



# Pirton Hill Primary School

## Behaviour Policy (Autumn 2025-2026)

Originated by: Cristelle Ellis  
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*This is the full version of the behaviour policy (including a curriculum overview); other summary versions are available for different aspects of our approach. The key documents / evidence this policy is based on are recorded at the end of the main policy.*

### 1. Overarching Values

#### Expect:

*We all **expect** to work hard, and meet our own high expectations, in a safe environment with access to high quality resources and opportunities that broaden our horizons.*

#### Believe:

*We all **believe** in ourselves, and each other, and know that everyone has something special to contribute.*

#### Achieve:

*We all have the opportunity to **achieve**, and fulfil our potential, regardless of our backgrounds.*

#### Enjoy:

*We all strive to develop passionate and determined life-long learners who **enjoy** learning, understand how to progress and take pleasure in succeeding.*

### 2. Introduction

2.1 It is a primary aim of our school 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 school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together effectively.

2.2 We expect every member of the school community to learn how to behave in a considerate way towards others. We do this through teaching not telling, with adapted strategies. We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

2.3 We recognise that every child is an individual, with their own needs and characteristics (including those outlined in the Equality Act, 2010). We also recognise any child might struggle, or face challenges beyond their control, at times during their learning journey. Whilst our high expectations for all children are consistent, the school has systems in place to recognise these periods, identify the reasons and provide additional support to enable a child to successfully overcome these barriers.

2.4 As a school, we reward valued behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to teach and promote valued behaviour, rather than merely prevent and sanction detrimental behaviour.

2.5 This policy applies to pupils' behaviour in school, as well as "all non-criminal bad behaviour which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school" (DfE Behaviour and Discipline in Schools, January 2016).

### 3. Behaviour Vision for Pirton Hill

3.1 It is the aim of this policy to:

- To develop children who expect to work hard, take responsibility for their actions and make the most of every opportunity.
- To develop confident and articulate children, who are able to learn independently & collaboratively.
- To ensure that children are prepared for the next stage of their education and life in modern Britain.
- To develop self-motivated and resilient children who love learning and relish success.

### 4. Teaching and Learning

4.1 We believe that an appropriately structured curriculum and effective learning contribute to developing valued behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the disaffection that can lie at the root of detrimental behaviour.

4.2 It follows that lessons should have clear objectives, understood by the children, and adapted to meet the needs of children of different abilities (*in line with Teaching and Learning and SEND Policies*). Feedback and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters (*in line with the Assessment Policy and Feedback Framework*).

### 5. Behaviour Curriculum

5.1 At Pirton Hill Primary School we do not make the assumption that children will know, or automatically develop, valued behaviours, effective learning behaviours or habits to be successful. Therefore, we:

- Define the behaviours and habits that we want to develop (and why they are important);
- Explicitly teach them, providing models to exemplify what valued behaviour looks like;
- Provide sufficient opportunities to practice them; and
- Provide feedback to the children so that they can refine them.

5.2 We believe that the time allocated to this (at the start of each term, during registration and through increased curriculum time in Reception) is not only beneficial for the children's personal development but, when done consistently well, it also has a beneficial impact on the pace of learning and time (during lessons) teachers have to focus on curriculum learning.

5.3 The behaviour curriculum includes:

- Executive Functions (see Section 6)
- The School Rules (see section 7)
  - What are the rules?
  - What do they mean and look like in practice? (Examples and non-examples)
  - Why are they important? How do they benefit the child (inc. rewards) and what are the consequences of not following them?
- School Routines (see section 8)
  - What are the procedures that we want to develop into routines?
  - How do we do them efficiently?
  - Why are they important?
- The Habits of Successful Learners (see 9)
  - What are the habits and what do children have to do to develop them?
  - Why are they important?
- Developing Emotional Literacy (see section 10)
  - Progressively developing the children's ability to recognise, name, manage and accept an increasing range of emotions / feelings.
- Characteristics of Effective Learning (Early Years only) (see section 11)

5.4 The behaviour curriculum is taught explicitly. Children should learn the content of the curriculum so that they can recall the information and act upon it. It is expected that all pupils will know this content.

As with other curriculum content, the teaching of the behaviour curriculum should be aligned to the Pirton Hill Teaching and Learning Policy (*including: structured, prior learning is activated, high-quality explanations, effective use of questioning, precise feedback, frequent practice and opportunities to retrieve*) and EEF Scaffolding Framework.

#### 5.4.1 Reception

When children first start in Reception, the school prioritises Personal, Social and Emotional Development (PSED), as well as Communication and Language, in the curriculum. These areas underpin the wider curriculum and without these firmly embedded, children are not able to learn.

Therefore:

- Autumn Term: the teaching timetable includes 5 explicit PSED teacher inputs where all aspects of the behaviour curriculum (see 5.3) are taught and frequently practised.
- Spring Term: the teaching timetable includes 3 explicit PSED teacher inputs where all aspects of the behaviour curriculum (see 5.3) are reinforced and frequently practised.
- Summer Term: the teaching timetable includes 1 explicit PSED teacher input where all aspects of the behaviour curriculum (see 5.3) are reinforced and frequently practised.
- Opportunities to develop all aspects of the behaviour curriculum will also be planned for through PSED activities in the continuous provision throughout the year.
- Daily (informal) adult-child interactions will also be used to reinforce and practice aspects of the behaviour curriculum.

In Reception, in addition to the behaviour curriculum outlined in section 5.3, there is a statutory requirement to develop the Characteristics of Effective Learning; these focus on how the children approach their learning and describe the behaviours they need to learn (see section 12). The development of these is predominantly supported through carefully planned activities (teacher-initiated and within the continuous provision) and through adult-child interactions.

#### 5.4.2 Years 1 – 6

The elements of the behaviour curriculum are taught in the following ways across the school year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Executive Function</b>	- First three days of term - PSED Curriculum (EYs only)	- PSED Curriculum (EYs only)	- PSED Curriculum (EYs only)	- PSED Curriculum (EYs only)		
	These are taught explicitly through other strategies – see 6.3 for more information					
<b>School Rules</b>	- First three days of term - Daily Welcome Slide (am) - Weekly Assembly - Ongoing recognition - Part of reflection process	- Daily Welcome Slide (am) - Weekly Assembly - Ongoing recognition - Part of reflection process	- First day of term - Daily Welcome Slide (am) - Weekly Assembly - Ongoing recognition - Part of reflection process	- Daily Welcome Slide (am) - Weekly Assembly - Ongoing recognition - Part of reflection process	- First day of term - Daily Welcome Slide (am) - Weekly Assembly - Ongoing recognition - Part of reflection process	- Daily Welcome Slide (am) - Weekly Assembly - Ongoing recognition - Part of reflection process

School Routines	- First three days of term - Daily "Routine Revisit" (pm) - Weekly Assembly - Frequent feedback & "Do It Again"	- Daily "Routine Revisit" (pm) - Weekly Assembly - Frequent feedback and "Do It Again"	- First day of term - Daily "Routine Revisit" (pm) - Weekly Assembly - Frequent feedback & "Do It Again"	- Daily "Routine Revisit" (pm) - Weekly Assembly - Frequent feedback and "Do It Again"	- First day of term - Daily "Routine Revisit" (pm) - Weekly Assembly - Frequent feedback & "Do It Again"	- Daily "Routine Revisit" (pm) - Weekly Assembly - Frequent feedback and "Do It Again"
Habits of Successful Learners	- First three days of term - Weekly Assembly - Weekly Green Postcard to Parents	- Weekly Assembly - Weekly Green Postcard to Parents	- First day of term - Weekly Assembly - Weekly Green Postcard to Parents	- Weekly Assembly - Weekly Green Postcard to Parents	- First day of term - Weekly Assembly - Weekly Green Postcard to Parents	- Weekly Assembly - Weekly Green Postcard to Parents
Emotional Literacy	- First three days of term - Daily Welcome Slide (am) - Frequent retrieval quizzing - Part of reflection process	- Daily Welcome Slide (am) - Frequent retrieval quizzing - Part of reflection process	- First day of term - Daily Welcome Slide (am) - Frequent retrieval quizzing - Part of reflection process	- Daily Welcome Slide (am) - Frequent retrieval quizzing - Part of reflection process	- First day of term - Daily Welcome Slide (am) - Frequent retrieval quizzing - Part of reflection process	- Daily Welcome Slide (am) - Frequent retrieval quizzing - Part of reflection process

### 5.5 Induction of New Pupils (Y1 – Y6)

The school recognises that pupils joining mid-year will miss the main teaching of the behaviour curriculum at the start of the Autumn Term. This puts them at a disadvantage and also risks whole class learning time being used to install / correct a routine for a single child.

Therefore, for children who do not start on the first day of a term, they will spend 1 hour with the pastoral worker on their first day working through a behaviour curriculum introduction. *This may be part of a group of mixed-age children, depending on the new starters that day.*

To ensure efficiency in school, and to allow the pastoral worker to be timetable to this role, new children are only admitted for a Monday start.

### 5.6 Targeted Support (see section 15 for more information).

Our behaviour curriculum (see section 5.3) is our universal provision – the curriculum for all children.

However, the school recognises that some children (based on their individual needs and experiences) may require additional, targeted support to develop the understanding, routines and habits that are expected of all children.

As a school we offer a range of sessions including nurture groups, self-esteem, anger management, therapeutic story writing and social skills to support children's individual needs. This could be over a 6 weeks block, a whole term or beyond, based on need. Children are assessed using Boxhall Profiling and reviewed using the same system. We also work with CAMH school liaison team once a term to ensure that any mental health concerns are discussed with trained professionals. Children will not be discussed at this meeting without parent / carer permission.

## 6. Executive Functions

6.1 The school also recognises that developing executive function (*the cognitive skills that support self-regulation and thinking*) is a crucial aspect of the behaviour curriculum. This is essential for all children but especially those children deemed ‘disadvantaged’ or ‘vulnerable’.

6.2 In summary, executive function includes working memory, inhibitory control and flexible thinking (see 6.3 below for more details).

6.3 The development of these functions is explicitly considered within our Behaviour Policy / Curriculum and our Teaching and Learning Policy. Examples of how these are developed are shown below:

	Main Components	Sub-Components
Definition	<b>Working memory</b> <i>The ability to hold information in mind and work with it whilst drawing on past experience</i>	
Strategies	At Pirton Hill we support the development of this through: <ul style="list-style-type: none"> <li>The use of memory games (e.g. matching pairs, list games) – particularly in the EYFS</li> <li>The careful structuring to learning (including activating prior knowledge and “chunking” learning) – see T&amp;L Policy 5.1.1</li> <li>Precise explanations (reducing distractions and extraneous load) – see T&amp;L Policy 5.1.2</li> <li>Our whole school and class routines (see section 8)</li> </ul>	
Definition	<b>Inhibitory control</b> <i>The ability to control impulses and behaviour</i>	<u>Impulse Control</u> <i>The ability to think before you act. The ability to resist the urge to say or do something allows us the time to evaluate the situation</i>
		<u>Emotional Control</u> <i>The ability to manage emotions and keep them in check.</i>
		<u>Sustained Attention</u> <i>The capacity to attend to a situation or task in spite of distractions, fatigue, or boredom</i>
Strategies	At Pirton Hill we support the development of this through: <ul style="list-style-type: none"> <li>Turn taking games – particularly in the EYFS</li> <li>Our explicit teaching of emotional literacy - see section 10</li> <li>Our whole school and class routines - see section 8</li> <li>Our reflective process – if a child displays detrimental behaviour – see section 14</li> </ul>	
Definition	<b>Flexible Thinking</b> <i>The ability to revise plans in the face of obstacles, setbacks, new information and possibilities, or mistakes.</i>	<u>Organisation</u> <i>The ability to keep track of things – both mentally and physically</i>
		<u>Self-Monitoring (Metacognition)</u> <i>The self-awareness to know how well one is doing in the moment</i>
Strategies	At Pirton Hill we support the development of this through: <ul style="list-style-type: none"> <li>Our whole school and class routines - see section 8</li> <li>Teaching self-evaluation as part of our Feedback Framework – see T&amp;L Policy 5.1.5</li> <li>The inclusion of problem solving and the teacher modelling the thinking process in teaching – see T&amp;L policy 5.1.6</li> </ul>	

## 6.4 Adaptations

6.4.1 The school recognises that some children, particularly in the first couple of years of formal schooling, may require additional support to develop one or more of the executive functions. This additional support may be provided by adaptations within the classroom and/or access to nurture groups (see section 5.6)

6.4.2 Whilst developing executive functions is a crucial aim for all pupils, the school recognises that a small number of SEND children may have specific needs that hinder the acquisition of these. Adaptations to learning can be made to support these children; the NI Education Authority provide specific guidance for teachers on the impact of this and adaptations that can be made.

[Early Years – Impact and Adaptations](#)

[Key Stage 1 and 2 – Impact and Adaptations](#)

## 7. Behaviour (Conduct) Expectations

7.1 The consistent example, and high expectations, set by all parents and staff is key to outstanding pupil behaviour. Therefore, whilst the following expectations apply directly to children, it is clear that as adults we should be setting the example for them to follow. We expect all adults to reinforce these expectations by drawing attention to them – ideally rewarding children for achieving them.

### 7.2 School Rules:

- Show pride in Pirton Hill and arrive ready to learn
- Be kind and polite to others
- Follow all adult instructions
- Treat all school and community property with respect
- Strive to be the best you can be

### 7.3 At Pirton Hill being polite to others (see rule 2 above) includes GREAT manners:

- G: Greet adults – by saying good morning or good afternoon
- R: Respect others by holding doors open - holding the door open for your teacher is a kind way to show respect.
- E: Excuse me - children should know that they say ‘excuse me’ if someone is in their way (and to wait until the other person moves)
- A: Ask by saying "please" – children should know that they always say ‘please’ when they are asking for something
- T: Thank you – children should know that they say thank you when they receive something or someone does something nice for them

7.4 It is important that children understand what valued behaviour looks like and why it is important. Therefore, as part of our “Behaviour Levels” (see Appendix 1), which are displayed throughout the school and referred to by all staff, examples of valued behaviour are included so all children have a clear understanding of what to aspire to. Valued behaviour, and why it is valued, is also reinforced on a daily basis through the daily reminder on the welcome slides during registration (see Appendix 5).

## 8. School Routines (see also Pirton Hill Teaching and Learning Policy 4.1.3)

8.1 Explicit and consistent routines provide clarity and security for all pupils, increase the efficiency and calmness of the classroom, conserve working memory for the children and secure good habits for the future.

## 8.2 Definitions

Procedure – a precise, simple and well-planned way that he/she and the children will efficiently and productively execute a recurring task or action in the classroom

Routine – a procedure that has become automatic, which staff and children do without much oversight, with limited internal cognition and without external prompting.

8.3 We believe that time allocated to establishing and honing routines (at the start of the academic year) and time allocated to continuously marinating them (daily and at the start of the Spring / Summer Term) is time well spent, as they makes procedures in the classroom more efficient and calmer – giving more learning time every lesson. *For example, if a teacher uses 'talk partners' twice in every lesson and it takes children 30 seconds to sort themselves, settle and get 'on task' – this equates to 5 minutes lost learning per day. By embedding a routine – which becomes 'automatic' for the children, this is 5 minutes (or almost 16 hours across the academic year) of additional learning time. This also reduces the risk of a child's working memory becoming distracted – while sorting themselves out – and then forgetting the task – which then requires teacher intervention or the child being passive.*

8.4 The school has clear and precise whole school routines which all staff and children are expected to adhere to. These include:

- GREAT Manners
- Wonderful Walking – walking around the school as a class / group
- Ready for the Day
- Superstar Sitting
- Considered Contributions
- Talk Partners
- End of playtime / lunchtime
- Entering Assembly

Refer to Appendix 6 for a detailed overview of the whole school routines

In addition, we expect classes to have their own established routines for:

- Entering the classroom at the start of the day (greeting, coats, bags, water bottles, lunchboxes, reading record, homework etc.). This will be followed by the whole School "Ready to Learn" routine.
- Entering the classroom after playtime. This will include the use of the chimes.
- Entering the classroom after lunchtime. This will be followed by the whole School "Ready to Learn" routine.
- End of the school day.
- Moving to and from carpet spaces (where relevant)
- Transition between teacher and independent work
- Moving between desks (where relevant)
- Handing out / collecting in exercise books
- Use of the individual whiteboards
- Changing Reading books (where completed by children)

Refer to Appendix 7 for guidance on 'Designing an Effective Classroom Routine'

#### 8.5 When teaching / installing a routine the teacher is expected to:

1. Introduce the Procedure  
*Provide a short introduction to the children of what the routine is, what it is called and why it is important (usually one or two sentences).*
2. Outline the Procedure  
*Explain the procedure. If it is complex, or there are multiple steps, this can be segmented or “chunked” and each part can be explained, modelled and practiced separately before putting them together*
3. Model and Describe the Procedure  
*The teacher will describe and model the procedure. Common mistakes will have been identified in advance and included as part of the description (e.g. “I’m not waving my hand; I am holding it still above my head”).*
4. Practice with Feedback  
*Lots. To truly codify procedures, children need repeated practice with precise, positive feedback. (e.g. after lining up the teacher might say, “Well done, that was good. I noticed that most children had their arm by their sides but not quite all. Let’s do it again and try and be great.”)*

#### 8.6 Do It Again

When children are initially learning a procedure or when it has been established for some time, there will be occasions when things go wrong. As a school we know that the most productive response is to do it again, straight away – a little better, a little sharper. This is much more effective than: overloading working memory with lots of verbal feedback, chastening the children or simply ignoring (which allows the routine to degrade over time (either taking up much more time to re-establish or eating into learning time when children demonstrate detrimental behaviours).

#### 8.7 Daily Routine Revisit

In addition to informal practicing of routines (*including ‘Do It Again’ refer to 7.5*), as part of afternoon registration every day there is a very quick “Routine Revisit” (maximum 2 minutes). This is a structured practice – across the whole school – to ensure children are consistently maintaining the high standards we expect and to further embed routines.

This will form part of the Afternoon Registration routine (see Appendix 6).

The Routine Revisit will include:

- The teacher giving the cue for the routine (e.g. saying “Superstar Sitting”)
- The children completing the routine
- The teacher asking the children “What does it mean to do Superstar Sitting?” or “How do we know we are Superstar Sitting?”
- The children having a chance to retrieve and recall the parts of the procedure
- Teacher to give precise, positive feedback.
- If necessary, practice again (e.g. “Well done, that was good. I noticed that most children had their arm by their sides but not quite all. Let’s do it again and try and be great.”)

#### 8.8 Adaptations

While this curriculum is intended for all pupils, it may be applied differently for individual SEND children depending on their specific needs. *For example, a child who has autistic spectrum condition may find it very uncomfortable to maintain eye-contact with adults or a child with ADHD might have a standing desk for use during independent work so that routine will require adaptation.*



## 9. Habits of Successful Students

9.1 In addition to the basic school rules, and the school / class routines, the school recognises that successful students (and adults) all develop certain behaviours – or habits – that contribute to their success. We believe that instilling these expectations in the children every week will result in life-long habits will be formed, increasing the child's chance of success - both at Pirton Hill and beyond.

9.2 The expectations that we believe children need to develop into habits to be successful are:

- Wearing the correct school uniform at all times
- Having the correct equipment in school each day (e.g. PE Kit)
- Consistently demonstrating the expected behaviour and attitude towards learning (defined as not having to complete a self-reflection sheet)
- Completing all homework by the due date (*refer to Homework Policy*)
- Arriving at school on time, every day (*Year 5 & 6 only*)

9.3 We use Green Virtual Postcards – a weekly message sent home to parents / carers - to celebrate those children who have demonstrated adherence to these expectations over the course of the week – and are, therefore, developing the habits over the longer term.

Procedure:

- All class teachers (*Reception to Year 6*) have a weekly tick list of the expectations for the pupils in their class. These will run Friday – Thursday.
- If, at any point during the week, a child does not meet these expectations, a cross is put in the relevant box for that child.
- On a Friday, the parent / carer of any child that has met all of our expectations (*so has no crosses*) will receive a virtual 'well done' message (known as the Green Virtual Postcard). A Weduc template is provided for this message. It will be the responsibility of a Teaching Assistant in each year group / phase to send these messages on a Friday.
- For those children who do not meet the expectations, a message is sent to the parent / carer explaining which expectation their child did not meet during that week (based on whichever expectation has a cross by it). A Weduc template is provided for this message. It will be the responsibility of a Teaching Assistant in each year group / phase to send these messages on a Friday.

## 10. Emotional Literacy

10.1 We believe that teaching all children to recognise, name, manage and accept a range of emotions throughout primary school is essential for their overall development. Research shows that:

- children with strong emotional awareness and regulation skills are better able to manage their behaviour, form positive relationships and engage effectively in learning.
- when children understand their emotions, they are less likely to react impulsively and more likely to use problem-solving skills, leading to fewer behavioural issues.
- Socially, they develop empathy, resilience and the ability to communicate their needs, which strengthens friendships and reduces conflicts.
- Emotionally literate children are also more engaged and focused in lessons, improving their academic progress.

By embedding emotional development in our school, we help children build the self-awareness and confidence they need to succeed both in school and beyond.

10.2 When teaching emotions will aim to ensure that:

- The emotion is "named"
- Links are made to other similar emotions that the children already know (e.g. ecstatic -> happy)
- Children are explicitly taught how to recognise it in themselves and others (e.g. feelings, physiological changes) – including practising empathy (considering others views and feelings)

- Children are given relatable examples and non-examples
- Children have an opportunity to think of their own examples
- Children are encouraged to recognise the emotion when they feel it at other times

10.3 As part of developing emotional literacy, we believe it is important to teach children how to recognise and manage both ‘predominantly helpful feelings’ (e.g. feelings that we want to create in the children, staff and community) and ‘predominantly unhelpful feelings’ (e.g. feelings that we want to protect the children, staff and community from experiencing).

10.4 In Reception, emotions will be taught linked to a familiar character (Hey Duggee from CBeebies). From Year 1 – Year 6, the teaching of emotions will be based on “The Book of Big Feelings” by Mrs Wordsmith.

See Appendix 8 for the vocabulary / emotion progression overview.

10.5 To support self-regulation, particularly after less-structured times (e.g. start of day, playtime and lunchtime), all classes use a relaxation and refocus script (including the use of a chime). This is used when the children are settled in class, just before the lesson begins. The script is shown below:

“Sit in a comfortable position.

Close your eyes or look down.

When I ring the chime, listen for as long as you can. When you can’t hear it any more, slowly begin your deep belly breathing” (RING)

“As you take a deep breath and fill your lungs, feel your stomach rise and then fall again as you breathe out” (RING)

“If your mind wanders, that’s okay, just focus your attention on your breath. When I ring the chime again, keep breathing calmly. When you can’t hear the sound any more, slowly open your eyes but stay still and quiet” (RING)

10.5 The school recognises that some children (based on their individual needs) may not be able to recognise emotions (in themselves and others) and may find regulating and accepting emotions a particular challenge. Whilst all children should access the Emotional Literacy curriculum, staff should be sensitive to these needs; additional resources (e.g. a safe space, visual aids and/or weighted blankets / emotion cards) and additional targeted provision (see section 5.5) may be required.

## **11. Characteristics of Effective Learning**

11.1 The Characteristics of Effective Learning are the ways in which a child engages with other people and the environment (engagement), active learning (motivation), and creating and thinking critically (thinking) - underpin learning and development across all areas and support a child to remain an effective and motivated learner through life.

11.2 Whilst the Characteristics of Effective Learning and Executive Function are not the same, there is some overlap – particularly in the areas of motivation and critical thinking.

11.3 These Characteristics of Effective Learning are statutory in the Early Years Curriculum but the school also recognises that there are vital behaviours and attributes that we want to continue to instil and develop in all children. Therefore, where relevant, lessons across Key Stage 1 and Key Stage 2 will include opportunities for children to:

- Be curious and ask questions
- Work independently and collaboratively
- Make links between their learning
- Make predictions
- Apply learning to different contexts
- Independently solve problems

## 12. Behaviour Rewards

12.1 The underpinning key value *"We enjoy learning and are determined to improve on our personal best"* places an emphasis on the importance of intrinsic motivation.

12.2 However, the school also recognises that rewards have a motivational role, helping children to see and understand what valued behaviour looks like and understand why it is valued. At Pirton Hill our emphasis is on rewards to reinforce valued behaviour, rather than sanctions to emphasise failures. Rewards are earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

12.3 The school uses a range of rewards / privileges to reinforce valued behaviour and these are explicit to children through our Behaviour Levels which are displayed throughout the school (see *Appendix 1*). These include:

- Informal Rewards – these may include informal verbal praise (*public and private*) to individuals and groups, non-verbal communication (*a smile, eye contact or thumbs up*). Verbal praise should always identify the particular behaviour or reason for giving it.
- Formal Rewards – these may include the child showing their learning to other children (*or another adult in school*), displaying the learning, visiting a senior member of staff, allowing a choice of activity, giving a responsibility, a sticker, a wall chart and informing parents /carers
- Whole School Rewards – these include blue points (EYFS only) house points (KS1 & KS2), Headteacher Awards, certificates, Reading Rewards (*e.g. key rings and Star Reader Bugs*), Maths rewards (*e.g. Numbots / TT Rockstars certificates*) and end of year awards. As with all rewards, it is crucial that they are applied fairly and consistently, both within and across classes.
- Opportunity to represent the school - at external competitions, festivals, performances (*See Representing Pirton Hill document*)

### 12.4 Blue Points (EYFS Only)

12.4.1 In Nursery and the Autumn term for Reception we talk about 'Blue' behaviour – adapted from the School Behaviour Levels (*Appendix 1*) - and a "Blue" "Star of the Day" is chosen.

12.4.2 In Reception, from Spring onwards, the children earn "Blue Points" and the top 3 in each class receive a certificate in assembly

### 12.5 House Points (KS1 & KS2)

12.5.1 The primary formalised system for rewarding valued behaviour and effective learning behaviours is via the house points system.

- House points can be awarded by all members of school staff and visitors to the school.
- When house points are awarded they should be recorded at the first opportunity to ensure pupils behaviour is reinforced.
- Teachers record house points issued on their clipboard provided.
- House point reward charts should be constantly displayed in class and added to during the school week.
- At the end of the week the chart will be collected and a new sheet starts the following week. House points already awarded will be carried over to the following week.

12.5.2 During the day / week, all children are likely to show moments where they surpass the expected behaviour. Wherever possible, we want to spot our children showing their best behaviour and acknowledge it (*so that they develop a sense of what 'exceptional' [blue] behaviour looks like*). This should be a feature of every lesson, playtime or lunchtime.

Level 1	<b>If I show brilliant behaviour...</b>	<b>...by...</b> <ul style="list-style-type: none"> <li>consistently showing expected behaviour</li> <li>being a good role model</li> <li>enthusiastically involved in learning</li> <li>showing good manners - holding doors, using please and thank you</li> <li>caring for the school environment e.g. picking up rubbish, coats</li> <li>extending learning outside of the classroom / school</li> </ul>	<b>...I may get...</b> <ul style="list-style-type: none"> <li>a sense of satisfaction and achievement</li> <li>recognition from my peers (e.g. applause)</li> <li>house points</li> <li>a Headteacher's Award</li> <li>a well done shared with my parent / carer</li> <li>an additional privilege or responsibility</li> <li>a sticker or stamp</li> <li>a personalised reward (e.g. iPad time)</li> </ul>
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All children belong to one of the following houses and earn points for themselves and for their house.



In Years 1 – 6, House Points are our primary way of acknowledging and rewarding exceptional behaviour. These are the main way in which we provide positive feedback to children on their behaviour and should be a feature of every lesson, playtime or lunchtime.

House points should normally be given out singularly (1 house point). *This ensures fairness and avoids some elements of 'exceptional' being deemed more 'exceptional' than others.* However, if a child does an amazing piece of learning (at home or at school) a maximum of 2 house points can be awarded. If it is deemed even more exceptional – a Headteacher's Award should be awarded.

Class teachers are expected to keep a record of the house points awarded; children should not be relied upon to record their house points – some will forget (and, therefore, miss out) and the movement around the classroom to record house points causes unnecessary disruption. The easiest way to do this is for class teachers to keep a weekly tally chart for all children on a clipboard (provided). This can be completed easily, without disturbing the flow of the lesson.

As a guide, we would expect that, in a normal day, class teachers would award 100 – 250 house points. *This is not a hard-and-fast rule but a guide – a lot less and valued behaviour is not being rewarded; a lot more and expectations may be too low or house points may become devalued.* Additional adults are encouraged to award house points and should record it on the tally sheet at an appropriate time.

Midday Supervisors are encouraged to identify and recognise children showing exceptional behaviour by awarding house points. They will have their own weekly class list on a clipboard, to keep a tally of awarded house points. As a guide, we would expect that, during normal lunchtime, midday supervisors would award 20 – 40 house points.

Each week the three children with the highest number of house points in each class will receive a certificate and be recognised in assembly.

In addition:

- for Year 1 and Year 2, the winning children will get to pick from the lucky dip of prizes.
- for Year 3 - 6, the winning children will have a 20-minute reward time on a Friday afternoon.
- the class with the most house points will be celebrated in assembly.

The house who have earned the highest number of house points **in a half term** will have a non-uniform day on the last day of the half term.

The house with the highest number of house points **at the end of the year** will have an additional reward.

### Headteacher's Award

Any child can be nominated by a member of staff for this award; it is for an exceptional piece of learning (*at home or at school*) or for being an exceptional role model.

Headteacher's Awards will continue to be presented in the Friday assembly. Nominations should be emailed to Glenn by 5.00pm on a Thursday. *If it is for an exceptional piece of learning, please do send the child and the learning to Glenn so that he can see it too!*

### 12.5.3 Green (Expected) Behaviour

Wherever possible, we will recognise and praise children for exemplifying the expected (green) behaviour. For example:

- *"well done for showing green behaviour; when you lined up quickly you followed adult instructions"*
- *"well done for showing green behaviour; when you tidied up those pencils from the floor you were treating school property with respect"*
- *"well done for showing green behaviour; you are wearing the correct uniform today which shows you taking pride in Pirton Hill"*

<b>Level 2</b>	<b>If I show the expected behaviour...</b>	<b>...by...</b> <ul style="list-style-type: none"> <li>• listening carefully</li> <li>• being engaged in learning</li> <li>• being polite</li> <li>• trying hard</li> <li>• persevering</li> <li>• demonstrating the Characteristics of Effective Learning (hexagons)</li> </ul>	<b>...I may get...</b> <ul style="list-style-type: none"> <li>• a sense of satisfaction and achievement</li> <li>• a thumbs up or a smile</li> <li>• a "well done" from a member of staff</li> <li>• a privilege or responsibility</li> <li>• green message home</li> </ul>
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As noted above (see section 9), green behaviour is one of our "Habits of Successful Students" and consistently demonstrating it forms part of the criteria for the weekly green virtual postcard home.

## 13. Managing Behaviour and Consequences

13.1 We all have a responsibility for developing children's outstanding behaviour and all staff are expected to deal with inappropriate behaviour if it occurs. The response should be fair, consistent and proportionate, and based on the procedures in this policy.

13.2 As noted above, it is important that children understand what behaviour is expected and the consequences of choosing not to meet these expectations. Therefore, the "Behaviour Levels" are displayed around the school and referred to by all staff (*see Appendix 1*).

*It is important to note that it is not practical or reasonable to exemplify every possible behaviour (valued or detrimental) on the Behaviour Levels (see Appendix 1). The purpose of the ladder is to give examples of behaviours at each level, giving children, staff & parents/carers a guide as to the level and possible rewards/consequences associated. This applies to behaviour in school and 'off the school premises'.*

13.3 These levels are aimed to provide consistency and clarity (*for staff, children and parents / carers*). Whilst the school recognises that identified children (*see section 16*) may be working towards individualised behaviour targets (*and these must be taken into account*), the overall aim of the targets (and additional support) is to enable every child to meet our high expectations.

13.4. Whilst every member of staff is responsible for reinforcing high expectations, it does not mean that it is necessary to work in isolation. It is the responsibility of the class teacher to inform all relevant staff of any specific strategies that they should be aware of for dealing with a specific child. Likewise, all staff have a responsibility to inform the class teacher of any issues with behaviour that they deal with.

13.5 Most instances of detrimental behaviour are relatively minor and can be adequately dealt with through minor consequences. These may include non-verbal communication ("the look") or using words to convey disappointment. It is important that the consequence is proportionate.

13.6 All adults will follow the procedure below for low-level behaviour incidents (Level 3) in school.

1. Warning and reminder of consequence (e.g. inform child "You will need to complete a self-reflection activity and catch up on lost learning time if this continues").

*Adult to reflect on the activity / environment - are these causing the behaviour? Does anything need to alter or be adapted?*

2. If the child repeats the same behaviour, complete the reflection activity, catch up on lost learning time at the next break (for most children this should be 5 mins, but is dependent on the child's self-regulation). Teachers need to keep self-reflection sheets (appendix 4), in Class Behaviour files.

*Adult to reflect on the activity / environment - are these causing the behaviour? Does anything need to alter or be adapted? Does the child require additional support / scaffolding / resources?*

3. If the child repeats the same behaviour, child is moved within the room to allow regulation time and refocus time (child will still also need to miss 10 minutes of playtime/ lunchtime). Teachers need to record this incident in Class Behaviour files

*Adult to reflect on the activity / environment - are these causing the behaviour? What do I need to do to reintegrate the child back into the lesson when they return? What can I do to help the child move back up to green? Is the work too challenging or too easy? Does the child understand the task? Does the child require additional support / scaffolding / resources?*

4. If the child repeats the same behaviour, nurture worker / Family worker to be called to support the child. (This is now a Level 4 behaviour and needs to be recorded on CPOMs)

5. If the child repeats the same behaviour, a member of SLT to be called to remove child and discuss the issue / consequence.

*Reminder: Each day is a fresh start and staff are expected to assume that children will have reflected on previous poor choices and will have learned from this reflection. However, where it was not possible for a child to catch up on missed learning (while they were completing a reflection sheet / reflecting with an adult) on the day of the incident, this will need to be completed the following day.*

It is expected that a child will learn from their reflection and not make the same poor choice in the future. However:

- If a child has 3 low-level behaviour incidents (Level 3) in a week cycle, so completes 3 reflection sheets, an internal exclusion will be sanctioned. Parents will be informed of this via Weduc/ telephone.
- If a child has received 2 internal exclusions in a half term period, this leads to an afterschool detention. Parents will be informed of this via Weduc/telephone before the detention is to take place.
- If a child still continues demonstrate repeated detrimental behaviours (see 13.7), further consequences will be applied (see Level 5 Behaviour ladder - Appendix 1)

13.7 The term 'repeated detrimental behaviours' refers to instances where a child demonstrates the same or similar detrimental behaviour on more than one occasion, within a timeframe that indicates a pattern rather than isolated incidents. The school recognises that the frequency, context and severity of behaviours must all be considered when determining whether a behaviour is repeated. This decision will take into account the child's age, understanding, individual needs (including any SEND, SEMH or safeguarding factors), and the circumstances surrounding each incident. While patterns of behaviour are closely monitored, the school avoids setting fixed numerical thresholds (e.g. a set number of incidents within a time period), as this may not accurately reflect the complexity of a pupil's situation.

13.8 The procedure for higher level behaviour incidents is dependent on the severity of the behaviour exhibited.

In the first instance, it is the responsibility of the member of staff with the incident to investigate it fully – speaking to all children involved and any other witnesses. This will always be reported to the class teacher (if it is not the class teacher dealing with the incident) and may involve the phase leader, deputy headteacher or headteacher.

Refer to the Behaviour Levels (*see Appendix 1*) for consequences (inc. sanctions) and responsibility for recording on CPOMs and informing parents.

*Note: High Level Behaviour incidents have a direct impact on a child's eligibility to represent the school at external competitions, festivals, performances (see Representing Pirton Hill document)*

13.9 In the case of a serious (dangerous) incident (*e.g. physical confrontations between staff and pupils, any behaviour requiring physical restraint, pupil absent from the site without permission*), it must be reported to the Deputy/Headteacher immediately and recorded appropriately.

13.10 Where anti-social, disruptive or aggressive behaviour is frequent (*either within school or beyond the school site*), sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. It may be necessary for class teachers to put in place a behaviour plan, this may involve using things such as a home / school book with parents / carers or a personalised reward system. Additional specialist help and advice (*e.g. from the SEND Leader, Educational Psychologist, Social Services or New Horizons Behaviour Provision*) may be sought.

13.11 Where more specialist external support is required, a child may access LBC Alternate Provision. The intention would be for this to be for a time-limited period, with the child remaining on roll at our school and returning after the specialist intervention.

#### **14. The Reflection Process (Restorative Practice)**

14.1 Key to the school's approach when children have displayed detrimental behaviour is the reflection afterwards. This process is essential as it allows all parties involved to:

- Reflect on their actions and understand why the behaviour was detrimental, who it impacted;
- Reflect on the reason (cause) of the detrimental behaviour;
- Help the child/ren involved to move back up our behaviour ladder from their dysregulated state;
- Consider how they can put things right in the here and now; *and*
- Develop strategies of how they can react differently in the future.

14.2 It is recognised that, where a child is dysregulated, a period of time to calm down or barrier activity (*e.g. play a game, do some drawing, focus the conversation on their interests [i.e. cars/dinosaurs]*) might be required before they are able to reflect on the incident. This will vary depending on the child and the situation, but it is essential that the child is 'ready to learn' before starting the reflection process.

14.3 Initially, the child (where academically able enough) should complete a reflection sheet (*see Appendix 4*) as a self-reflection.

14.4 However, we also recognise that the reflective conversation with the adult after completing this is where the teaching and learning opportunity occurs. Staff to consider who is the best person to conduct the discussion and where to conduct it.

We use the following guidelines for the reflective discussion:

- Explore what happened. The dynamics that led to this situation. Allow the child to verbalise the situation
- Support with non-judgemental accurate description
- Explore what child/ren are thinking and feeling during and after the incident
- Identify the Who? What? How?
- With the child, consider how we repair harm/ repair relationship with others / repair property to prevent these feelings/situation to reoccur
- Plan for a different response next time: What would you like to happen next? How can we make things better for you? How can you help to put this right? How can we make it ok for you to go back to class? What do you think others might need?

14.5 After the reflective conversation:

- The reflection sheet needs to be added to the class behaviour folder;
- The child may have a consequence;
- The child may have to catch up on missed learning time;
- If another child was involved, the adult needs to ensure that they have been heard and know that it has been dealt with.

## **15. Inclusion (*inc. SEND and children with exceptional Social, Emotional, and Mental Health Needs*)**

15.1 The school's high behaviour expectations apply to all children. These are not adapted or watered down for individual children.

15.2 However, whilst the majority of incidents of detrimental behaviour will be because of a "choice" made by the child, the school recognises that there are a number of factors that might mean behaviour exhibited by a child is beyond their control or that their behaviour is a form of communication. These factors include:

- unmet needs (e.g.: additional needs or feeling unsafe)
- sensory needs making the environment feel overwhelming
- difficulties maintaining positive relationships with peers or staff
- home and/or family factors

15.3 The school has systems in place to identify when behaviour could be as a result of a factor (see 15.2) other than choice and distinct processes for recording the incident(s), identifying the underlying cause and supporting the child (including an adapted response).

### **15.4 Our Graded Approach**

Identification	Possible Actions
<u>Class Adults</u> <i>Where repeated detrimental behaviour (see 13.7) incidents occur, class adults will look for patterns and identify triggers for behaviour.</i>	<ul style="list-style-type: none"><li>• <i>Chronology of incidents (ABC sheets / CPOMs)</i></li><li>• <i>Access additional advice from SEND Leader and apply strategies</i></li><li>• <i>Reasonable adaptations made within the classroom (e.g. learning environment, routines, support, access to learning)</i></li></ul>



<p><u>Phase Leaders</u> <i>Phase leaders have weekly 'behaviour time' that is used to maintain a strategic overview of incidents within their phase, as well as identify patterns and explore behaviour incidents in greater depth.</i></p>	<ul style="list-style-type: none"> <li>• Identify trends in behaviour for a child (e.g. the same trigger for behaviour across multiple incidents with different adults)</li> <li>• Further discussion with a child / parent to identify possible reasons for behaviour incidents</li> <li>• Monitoring of the impact of the reasonable adaptations made by the class adults (inc. pupil voice)</li> </ul>
<p><u>Phase Leader Behaviour Meeting (Weekly)</u> <i>Phase leaders meet weekly with the HT/DHT to review behaviour incidents and the support in place for those children involved. This is an opportunity for Phase Leaders to feed information into the Pastoral Support Team.</i></p>	<ul style="list-style-type: none"> <li>• Behaviour Review Meeting / Behaviour Management Plan (see 9)</li> <li>• Informal discussion with SEND Leader / PST</li> <li>• Further monitoring</li> <li>• Scaffolded support for a child to meet behaviour expectations</li> </ul>
<p><u>Pastoral Support Team (PST) Meeting (Weekly)</u> <i>The Pastoral Support Team is made up of the Deputy Headteacher, SEND Leader, Pastoral Worker and HLTA (Additional Needs). PST meet weekly to have a holistic discussion around the needs of an individual child – based on all of the information available (inc. any safeguarding information). This allows possible factors (see 15.2) to be ruled out or investigated further. Targeted support and any referrals for specific support are agreed and subsequently monitored.</i></p>	<ul style="list-style-type: none"> <li>• Behaviour Review Meeting / Behaviour Management Plan support (see 9)</li> <li>• Further reasonable adaptations made within the classroom (e.g. length of school day, attendance, routines)</li> <li>• Targeted identification of needs (e.g. Boxall Profiling)</li> <li>• Inclusion in targeted intervention (e.g. nurture, individual sessions with the Pastoral Worker)</li> <li>• Tailored support (e.g. access to 'The Hive')</li> <li>• Support for parents / carers</li> <li>• Referrals / advice sought from <u>relevant</u> external agencies, including: <ul style="list-style-type: none"> <li>○ Family Partnership</li> <li>○ CAMHs School Liaison Team</li> <li>○ Education Welfare</li> <li>○ LBC Inclusion &amp; Alternative Provision Team (inc. New Horizons) – see 15.5</li> <li>○ SENAT</li> </ul> </li> </ul>

15.5 The LBC Inclusion & Alternative Provision Team have a three-tiered approach:

- Tier 1 – Outreach Support (supporting the teacher / child in their current setting)
- Tier 2 – Turnaround Support (short-term 'inreach' placement, returning to current setting)
- Tier 3 – Transition Placement (longer-term 'inreach', for a child requiring a more specialist setting, while the appropriate new placement is established and a place secured)

15.6 Where it is agreed that an incident of detrimental behaviour, or where a child has become emotionally dysregulated, as a result of a factor (see 15.2) other than choice, this is recorded on CPOMs (our behaviour and safeguarding report platform) under 'SEMH' rather than 'Behaviour'. These incidents are followed up at the week Pastoral Support Team (PST) meetings rather than the weekly Phase Leader Behaviour meetings.

## **16. Behaviour Review Meeting and Behaviour Management Plan (BMP)**

16.1 When a child repeatedly does not meet our high standards of behaviour, regularly repeating the same unacceptable behaviours (see 13.7) and is either not responding to rewards, consequences and informal discussions between school and home or is unable to manage their behaviours (due to one of the factors in 15.2), parents / carers will attend a Behaviour Review Meeting.

16.2 The Behaviour Review Meeting will involve the parents / carers, school staff and, where appropriate, the child or additional professionals.

16.3 The meeting will be led by the class teacher and supported by a school leader (*usually the phase leader*) and other appropriate staff (*e.g. Higher Level Teaching Assistant (Additional Needs)*). The Higher Level Teaching Assistant (Additional Needs) is responsible for completing the Behaviour Management Plan (*see Appendix 3*). The purpose of the meeting is to:

- outline the detrimental behaviour which is being exhibited;
- record the frequency of the behaviour (*e.g. x times per week*);
- identify any underlying reasons for the behaviour;
- outline the strategies that will be implemented to support the child;
- devise the success criteria;
- set a target date (*maximum 6 weeks later*); and
- agree any external advice required

16.4 Following the meeting, the HLTA (Additional Needs) will ensure that all attendees have a copy of the completed Behaviour Management Plan. The class teacher will ensure that this is:

- signed by the parent / carer
- shared with all relevant adults (*inc. PE staff, Teaching Assistants, MDSAs and supply staff*)
- safely stored in the class medical box and class ABC file

16.5 The class teacher, will assume the responsibility for monitoring the behaviour on a weekly basis – recording whether the identified behaviour is:

- no longer exhibited;
- better;
- broadly unchanged;
- deteriorating; or
- significantly worse

This should only refer to the behaviour identified at the original Behaviour Review Meeting. If there are other concerns (*at home or at school*) these can be recorded as “Additional Notes” on the Behaviour Management Plan. The class teacher is responsible for updating parents / carers.

16.6 The Behaviour Management Plan will be reviewed at the agreed date, unless behaviour is identified as ‘significantly worse’ for two consecutive weeks. If this is the case, the review meeting will be brought forward.

## **17. Formal fixed-term suspension and permanent exclusions**

17.1 If a child seriously breaches the school’s behaviour policy (*either via a one-off incident or successive breaches of the behaviour policy*), and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude (either for a fixed period or permanently).

The behaviour of a pupil outside school can be grounds for a suspension/exclusion.

17.2 If this decision is taken, the headteacher must ensure that:

- parents / carers are notified in writing outlining the:
  - reason for the suspension / exclusion
  - period of the suspension or, for a permanent exclusion, the fact that it is permanent
  - legal duty to ensure that the child is not present in a public place during school hours of the days of an suspension/exclusion
  - parents' right to make representations about the suspension/exclusion to the governing body, how they should be made and, where there is a legal requirement for the governing board to consider the suspension/exclusion, parents have the right to attend, to be represented or to bring a friend
  - process for how to access free and impartial information – including DfE statutory guidance ([www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)) and Children's Legal Centre ([www.childrenslegalcentre.com](http://www.childrenslegalcentre.com))
- work will be set for the pupil to complete. The school may expect the pupil to complete the suspension/exclusion at home or at another local school (*West Area Partnership Reciprocal Agreement*). This must be made explicit to the parent/ carer.
- the Governing Board and Local Authority are informed (*if required – see Exclusion Guidance*)

17.3 Following fixed-term suspension the pupil and parents / carers meet the Headteacher/ Deputy Headteacher to discuss the pupil's reintegration to school. If appropriate, a Behaviour Review and Action Plan will be drawn up for the pupil. The pupil may also be referred to the West Area Partnership Behaviour Provision (New Horizons) or advice sought from another outside agency.

17.4 Further statutory guidance is available on the DfE website: [DfE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (August 2024)

## **18. Recording Unacceptable Behaviour** (*Refer to the GDPR Policy*)

18.1 The vast majority of incidents will be relatively minor and will not require any formal recording. However, to ensure that the school has a true reflection of the effectiveness of this policy, it is necessary to monitor and evaluate its impact by keeping a record of the quality of behaviour.

18.2 In line with this policy, records of inappropriate behaviour are kept in the following places:

- For low level, persistent behaviour (*e.g. Behaviour Level 3*); the class teacher is responsible for keeping informal notes (ABC Form - see Appendix 2) / self-reflection sheets and postcard records in the class Behaviour File. These will be reviewed periodically by the Pastoral Support Team (PST) and Assistant Headteachers.
- The accident record book whether the injury was sustained as a result of a deliberate act from another child;
- Notes of more serious incidents (*e.g. Behaviour Level 4+*) are recorded on CPOMs and the relevant staff HT/DHT/Phase Leader/Class Teacher/Pastoral Support Team are all informed. Staff confirm that they have read the incident and add further actions (*see section 12.3*).
- In addition, the school keeps a copy of any Behaviour Review Meetings, letters to individual parents or suspension/exclusion paperwork on CPOMs.

18.3 Expectations of staff when recording incidents on CPOMs

18.3.1 Staff must:

- Record the incident on CPOMs as soon as possible after the incident
- Write an accurate description of the behaviour, including severity and frequency (*create a clear and unambiguous picture of the behaviour experienced or witnessed*)
- Choose the category that is most applicable to the initial detrimental behaviour
- Use initials to identify all children involved and staff names (not role)

- Change the date / time of the CPOMs entry to match the time of the incident NOT the time it was recorded on CPOMs
- Record actions (e.g. outcome of reflective discussion and/or consequence) as a separate action, not in the initial incident record.

18.3.2 Staff must avoid:

- Using judgemental and/or emotive language when recording (e.g. disgusting, unacceptable, intolerable) or expressing a personal opinion / trying to diagnose an underlying cause
- Using non-specific and/or exaggerated language which over-describe an incident (e.g. wrecked, destroyed, assaulted, all morning)
- Under-describing an incident or using vague language (e.g. unkind, unhelpful or careless)
- Tagging a 'victim' in a detrimental behaviour incident; record this as an incident note for the 'victim', if applicable.

## 19. Positive Handling (Physical Restraint)

19.1 Section 93 of the Education & Inspections Act 2001 enables staff to "use force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to, any of the following:

- a) committing an offence (*or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil*)
- b) causing personal injury to, or damage to property of, any person (*including the pupil him/herself*); or
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise."

19.2 Becoming out of control for a pupil can be a frightening experience. However, when a pupil is in danger of hurting themselves, others or causing significant damage to property it may be necessary, as a last resort, to use positive handling techniques.

19.3 In the vast majority of cases, with almost all of the children, this will not be necessary due to the range of effective de-escalation strategies used by the staff. Positive Handling is only likely to be used on rare occasions (*a Level 5 or 6 incident*) or where it has been agreed with parents / carers as part of an existing behaviour plan.

## 20. The Role of the Governing Board

20.1 The Governing Board will review the policy, and its effectiveness, on an annual basis, in the Autumn Term.

20.2 The Deputy Headteacher will provide the Governing Board with a termly update of behaviour throughout the school.

20.3 In the event of a suspension/exclusion (*temporary or permanent*) the Governing Board will be notified, in line with the DfE Guidance. The Headteacher, when appropriate, will report to the Governing Board, on a termly basis, the number and type of suspension/exclusions.

**This policy is underpinned by the following documents / research:**

[DFE Keeping Children Safe in Education](#)

[DFE Behaviour in Schools: Advice for Headteachers](#) (February 2024)

[DFE Behaviour and discipline in schools: guidance for governing bodies](#) (July 2023)

[DFE Creating a culture: how school leaders can optimise behaviour](#) (March 2017)

[DFE Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (August 2024)

[DFE Use of Reasonable Force](#) (July 2013)

[EEF Improving Behaviour in Schools](#) (October 2021)

Pirton Hill Primary School Teaching and Learning Policy (January 2025)

Running the Room by Tom Bennett (August 2020)

The Running the Room Companion by Tom Bennett (January 2021)

Teach Like a Champion 3.0 by Doug Lemov (August 2021)

[The Therapeutic Thinking Approach](#) (Luton Council approach)

[Evidence Based Education: The Great Teaching Toolkit](#) (June 2020)

[Early Years Foundation Stage Handbook](#)

[Harvard University: Building the Brain's "Air Traffic Control" System](#) (2011)

[Ofsted: Strong foundations in the first years of school](#) (October 2024)

*The school also participated in the Behaviour Hubs programme (2021-2022), so the policy reflects best practice, and support from lead school, brought together from this engagement.*

## Appendix 1 – Behaviour Levels

Level 1	If I show brilliant behaviour...	<p>...by...</p> <ul style="list-style-type: none"> <li>consistently showing expected behaviour</li> <li>being a good role model</li> <li>enthusiastically involved in learning</li> <li>showing good manners - holding doors, using please and thank you</li> <li>caring for the school environment e.g. picking up rubbish, coats</li> <li>extending learning outside of the classroom / school</li> </ul>	<p>...I may get...</p> <ul style="list-style-type: none"> <li>a sense of satisfaction and achievement</li> <li>recognition from my peers (e.g. applause)</li> <li>house points</li> <li>a Headteacher's Award</li> <li>a well done shared with my parent / carer</li> <li>an additional privilege or responsibility</li> <li>a sticker or stamp</li> <li>a personalised reward (e.g. iPad time)</li> </ul>
Level 2	If I show the expected behaviour...	<p>...by...</p> <ul style="list-style-type: none"> <li>listening carefully</li> <li>being engaged in learning</li> <li>being polite</li> <li>trying hard</li> <li>persevering</li> <li>demonstrating the Characteristics of Effective Learning (hexagons)</li> </ul>	<p>...I may get...</p> <ul style="list-style-type: none"> <li>a sense of satisfaction and achievement</li> <li>a thumbs up or a smile</li> <li>a "well done" from a member of staff</li> <li>a privilege or responsibility</li> <li>green message home</li> </ul>
Level 3	If I <u>choose</u> to not follow the school rules...	<p>...by...</p> <ul style="list-style-type: none"> <li>ignoring instructions</li> <li>not listening</li> <li>calling out</li> <li>talking while someone else is talking</li> <li>pushing in the line</li> <li>tell lies about others</li> <li>disrupting others</li> <li>persistently not working</li> <li>rough play/play fighting</li> <li>answering back</li> <li>teasing or winding other children up</li> <li>using inappropriate words</li> </ul>	<p>...I may get...</p> <ul style="list-style-type: none"> <li>to miss out on praise or rewards</li> <li>a warning</li> <li>time to reflect on actions</li> <li>to move to another space in the classroom</li> <li>to miss up to 10 mins of play/lunchtime</li> <li>a temporary loss of privileges</li> <li>an opportunity to talk to my teacher about the behaviour</li> <li>asked to apologise</li> </ul> <p>...repetition of these may result in... my behaviour level being raised to Level 4</p>
Level 4	If I <u>choose</u> to keep doing the same thing or do something a bit more serious...	<p>...like...</p> <ul style="list-style-type: none"> <li>hurting someone (physically)</li> <li>throwing something</li> <li>persistently swearing</li> <li>damaging property</li> <li>verbal abuse/threat to staff</li> <li>persistent refusal to follow adults' instructions</li> <li>bullying (<i>Definition: several times on purpose</i>)</li> <li>racist/homophobic name calling</li> </ul>	<p>...I may get...</p> <ul style="list-style-type: none"> <li>the Phase Leader being notified</li> <li>removed from the playground at play / lunchtime</li> <li>an internal exclusion (up to 1 day)</li> <li>to work away from my peers for a fixed period</li> <li>extended loss of privileges / representing the school</li> <li>exclusion from events</li> <li>a daily school / parent communication book</li> <li>involvement of other provisions (i.e. Behaviour unit)</li> <li>an after school detention</li> </ul> <p>...my parents may have to...</p> <ul style="list-style-type: none"> <li>attend a behaviour review meeting</li> <li>sign and support a Behaviour Management Plan</li> </ul> <p><u>At Lv4, the adult dealing with the incident will record on CPOMS and the class teacher will record action &amp; inform parents</u></p>
At Level 4, the head teacher has the authority to implement an instant exclusion or a longer period of exclusion based on the severity of the offence			
Level 5	If I <u>choose</u> to keep doing the same thing or do something even worse...	<p>...I may get...</p> <ul style="list-style-type: none"> <li>an extended internal exclusion, or attendance at Nurture / a Behaviour unit (part-time or full-time)</li> <li>my parents attending a behaviour review meeting and Behaviour Management Plan implemented</li> <li>to be on report</li> <li>an after-school detention</li> <li>further exclusion from events</li> </ul>	<p>At Level 5, the head teacher has the authority to implement an instant exclusion or a longer period of exclusion based on the severity of the offence</p>

These behaviour expectations, which were developed from the input of pupil voice, apply to pupils' behaviour both within and beyond the school gate. Relevant behaviour off the school premises refers to: a child taking part in any school-organised activity; travelling to or from school; wearing the school uniform; being identifiable as a pupil at the school (including online) or where the offsite behaviour could have repercussions for the orderly running of the school, poses a threat to another pupil or could adversely affect the reputation of the school.

## Appendix 2 – ABC Behaviour Record Sheet

ABC Behaviour Record	
<b>Name:</b>	<b>Date started:</b>
<b>Class:</b>	<b>Date completed</b>

	Date and time	Antecedents (Describe what happens before the behaviour)	Behaviour Displayed (Describe what the child did)	Consequence (Describe what happened after the behaviour)

### Appendix 3 – Pirton Hill Primary School: Behaviour Management Plan (BMP)

Pupil Name			
Year Group		Date of Birth	
BAP Start Date		BAP Review Date	



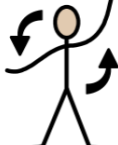





<b>Behaviour Displayed</b> <i>(Unemotional, non-judgemental factual description inc. frequency and severity)</i>						
•						
<b>Pupil Voice</b> <i>(How does the pupil describe their behaviour? Do they feel there is justification for it? What support does the pupil feel will help them?)</i>						
•						
<b>Underlying Reason for Behaviour (Function)</b> <i>(Tick and elaborate below)</i>						
Sensory Need	Escape or Avoidance	Attention	Tangible Gain			
√						
•						
<b>Health, Wellbeing and SEND</b> <i>(inc. any additional medical needs, diagnosis or exploring diagnosis)</i>						
•						
<b>Additional Contextual Information</b> <i>(Where / when is the behaviour happening? Is there an obvious trigger? Has anything recently changed for the child? Consider expectations and priorities within the family or community relating to this behaviour)</i>						
•						
<b>Plan – What adaptations do we need to make to create success?</b> <i>(including support)</i>						
•						
<b>Success Criteria</b>						
•						
Signed ..... (Parent / Carer)      Date .....						
<b>Do – Implementation of the plan</b>						
<b>Weekly Review (Class Teacher):</b>						
Milestone Date	significantly worse	deteriorating	broadly unchanged	better	no longer exhibited	Additional Notes
<b>Review</b> <i>(Which strategies have been successful and should, be reduced or be removed? Have we seen change over time?)</i>						
•						




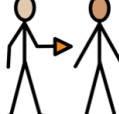



Appendix 4a – Early Years / KS1 Reflection Sheet

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_






**What did I do?**

							
Not Listening	Shouting or Swearing	Distracting Others	Hurting	Breaking	Moving Around	Refusing	Something Else

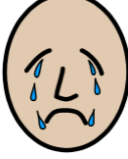

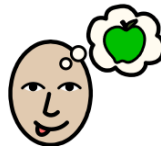









**Who was impacted?**

				
Me	Another Child	An Adult	The School	Someone Else

**Which school rule was I not following?**

				
Ready to learn	Kind and polite	Follow adult instructions	Treat property with respect	Strive to be the best you can be

**Why did I do it?**

					
I was upset	I was angry	I was hungry	I was tired	It was too loud	I was bored
					
The work was too hard	The work was too easy	I didn't want to do something	I wanted attention	Something else	I don't know*

\*If a child selects "I don't know", a reason must be established through discussion with the adult and recorded below

**Discussion with an adult**

(including what I need to do to improve my behaviour choices for next time to prevent this happening again and an adult signature)

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Appendix 4b – KS2 Reflection Sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Issued by: \_\_\_\_\_



Show pride in Pirton Hill and arrive ready to learn.



Be kind and polite to others.



Follow all adult instructions.



Treat all school and community property with respect.



Strive to be the best you can be.

**What did I do? What was the reason for choosing this behaviour?**

Describe your behaviour by writing in full sentences.

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**How did my behaviour affect others? Who did this hurt or upset? What property was damaged? Explain why by writing in full sentences.**

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**Which school rule(s) did this not follow?**

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**Explain what I need to do to improve my behaviour choices for next time to prevent this happening again? Complete in full sentences.**

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**Now I have spoken to an adult, I will change my behaviour by**


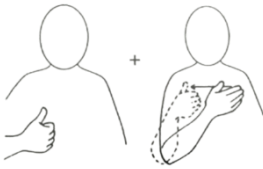
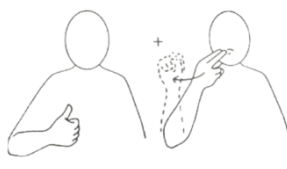
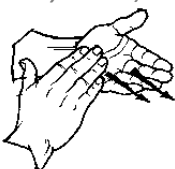


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## Appendix 5 – Welcome Slides: Daily Reminders

Week/Day	Reminder
Week 1 Day 1	<b>We <u>look</u> at the person who is talking and listen carefully.</b> This is polite and shows the speaker that we are listening. It also helps us to concentrate on what they are saying.
Week 1 Day 2	<b>We always <u>tell the truth</u>.</b> This helps to solve the problem more quickly and other people will trust us. This will help us to get a job in the future.
Week 1 Day 3	<b>We <u>say “thank you”</u> when someone does something kind for us.</b> This is polite. It also shows the other person that we appreciated what they did.
Week 1 Day 4	<b>We listen carefully to adults and <u>follow their instructions</u>.</b> This helps to keep us safe.
Week 1 Day 5	<b>We always <u>walk on the left hand side</u> of a corridor.</b> This means that we do not bump into adults or children coming the other way.
Week 2 Day 1	<b>When we are learning independently, we do not disturb others.</b> This helps everyone to learn and fulfil their potential.
Week 2 Day 2	<b>We <u>hold doors open</u> for adults and other children.</b> This is because it is polite. We would also expect other people to hold the door open for us.
Week 2 Day 3	<b>If we do something wrong, we <u>reflect on our actions</u>.</b> This helps us to learn from our mistakes and make better choices next time.
Week 2 Day 4	<b>We <u>line up silently</u> and face the front in register order.</b> This is so that we are ready to listen to adult instructions and can be registered quickly in an emergency.
Week 2 Day 5	<b>We <u>put rubbish in the bin</u>. This includes uneaten fruit at playtime.</b> This keeps our school clean and shows that we take pride in our school.
Week 3 Day 1	<b>We <u>take care</u> of our reading books and bring them back to school.</b> This makes sure that the book can be used by other children and we can all improve at reading.
Week 3 Day 2	<b>We <u>talk to an adult</u> if we are worried about the behaviour of another child.</b> This is so that the adult can make sure that you, your friends and the other child, are safe and following the rules.
Week 3 Day 3	<b>We <u>take care</u> of the resources in our classroom and put them away <u>tidily</u>.</b> This is to ensure that the equipment is there for us when we need it to help with our learning.
Week 3 Day 4	<b>We <u>keep our hands by our sides</u> when walking around the school.</b> This is so that we do not accidentally damage work on display or touch anyone else.
Week 3 Day 5	<b>We <u>explain ourselves</u> to others <u>calmly</u>.</b> This helps to solve the problem more quickly.
Week 4 Day 1	<b>We <u>speak at an appropriate volume</u> in the hall at lunchtime.</b> This is so that we can enjoy a conversation but everyone can hear an adult if they need to.
Week 4 Day 2	<b>We <u>put our hands on our hips</u> as we silently enter assembly.</b> This is to make sure that we have enough space when we sit down.
Week 4 Day 3	<b>We <u>tuck our chairs under the desk</u> when we stand up.</b> This means that it easier to move around the classroom and it helps to keep us all safe.
Week 4 Day 4	<b>At the start and end of the day, we <u>walk on the path</u> not the grass.</b> This means that we do not get muddy shoes or make the classroom floor dirty.
Week 4 Day 5	<b>We <u>greet adults</u> by saying “good morning” or “good afternoon”</b> This is respectful and helps us to develop important social skills like making eye contact, using appropriate language, and starting a conversation.

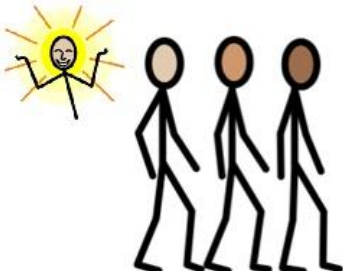
Week 5 Day 1	<b>We walk into assembly in a straight line and sit down in silence.</b> This means that we do not disturb other people working in the school and shows everyone that we are ready to listen.
Week 5 Day 2	<b>We answer questions in <u>full sentences</u>.</b> This builds our confidence, improves our writing and will be essential when we have job interviews in the future.
Week 5 Day 3	<b>We <u>walk quietly</u> around the school in a straight line.</b> This is so that we do not disturb other classes while they are learning.
Week 5 Day 4	<b>At the start and end of the day, we <u>walk</u> around the one-way system.</b> This keeps everyone safe and we are less likely to fall over or bump into someone else.
Week 5 Day 5	<b>If we do something wrong, <u>we reflect</u> on our actions.</b> This helps us to learn from our mistakes and make better choices next time.

## Appendix 6 – Whole School Routines

<b>GREAT Manners</b>		
Great manners help to show respect, build friendships and create a kind school environment. They are also needed to get along with others and be successful when you are older.		
	Routine	Reason
	<ul style="list-style-type: none"> <li><b>Greet adults</b> <i>By saying good morning or good afternoon</i></li> </ul>	<ul style="list-style-type: none"> <li>This is respectful and shows that you are polite.</li> </ul>
	 <i>Good Morning</i>	 <i>Good Afternoon</i>
	<ul style="list-style-type: none"> <li><b>Respect others by holding doors open</b></li> </ul>	<ul style="list-style-type: none"> <li>Holding the door open for your teacher is a kind way to show respect.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Excuse me</b> <i>Say 'excuse me' if someone is in your way (and to wait until they move)</i></li> </ul> 	<ul style="list-style-type: none"> <li>This politely shows the other person that you would like to go past.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Ask using please</b> <i>Always say 'please' when you are asking for something</i></li> </ul> 	<ul style="list-style-type: none"> <li>This is the way in which we politely ask for something.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Thank you</b> <i>Say thank you when you receive something or someone does something nice for you</i></li> </ul> 	<ul style="list-style-type: none"> <li>This shows the other person that you are grateful.</li> </ul>


## Wonderful Walking

This allows you, and everyone else in the group, to move efficiently and safely around the school – without disturbing others.

	Routine	Reason
	<ul style="list-style-type: none"> <li><b>Facing Forwards</b> <i>Looking (with our eyes and body) the way that we are walking.</i></li> </ul>	<ul style="list-style-type: none"> <li>This means that we do not walk into something or someone.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Straight line</b> <i>Walk directly behind the person in front of you (in register order, when moving as a class)</i></li> </ul>	<ul style="list-style-type: none"> <li>This allows others, going the other way, to pass.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Steady Pace</b> <i>Walking (always one foot on the ground) and feet should not be making a noise.</i></li> </ul>	<ul style="list-style-type: none"> <li>This is avoids accidents or disturbing others.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Hands by your side</b> <i>Hands not raised, swinging or touching walls / displays.</i></li> </ul>	<ul style="list-style-type: none"> <li>This is avoids accidents or damaging the school building / displays.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Left hand side of corridor</b></li> </ul>	<ul style="list-style-type: none"> <li>This allows others, going the other way, to pass.</li> </ul>
	<ul style="list-style-type: none"> <li><b>No talking</b> <i>Walk in silence – with the exception of good manners.</i></li> </ul>	<ul style="list-style-type: none"> <li>This avoids disturbing other adults / children as you move around.</li> </ul>


## SuperSTAR Sitting

This allows you, and everyone else in the group, to listen and learn without distractions.

	Routine	Reason
	<ul style="list-style-type: none"> <li><b>Sitting up straight</b> <i>Back straight, bottom flat</i></li> </ul>	<ul style="list-style-type: none"> <li>This helps you to stay engaged and look interested.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Track the speaker</b> <i>Look at the person speaking at all times, and wherever they go.</i></li> <li><b>Active Listening</b> <i>Nodding, smiling at the speaker</i></li> </ul>	<ul style="list-style-type: none"> <li>These help you to maintain focus and avoid distractions. It also shows the speaker that you are interested.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Ready to Respond</b> <i>Ready to answer a question or contribute</i></li> </ul>	<ul style="list-style-type: none"> <li>This shows that you are thinking about the learning.</li> </ul>

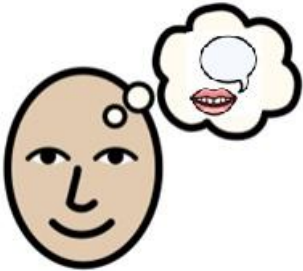
## Ready for the Day

This allows for a calm start to the day and means that you are in the correct mindset to learn and strive to be the best you can be.

	Routine	Reason
	<ul style="list-style-type: none"> <li>• <b>Follow the <u>class routine</u> for Arrival and Classroom Entry</b></li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Equipment Ready</b> <i>This may vary depending on the age of the child but could include: Pencil sharpened, pen working, exercise book open, whiteboard &amp; pen ready</i></li> </ul>	<ul style="list-style-type: none"> <li>• This means that you are ready for your first lesson and learning time is not wasted.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Follow the <u>class routine</u> for Early Work</b></li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Superstar Sitting</b> <i>Refer to the 'Superstar Sitting' routine.</i></li> </ul>	<ul style="list-style-type: none"> <li>• This shows the teacher and others that you are ready.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Register</b> <i>Sit silently during the register. Respond clearly to your name.</i></li> </ul>	<ul style="list-style-type: none"> <li>• This allows the register to be taken quickly and accurately.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Rules Reminder</b> <i>Listen to the daily reminder of the whole school rules.</i></li> </ul>	<ul style="list-style-type: none"> <li>• This starts our day off with a reminder of the whole school expectations that you will aim to meet today.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Daily Reminder</b> <i>Listen to the daily reminder. Reflect on how well you follow this.</i></li> </ul>	<ul style="list-style-type: none"> <li>• This reinforces a rule that we have in school and reminds us why it is important, so that we don't forget.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Emotion-of-the-Day</b> <i>Consider the emotion of the day. What is it? How does it feel? What does it look like in others? How do you manage &amp; accept it?</i></li> </ul>	<ul style="list-style-type: none"> <li>• This widens our understanding of emotions and helps to recognise them in ourselves and others.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Pause and Reflect</b> <i>Listen to the chime and the teacher's script. Prepare your brain for learning.</i></li> </ul>	<ul style="list-style-type: none"> <li>• This means that we are calm and focussed for our learning.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Be ready to Learn</b> <i>Show you are ready to learn and ready to strive to be the best you can be.</i></li> </ul>	<ul style="list-style-type: none"> <li>• This means we are focussed and ready to learn.</li> </ul>


## Considered Contributions

This means that we are focussing our attention on our learning and are ready to share our thinking with others.


	Routine	Reason
	<ul style="list-style-type: none"> <li><b>Active Listening</b> <i>Eye-contact, smiling nodding</i></li> </ul>	<ul style="list-style-type: none"> <li>This shows the speaker that you are listening and what they are saying is important.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Prepare your response</b> <i>Listen carefully to the question and be ready with your answer.</i></li> </ul>	<ul style="list-style-type: none"> <li>This means that you are ready to share your thinking.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Build on others' responses</b> <i>Listen to others responses. Do you need to change your response based on what others have said?</i></li> </ul>	<ul style="list-style-type: none"> <li>This avoids you giving a 'wrong' answer or repeating what someone else has said.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Wait your turn</b> <i>This may include waiting with your arm straight up.</i></li> </ul>	<ul style="list-style-type: none"> <li>This is polite and lets everyone contribute to the learning.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Share your answer in a full sentence</b> <i>You may be able to reword the question to structure your answer.</i></li> </ul>	<ul style="list-style-type: none"> <li>This helps our learning and developing our speaking skills.</li> </ul>

## Terrific Talk Partners

This means that can share ideas with a partner to help our learning without wasting any learning time.


	Routine	Reason
	<ul style="list-style-type: none"> <li><b>Know your talk partner</b></li> </ul>	<ul style="list-style-type: none"> <li>This is so time is not wasted finding a talk partner or worrying about who other children are talk partners with.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Turn and face</b> <i>Turn body to face partner and make eye contact.</i></li> </ul>	<ul style="list-style-type: none"> <li>This focusses your attention on them (helping you to avoid distractions).</li> </ul>
	<ul style="list-style-type: none"> <li><b>On-topic discussion</b> <i>Immediately start talking about the question. Stay on topic.</i></li> </ul>	<ul style="list-style-type: none"> <li>This avoids you forgetting the question and means that you can give the best response possible.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Active Listening</b> <i>Eye-contact, smiling nodding</i></li> </ul>	<ul style="list-style-type: none"> <li>This shows your partner that you are listening and their contribution is important.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Appropriate Volume</b> <i>Loud enough for your partner to hear but not someone on the other side of the classroom.</i></li> </ul>	<ul style="list-style-type: none"> <li>This avoids distracting or disturbing other talk partners.</li> </ul>



End of Playtime / Lunchtime		
This provides a safe end to playtime / lunchtime and means that we re-enter the classroom ready to learn.		
	Routine	Reason
	<ul style="list-style-type: none"> <li> <b>First Bell</b>  <i>When the adult rings the first bell, all children stand still and silently, hold resources and climb down from equipment.</i> </li> </ul>	<ul style="list-style-type: none"> <li>This tells everyone that playing time is over. It ensures that everyone is safe and listening to the adult in charge.</li> </ul>
	<ul style="list-style-type: none"> <li> <b>Reminders</b>  <i>Adults on duty ensure all children are silent / still. Verbal reminders about walking/ coats/ resources.</i> </li> </ul>	<ul style="list-style-type: none"> <li>This provides a check that all children are ready and reinforces the next part of the routine.</li> </ul>
	<ul style="list-style-type: none"> <li> <b>Second Bell</b>  <i>When the adult rings the second bell, all children walk to their class line quietly. Children line up silently, in register order, facing the front, hands by their sides.</i> </li> </ul>	<ul style="list-style-type: none"> <li>This means that children return to their class groups in a calmly and quickly. We show that we are ready to learn.</li> </ul>
	<ul style="list-style-type: none"> <li> <b>Line Check</b>  <i>When the children are lined up, the class adult ensures a straight line, everyone is quiet and facing the front &amp; has correct uniform.</i> </li> </ul>	<ul style="list-style-type: none"> <li>This allows the adult to check everyone is ready to learn and pick out any children who need to reflect on their choices.</li> </ul>
	<ul style="list-style-type: none"> <li> <b>Well Done!</b>  <i>When the adult on duty can see everyone is ready and they say "Well done, I can see that you are ready to learn; now strive to be the best you can be"</i> </li> </ul>	<ul style="list-style-type: none"> <li>This acknowledges that all children have met the expectations and sets the expectation for the next lesson.</li> </ul>
	<ul style="list-style-type: none"> <li> <b>Enter School</b>  <i>The class adult leads the line in. Children walk silently, in straight line, keeping hands by their sides.</i> </li> </ul>	<ul style="list-style-type: none"> <li>This is so that the return to the classroom is calm and we all remain ready to learn.</li> </ul>

## Entering Assembly (WHEELS)

This means that we enter assembly calmly, everyone has enough space to sit comfortably and we are all ready for assembly to start quickly.

	Routine	Reason
	<ul style="list-style-type: none"> <li><b><u>Wonderful Walking</u></b> <i>Refer to the 'Wonderful Walking' routine</i></li> </ul>	<ul style="list-style-type: none"> <li>This means that we enter the hall calmly and efficiently.</li> </ul>
	<ul style="list-style-type: none"> <li><b><u>Hands on hips</u></b> <i>Hands should be placed on hips as you enter the hall door for assembly.</i></li> </ul>	<ul style="list-style-type: none"> <li>This means that you are ready to stand elbow-to-elbow when you reach the line.</li> </ul>
	<ul style="list-style-type: none"> <li><b><u>Elbow to elbow</u></b> <i>When lining up across the hall, hands remain on hips and children stand next to each other elbow-to-elbow.</i></li> </ul>	<ul style="list-style-type: none"> <li>This ensures that everyone has enough space to sit comfortably.</li> </ul>
	<ul style="list-style-type: none"> <li><b><u>Everyone sits down together</u></b> <i>When everyone in your class is in place, the teacher will tell everyone to sit down.</i></li> </ul>	<ul style="list-style-type: none"> <li>This is so that the teacher can check that everyone has enough space to sit comfortably.</li> </ul>
	<ul style="list-style-type: none"> <li><b><u>Look forwards</u></b> <i>After sitting down, children should face the front of the hall (and engage with the screen, if this is displaying information)</i></li> </ul>	<ul style="list-style-type: none"> <li>This shows that you are ready.</li> </ul>
	<ul style="list-style-type: none"> <li><b><u>Superstar Sitting</u></b> <i>Refer to the 'Superstar Sitting' routine. For children sitting on benches, this includes not resting their heads on their hands.</i></li> </ul>	<ul style="list-style-type: none"> <li>This shows that you are ready.</li> </ul>

## Appendix 7: Teacher Guidance for Developing an Effective Procedure / Routine

Establishing clear and consistent classroom routines is essential for creating a calm, focused learning environment. Research from Tom Bennett ('Running the Room') and Doug Lemov ('Teach Like a Champion') highlights that well-planned routines reduce low-level disruption, improve behaviour, and maximise learning time. Below is a structured approach to designing effective procedures for the classroom.

1. Identify the Need: Consider key transitions, tasks and classroom activities that recur regularly (e.g., entering the classroom, handing in work, transitions between activities). If they happen more than once a week, there is value in having a routine but also be clear how this improves efficiency.
2. Plan for Simplicity: Break the routine into simplest, most logical steps that need to be undertaken to complete the task correctly.
3. Practicality & Feasibility : Consider the physical layout of the classroom, the age and ability of the pupils, and how realistic the routine is in everyday practice. Will it work in different contexts (e.g., when the children are working in a different room, on the carpet, in group work)?
4. Plan the words:
  - a. The "Cue" – a trigger that tells the children's brains which routine to use. A snappy name, the use of alliteration or a non-verbal signal are all good cues.
  - b. The words that will be used to guide the steps.

The words that are used part of the routine. They need to be planned as carefully, and used as consistently, as the rest of the routine. *If different words are used each time, it will not become embedded in long-term memory.*
5. Quick is King: When designing a procedure you are aiming for the "fastest possible, right version" of the routine. Don't over complicate it!
6. Plan to Limit Narration: The goal is autonomy and automaticity – too many directions from the adult inhibit the children internalizing.
7. Double Plan: Plan for what the adult and the children will do at every step.

*Adapted from "Teach Like A Champion 3.0" by Doug Lemov and "Running the Room" by Tom Bennett*

## Appendix 8: Emotional Vocabulary Progression

When teaching emotions it is essential that:

- The emotion is “named”
- Links are made to other similar emotions that the children already know (e.g. *ecstatic* -> *happy*)
- Children are explicitly taught how to recognise it in themselves and others (e.g. *feelings, physiological changes*)
- Children are given relatable examples and non-examples
- Children have an opportunity to think of their own examples
- Children are encouraged to recognise the emotion when they feel it at other times

<b>Reception</b>	<ul style="list-style-type: none"> <li>• Happy</li> <li>• Sad</li> <li>• Excited</li> <li>• Scared</li> </ul> <i>Summer Term only:</i> <ul style="list-style-type: none"> <li>• Sorry</li> </ul>	<ul style="list-style-type: none"> <li>• Angry</li> <li>• Upset</li> <li>• Tired</li> <li>• Proud</li> <li>• Calm</li> </ul>
<b>Year 1</b>	<i>Reinforce all previous vocabulary plus:</i>	
	<ul style="list-style-type: none"> <li>• Brave</li> <li>• Confused</li> <li>• Cross</li> <li>• Embarrassed</li> <li>• Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Frustrated</li> <li>• Honest</li> <li>• Jealous</li> <li>• Patient</li> <li>• Worried</li> </ul>
<b>Year 2</b>	<i>Reinforce all previous vocabulary plus:</i>	
	<ul style="list-style-type: none"> <li>• Annoyed</li> <li>• Apologetic</li> <li>• Cheerful</li> <li>• Curious</li> <li>• Determined</li> </ul>	<ul style="list-style-type: none"> <li>• Disappointed</li> <li>• Guilty</li> <li>• Heartbroken</li> <li>• Nervous</li> <li>• Selfish</li> </ul>
<b>Year 3</b>	<i>Reinforce all previous vocabulary plus:</i>	
	<ul style="list-style-type: none"> <li>• Competitive</li> <li>• Enthusiastic</li> <li>• Grateful</li> <li>• Grumpy</li> <li>• Muddled</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxed</li> <li>• Sensitive</li> <li>• Shy</li> <li>• Sulky</li> <li>• Surprised</li> </ul>
<b>Year 4</b>	<i>Reinforce all previous vocabulary plus:</i>	
	<ul style="list-style-type: none"> <li>• Aggressive</li> <li>• Cheeky</li> <li>• Impatient</li> <li>• Mean</li> <li>• Miserable</li> </ul>	<ul style="list-style-type: none"> <li>• Panicked</li> <li>• Puzzled</li> <li>• Regretful</li> <li>• Sympathetic</li> <li>• Tense</li> </ul>
<b>Year 5</b>	<i>Reinforce all previous vocabulary plus:</i>	
	<ul style="list-style-type: none"> <li>• Disgusted</li> <li>• Distressed</li> <li>• Forgiving</li> <li>• Fuming</li> <li>• Mesmerised</li> </ul>	<ul style="list-style-type: none"> <li>• Mischievous</li> <li>• Passionate</li> <li>• Relieved</li> <li>• Threatened</li> <li>• Timid</li> </ul>
<b>Year 6</b>	<i>Reinforce all previous vocabulary plus:</i>	
	<ul style="list-style-type: none"> <li>• Blissful</li> <li>• Elated</li> <li>• Euphoric</li> <li>• Mortified</li> <li>• Optimistic</li> </ul>	<ul style="list-style-type: none"> <li>• Overwhelmed</li> <li>• Pensive</li> <li>• Sincere</li> <li>• Smug</li> <li>• Whimsical</li> </ul>