
Black Card Oops! There's Still Time to Turn It Back Around.
Take a deep breath and make a positive change.
You can turn it around before the day ends.
White Card It's OK, Leave Today Behind & Try Again Tomorrow
Every day is a new chance to shine.

APPENDIX B

Behaviour Curriculum

Introduction

At Warren Wood Primary School, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate following our values from Nursery to Year 6. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others and show care to everyone in our school community. We believe that as pupils practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them. To ensure that we build the automatic routines all adults who are employed and volunteer at Warren Wood Primary School role model the routines at all times.

Teaching the curriculum

The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects and Early Years Foundation Stage 7 areas of learning. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will also demonstrate these behaviours and ensure pupils have time to practise these. For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' needs. Sensitivity must be applied at all times when teaching the curriculum.

Curriculum Content

Behaviour

Know that there are three behaviour expectations in school. These are to

- **be respectful,**
- **be responsible,**
- **be safe.**

Know the following examples of these three principles –

Be Respectful	Be responsible	Be safe
• Say please and thank you • Hold doors open for people • Talk kindly to other pupils • Say good morning/ afternoon to adults • Respect others right to learn • Respect school property by looking after it • Use a calm and polite tone of voice • Value differences • Follow all adult instructions	• Completing homework on time • Wearing correct school uniform • Tidying up your own workspace and the classroom • Accepting responsibility for making the wrong choices verbally or physically to other people	• Sitting sensibly in the classroom • Walking through corridors • Playing games that do not become too physical. • Using calm and respectful tones when we communicate

Our Routines

Our staff use a silent signaller to gain the attention of the class. This is done by raising one hand. When pupils see this, they should respond by being silent and responding with **STAR**.

- S - Sitting or standing up straight
- T - Tracking the teacher
- A - Attention at all times
- R - Respect towards others

Walking around the school

We walk around school with an adult at the front of the line and back of the line, where available, stopping along the way to ensure everyone is in line still and following the routine.

Know that the expectation of walking around the school is –

- Facing forward
- Walking in a straight line
- Hands by side
- Without talking
- Without leaning on walls whilst waiting

Know that we have this expectation to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Contributing

Know that we expect all children to contribute in class. Contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Putting my hand up so I know my teacher knows I want to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences
- Building on what others have said

Using good manners

Know that I should always say 'please' when I am asking for something.
Know that I should always say 'thank you' when I receive something or someone does something nice for me.
Know that I should say 'Good morning/afternoon' to adults if spoken to.
Know that it is important to show gratitude to others by thanking people for what they have done for me.
Know that a calm and polite tone is respectful.

Arriving at school at the beginning of the day

Know that I arrive on time to school.
Know that I walk calmly to our classrooms.
Know that I greet staff with a smile and a 'good morning'.
Know that I hang my coat up, put my lunchboxes on the trolley and water bottle in the box.
Know that once I have entered the classroom, I do not leave again unless I have asked a member of staff.
Know that I sit down in my seat as soon as I have entered the classroom and begin the morning task.

General classroom expectations

Know that I should not be leaving my seat during a lesson unless I have asked to do so.
Know that I should be using the toilet at break and lunchtime so as not to interrupt learning time.
Know that I should not have any objects on the table that distract me from my learning.
Know that it is my responsibility to keep my table clear from clutter.
Know that I have a responsibility to ensure that the classroom is kept tidy.
Know that I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning.

Completing work in books

Know that I should always rule my work off with a pencil and ruler in KS2.
Know that I should always start a new page for my work in KS1.
Know that I should date every piece of work.
Know that if I am writing a title or LO, I must underline it with a pencil and ruler
Know that I should always start writing from the margin.
Know that in maths I should use one digit per box.
Know that in maths I should always leave a one square space between calculations.
Know that whenever I am drawing lines, I should use a ruler.
Know that I should respond to my teacher's marking using a purple pen.
Know how to correct mistakes by drawing a straight line through my work.

Transitioning within a lesson and at the end of a lesson

Know that when the teacher signals (1) I should stop what I am doing.
Know that when the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.
Know that when the teacher signals (3) I should move to my table/line up.
Know that when I am lining up, I should be quiet.

Playtime Behaviour

Know that I must walk from my classroom to the playground using the expectations set by adults.
Know that I must play safely without hurting anyone.
Know that I do not ‘play fight’ because I may hurt someone by accident.
Know that I must be kind, by including people in my games and sharing equipment.
Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
Know to show respect and care for our playground equipment.

Lining up on the playground at break and lunchtime

Know to stand still when the first whistle is blown.
Know to walk sensibly back into school on the 2nd whistle
Know that I am not allowed to stay in the corridors during breaks.

At the end of the school day

Know to follow the school expectation for walking through school in silence.
Know to follow the Teacher to the dot on the playground in a straight line.
Know to wait until the teacher dismisses me to my parent/carer.
Know to return to the end of the line silently if my parent/carer is not there.

The Dinner Hall

Know that I use the same expecations of walking around the school when walking to the hall.
Know that I collect my food and sit down straight away.
Know that I should use a normal talking volume when in the hall. I should not be raising my voice.
Know that I should use a knife and fork correctly.
Know that I use good manners by saying 'please' and 'thank you' when someone gives me my food or a drink.
Know that I should not leave my seat once I have sat down.
Know that once I have finished, I clear any rubbish from my table and empty any left over food into the correct bin.

Assembly

Know to walk through school in silence.
Know to follow the teacher into the school hall and sit down quietly.
Know to listen throughout the assembly.
Know to follow the instructions when leaving the school hall quietly to return back to class.

Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
	☐	☑	☐	☐	☐

Status of the policy or process:	New policy or process	Existing policy or process
	☐	☐

Analysis				
Protected Characteristic	Impact analysis			Explanation of impact analysis
	Positive	Neutral	Negative	
Age:	☐	☑	☐	
Disability:	☐	☑	☐	
Sex:	☐	☑	☐	
Gender reassignment:	☐	☑	☐	
Race:	☐	☑	☐	
Religion or belief:	☐	☑	☐	
Sexual orientation:	☐	☑	☐	
Marriage or civil partnership:	☐	☑	☐	
Pregnancy and maternity:	☐	☑	☐	
Pupil groups (PP/SEN/CLA):	☐	☑	☐	

Evaluation and decision making	
Summary of action taken:	
Final decision:	