

Positive Relationships and Behaviour Management Policy



Believe Enjoy Succeed Together
"I can do everything through God who gives me strength"
Philippians 4:13

Cronton C.E. Primary School



Introduction

As a Church of England school, our Christian vision and values are central to all we do. Our Christian Vision **“I can do everything through God who gives me strength”** Philippians 4:13 gives us confidence in our abilities and enables us to strive for excellence in all that we do; celebrating life in all its fullness.

We seek to enhance the Spiritual, Moral, Social and Cultural development of our pupils by focusing on a key Christian Value each half term. These are learned over a period of three years. We believe these are key values for people of all faiths and none for living productive and successful lives.

Year One	Year Two	Year Three
Service	Hope	Generosity
Humility	Friendship	Justice
Compassion	Creativity	Perseverance
Forgiveness	Courage	Responsibility
Trust	Respect	Truthfulness
Wisdom	Peace	Thankfulness

Our vision is for each member of our school community to become self-disciplined, with an emphasis on their individual self-worth and self-esteem. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish. Through educating for dignity and respect, we ensure that all members of our school community work together to embody our school motto BEST

Believe Enjoy Succeed Together.

Aims of the Policy

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our Christian Values to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Cronton to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

The school behaviour policy is not a system to enforce rules but is designed to:

- Support the way in which all members of the school can live together.
- Promote an environment where everyone feels happy, safe and secure underpinned by Christian Values and Principles.
- Promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.



General Principles

In implementing this Positive Relationships and Behaviour Policy Cronton C.E. Primary acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: ensuring “certainty” at the classroom and Senior Leadership level.
- Staff taking responsibility for behaviour interventions, seeking support only where needed.
- Consistently use of the ‘Silent Signal’ approach across all classes. (See Appendix 1)
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating.
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent expectations referencing promoting appropriate behaviour.
- Consistent respect from the adults: even in the face of disrespectful learners.
- Consistent staff models of emotional control and as role models for learning.: emotional restraint that is modelled and not just taught;
- Consistently reinforced rituals and routines for behaviour everywhere in the school environment.

Implementation

Regularly, staff will remind children of the school rules:

- **Be Ready**
- **Be Respectful**
- **Be Safe**
- **Be Kind**

and the school ‘Silent Signals’.

All staff will:

- Refer to Ready, Respectful, Safe and Kind - the behaviours they expect to see and that link to Christian Values.
- Use the ‘Silent Signals’ in all areas of the school.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a range of strategies to recognise pupils who are adhering to the school rules of ready, respectful, safe and kind in ‘little ways’. (See below)
- Be calm and “give take up time” when going through the steps to success.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are not adhering to school rules.
- Develop positive relationships with parents, involving them in their child’s positive and negative choices.

Agreed range of strategies to recognise good behaviour –

- Facial expression, gesture, body language
- Verbal praise to individual
- Verbal praise in front of group, class, assembly
- Ask children to demonstrate (e.g. PE routine, swimming, story), hold up (painting, model) or read out story to their peers.



- Send child to other teacher, non-teaching staff, deputy or Headteacher for special praise
- Reward stickers on work or to wear.
- Glowing marking comments
- Team Points/Certificates/Trophies
- Bring deserving work/acts to attention of the whole school in assemblies, parents/carers through letters, discussion.
- Through the School Council have identified consequences of unacceptable behaviour (see Appendix 2 Good to be Green).

Over and Above Behaviour

We recognise and reward learners who go consistently meet our standards.

However, there will be children who regularly exceed this and go 'Over and Above.' We wish to give recognition to pupils who go 'Over & Above' too. 'Over and above' behaviours include consistently exhibiting our school values and impacting on the wider school community.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' Paul Dix

Recognising these children may include:

- Headteacher Awards - a sticker, a note to take home, a phone call home.
- Each half term, a 'Christian Values' award will be awarded to one child in each class who has lived out our Christian Value this half term. These children are selected by the pupils themselves.
- Star badges

Senior Leaders will:

- Be a visible presence across the school.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Monitor school wide behaviour policy and teacher practice
- Regularly review provision for learners who may need additional support.

Pupils will:

- Be ready
- Be respectful
- Be safe
- Be kind

Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education
- Foster good relationships with the school and support the school in the implementation of this policy
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

Governors will:



- Set down these general guidelines on standards of discipline and behaviour, and of review their effectiveness.
- Support the Headteacher and staff in carrying out these guidelines.

Getting the Basics Right

Visible consistency makes everyone feel safe.

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

Welcoming children	At the start of the day, children should be welcomed into school and into the classroom. A member of staff should be ready in class to do so.
Playtimes/ end of lunchtimes	Teachers need to be out promptly just before the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into school
Collective Worship	Children need to come into Collective Worship in silence. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout the worship as appropriate
In the corridors and around school	Children are expected to walk quietly and sensibly around school demonstrating 'Smart Walking'.
In the playground	Children should not climb on furniture or walls (apart from the climbing wall.)
At lunchtimes	Children should not climb on furniture or walls. There are zoned areas for varied activities. Playground leaders support activities
Dining room	Children should enter quietly and talk quietly whilst queuing. Pupils should use quiet voices to talk to pupils in immediate vicinity only once sat down.
Before and after school	No unsupervised games. Equipment set out ready for the school day should not be played with. Children who are not with parents and are walking into school or home from school should do so immediately.
Outside of school	Children are expected to behave outside of school in the same way they behave inside the school boundaries – showing respect for others and behaving considerately and the four school rules apply. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour: <ul style="list-style-type: none"> • when taking part in any school-organised or school-related activity; • when travelling to or from school; • when wearing school uniform; • when in some other way identifiable as a pupil at the school; • that could have repercussions for the orderly running of the school; • that poses a threat to another pupil; or • that could adversely affect the reputation of the school.



Managing and Modifying Negative Behaviour

- Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed.
- Steps should always be gone through with care and consideration, taking individual needs into account where necessary.
- Staff should always and consistently in every lesson be praising the behaviour they want to see. All learners must be given “take up time” in between steps – allowing pupils the time and space to reset their behaviour. Learners are held responsible for their behaviour.
- Staff in the vast majority of situations will deal with behaviour without delegating.
- Staff will use the steps in the Good to Be Green Behaviour Chart (Appendix 1) for dealing with poor conduct.

Steps to Success

- Step 1- Redirection - **a speech bubble**. This is gentle encouragement, a “nudge” in the right direction based on the relationship with the child. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.
- Step 2- Reminder - **a yellow card**. A reminder of the expectations. Ready, Respectful, Safe and Kind - delivered privately wherever possible with an explanation of exactly why the yellow card has been given. The child now loses one playtime. Staff should de-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. This will be recorded on CPOMS.
- Step 3 – - Internal Referral - **Red Card**. The child is referred to a member of SLT to receive a Red Card. The child will miss the next two breaks. The Red card letter is sent home. This will be recorded on CPOMS.
- Step 4 - If behaviour is consistently poor as shown by repeated red cards and internal referrals or becomes a cause for concern, there will be another meeting with the Headteacher/member of the SLT. There will then be agreed targets that will be monitored over the course of two weeks. Parents will be involved and informed.

Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners. A serious breach is an incident that may lead to a fixed term exclusion. Alternatives to exclusion where appropriate, will be sought. For example, it may be more appropriate to have an internal exclusion.

Communication with Parents

- Informing a parent when concerned about a child’s behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received.
- Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning. This then needs to be followed up with positive feedback when the behaviour has improved. Be mindful that some parents feel embarrassed to have a conversation about their child’s behaviour in front of other parents.
- The next step is to organise a meeting with the family. The meeting should take place in school. A phase leader or the Learning Mentor should accompany the teacher in the meeting. There should be a record of the meeting on CPOMS, including notes of the discussion and actions. A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress.
- It is at that point that the SENCO/Inclusion Leader may be involved in relation to adding the meeting notes to the child’s SEN+D running record, referrals to outside agencies or with a view to devising an Individual Behaviour Plan if necessary.



- The Headteacher or a member of SLT will contact parents in relation to all serious incidents.

Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities. It might be motivated by actual differences between children, or perceived differences.

Cronton C.E. Primary School has an Anti Bullying Policy in place to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others. If bullying is suspected, we use CPOMS to develop chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided.

Mobile Phones

Mobile phones will be allowed only in Y6 predominantly for those children that are walking home independently and will be collected in in the morning and kept in a safe place and returned at home time. It is our strong advice that children do not bring mobile phones into school and the need for such devices will be assessed on a case by case basis.

Child on Child Abuse

Cronton C.E. Primary School recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as “banter” or “part of growing up”. Please refer to the school’s Safeguarding/Child Protection Policy for further details.

- Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school’s initial response. Each incident will be considered on a case-by-case basis.
- The school is clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. The school will make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils. The school may refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.
- The school will never normalise sexually abusive language or behaviour by treating it as ‘banter’, an inevitable fact of life or an expected part of growing up. They will advocate strenuously for high standards of conduct between pupils and staff; they will demonstrate and model manners, courtesy and dignified/respectful relationships.
- Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children’s social care are ongoing.
- Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. (Part 5 of KCSIE outlines advice and guidance in these instances.)



- It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report or their experience minimised.
- In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Persistent Challenging Behaviour

Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative or specialised approaches. Teachers are encouraged to approach more experienced senior members of staff, Phase Leaders or SLT, for help to manage behaviour challenges.

Pupils with SEMH concerns/behavioural difficulties

For some pupils, the above 'Steps to Success' may not be fully appropriate. In fact, for some pupils, this strategy may cause further upset and cause emotional harm. In this case (SLT will make you aware of such pupils), and these cases a trauma-informed approach will be used and reasonable adjustments will be made to the process for the child.

Pupils with SEND and/or particular requirements

The school ensures the needs of all pupils are met and that high expectations of behaviour are maintained for everyone. For pupils with particular SEND requirements the school will as far as possible anticipate likely triggers of misbehaviour and put in place support measures to prevent these. Such measures may include:

- Short movement breaks for those pupils with SEND who may find it difficult to sit still for long.
- Adjusting seating plans to allow pupils with visual or hearing impairments to sit in sight or close to the teacher.
- Adjusting uniform requirements for those pupils with sensory issues or severe skin conditions.

Any preventative measures will take into account the specific circumstances and requirements of the pupils concerned.

Behaviour Incidents Online

The school makes clear to children that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline. Everyone should always be treated with kindness, respect and dignity.

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. The school is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

- Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance



with the same principles as offline behaviour, including following the Child Protection Policy and speaking to the Designated Safeguarding Lead (or deputy) when an incident raises a safeguarding concern. In cases where the school suspects a pupil of criminal behaviour online, we will follow the DfE guidance.

- When an incident involves nude or semi-nude images and/or videos, the member of staff will refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and the school will follow the principles as set out in Keeping Children Safe in Education. (KCSE) The UK Council for Internet Safety also provides guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Suspension and Permanent Exclusion

- Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude for up to 45 days, and may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- The Headteacher informs the LA MAT and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.
- The governing body itself cannot exclude a pupil or extend the suspension period made by the Headteacher.
- The governing body has established a pupil discipline committee. This committee reviews the circumstances of suspension from the school made by the Headteacher. In the case of any permanent exclusion, the parent/guardian has a right to appeal to an independent panel, established by the LA or LDST.

Removal

- Removal may be used in response to serious misbehaviour. This is to be differentiated from circumstances in which a pupil is asked to step outside for a brief conversation with a staff member and asked to return to class following this.

Removal will be distinguished from the use of separation for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - c) to allow the pupil to regain calm in a safe space.
- The Headteacher will:



- a) make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour;
 - b) maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;
 - c) make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
 - d) outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;
 - e) ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
 - f) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.
- Instances of removal will be logged on CPOMS.
 - When dealing with individual removal cases, headteachers and teachers will:
 - a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
 - b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
 - c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction.
 - d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.
 - e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, the school will ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.
 - Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Reintegration Following Removal

The school has strategies for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. The school will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) will be used. Managed moves will only occur when it is in the pupil's best interests.



Using Reasonable Force

- Staff may use reasonable force to prevent pupils from committing a criminal offence, injuring themselves or others or damaging property and to maintain good order and discipline in the classroom.
 - Head teachers and authorised school staff may also use such force as is reasonable given the circumstances if there is ever a need to conduct a search of a pupil without consent when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or any articles that could be used to commit an offence or cause harm.
 - Schools can also identify additional items in their school rules which may be searched for without consent. Force **cannot** be used to search for these items.
- Staff take part in regular training on positive handling to learn how to keep children and themselves safe should a child have to be handled. All incidents of positive handling are recorded on CPOMS.

Confiscation of Inappropriate Items.

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

1. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
2. **Power to search without consent** for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Bullying (See Anti- Bullying Policy)

Racism (See Equality Plan and Objectives)

Safeguarding Policy

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour on CPOMS. Yellow and red card incidents are recorded. An analysis is completed termly and a report made to Governors.



- The Headteacher keeps a record of any pupil who is suspended for a fixed-term or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Induction of New Staff and Pupils

New staff will be inducted and supported by a member of SLT in the school's Behaviour Policy before they start at the school.

Updates and regular training is available to all staff.

New pupils and families will be inducted by the class teacher and the information sent home as part of the Information Pack for New Starters.

Children are reminded of the school's Behaviour Policy at the beginning of every term.

Additional Reminders

- Registration is 8:45-8:55am. At 8:55 children should be starting to line up ready to go into worship. Worship starts at 9am and finishes at 9:15am.
- Water bottles should be kept in a class container conveniently located around the room. Children can access these before and after break / lunch / end of lesson. They should not be accessed whilst the teacher is teaching (unless child has a medical need to access water more often.)
- Book bags should be stored in containers either in cloakroom or area of classroom. They should not be kept under desks.
- All children should be supervised onto the yard and back into school from the yard following smart walking.
- At the end of lunch / break the stop sign should be used to stop all children. A member of staff indicates which class should leave the yard using smart walking. Staff should escort the children at the front of the line onto the yard and should greet the children at the end of break / lunch at the ramp by the back door to escort the children back into school.

Lunch

There are 3 racks for children to take their coats into the hall. Children should remain in line and walk to the back of the hall to place coat on their class rack. Remaining in line they should then line up at the kitchen area – smart walking should be used at all times.

R / Y1 / Y2 will enter the hall with their coats at 12:00 through the Rec and Y1/2 doors. The curtain should be then closed behind them to signal that the door is not in use.

Throughout the rest of lunch children should enter and leave the hall using the hall door nearest the Y3/4 classrooms. When told to do so they should collect their coat and line up at the door ready to leave. They should be escorted onto the yard.

No children should use any other door and should not leave the hall unaccompanied or return to any class. The only toilets to be used during the lunch is the junior toilets.

Appendix 1 – Silent Signals

Cronton CE Primary School - Silent Signals:

We need children's minds to be free to learn when in our school. This means practicing routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, behaviour management is more effective. Children will be in no doubt of the



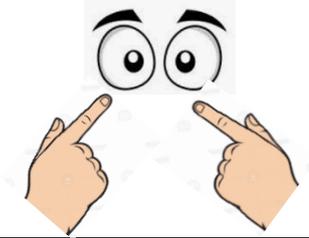
expectations when they move into new groups each half term, and teachers won't waste time in establishing a new set of routines. New staff will then be able to slip into the same routines quickly. These start in nursery and lead us through the school.

Silent signals

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

	<p>Stop sign</p>	<p>The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.</p> <p>The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings. Use this signal to gain attention. Practice until children respond in under five seconds and in silence.</p> <ol style="list-style-type: none">1. Hold one hand in the air with a flat palm. Do not clap or talk.2. Scan the room to check every child has responded. Every child:<ul style="list-style-type: none">• Raises one hand in response;• Checks their partner and others at their table have also raised their hands – gently tapping an arm if necessary;• Looks attentively at you – eyes locked into yours to show they are ready to listen.• Sits up tall, beside their partners.3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention. <p>If someone is still talking or not sat/stood ready and giving eye contact with their arm raised, a gentle shoulder tap by the person next to them is undertaken to notify them of this sign.</p>
	<p>Talk to Your Partner (TTYP) signal</p>	<p>Partner work should be used consistently in all lessons.</p> <p>Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.</p> <p>Practice this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner.'</p>



	<p>My Turn Your Turn (MTYT)</p>	<p>Use this silent signal when you want the children to repeat something after you. My turn: gesture towards yourself with one or two hands. Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.</p>
	<p>Magnet eyes</p>	<p>When you want to be sure the children are listening, point to your eyes with both index fingers. This indicates that their eyes should be on yours and their bodies still.</p>
	<p>1,2,3 Signal</p>	<p>Move the children silently from carpet to table in under 15 seconds.</p> <ul style="list-style-type: none">• Hold up one finger: children stand• Hold up two fingers: children walk and stand behind their chairs• Hold up three fingers: children sit down and prepare to read or write. <p>And in reverse, move the children from table to carpet in under 15 seconds.</p> <ul style="list-style-type: none">• Hold up one finger: children stand behind their chairs• Hold up two fingers: children walk to carpet• Hold up three fingers: children sit down beside their partners. <p>Lining up to go into worship</p> <ul style="list-style-type: none">• Calm quiet music should be playing• Hold up one finger: children stand• Hold up two fingers: children walk and stand in line• Hold up three fingers: children prepare to walk into the hall. <p>Leaving the hall after worship</p> <ul style="list-style-type: none">• Hold up one finger: children get ready to turn• Hold up two fingers: children turn whilst seated to face the way they are going• Hold up three fingers: children sit still and ready to be



		dismissed. Calm quiet music should be playing
	Silent Perfect Writing Position	<p>Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.</p> <p>This signal indicates that children sit with their:</p> <ul style="list-style-type: none"> ○ feet flat on the floor ○ bottom at the back of the chair ○ body one fist from the table ○ shoulders down and relaxed ○ left/right hand holding page ○ back leaning forward slightly ○ left/right hand holding a pencil, ready in tripod grip.
Tap your hands gently on the sides of your legs with your head held high.	Smart Walking	<p>All walking around the school should be smart. This should be demonstrated by staff at all times.</p> <ul style="list-style-type: none"> • Safe distance from the person in front – not touching anyone. • Hands by your side with fingers resting on the side of your legs. • Head held high facing the way you are travelling. • Complete silence

Appendix 2 – Good to Be Green

Good to be Green

We have four rules in school and for when we are out on trips.

Be Ready! Be Respectful! Be Safe! Be Kind!

<p>Stay on a green card it's,</p> <p style="text-align: center;">GOOD TO BE GREEN!!</p>	<p>Following the school rules at all times will ensure you stay green!</p> <ul style="list-style-type: none"> - Be Ready! - Be Respectful! - Be Safe! Be kind!
<p>Green Speech Bubble</p> <p><i>This is a record of a verbal warning to follow the rules. It still counts as staying green.</i></p>	<p>Speech Bubble: First instance of not following the rules - minor incidents:</p> <ul style="list-style-type: none"> • Low level disruption. • Shouting out. • Pushing in lines. • Using outside equipment before or after school



<p>Yellow card</p> <p>Miss 15 minutes of the next playtime. In EYFS a time out appropriate to their age.</p>	<p>Yellow Card: Second instance of not following the rules or a more serious incident, examples are:</p> <ul style="list-style-type: none">• Ignoring an adult's direct instruction.• Unwanted behaviour that does not physically hurt another person.• Anti- social behaviour.
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<p>Red card.</p> <p>Miss 15 minutes of the next two playtimes. In EYFS a second time out appropriate to their age. All age groups receive a red letter from Mrs Thomson, Miss Roberts or Mrs Jones to go home explaining why the card has been issued. The incident and contents of the letter will uploaded onto CPOMS.</p>	<p>Red Card: Third instance of not following the rules or a very serious incident, examples are:</p> <ul style="list-style-type: none">• Spitting.• Deliberately slapping, hitting, punching or kicking.• Deliberate damage to school property.• Swearing.• Racism.• Persistent bullying.• Stealing.• Fighting (before, in or after school).• Abusive/inappropriate behaviour on social media or inappropriate use of the internet.
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- *If a serious instance of not following the rules has occurred - a child may move straight to yellow or red without going through the previous sanctions.*
- These are examples only and not a definitive list of the behaviours that might incur a sanction.
- Extremely serious cases of not following the rules may result in a temporary suspension from school.

Show you are READY by:



- Attending school everyday

Show you are being RESPECTFUL by:



- Listening carefully.
- Showing you are paying attention.
- Taking care of school equipment, furniture and the school building / environment.



<ul style="list-style-type: none">- Arriving to school on time- Immediately following a teacher's instruction.- Always following a silent signal.- Having all your equipment ready for your lesson.	<ul style="list-style-type: none">- Waiting your turn to speak.- Sitting correctly and still.- Remembering your manners.- Come into class/school/worship quietly using SMART walking.- Always treating someone else's belongings with respect and not touching or taking them without their permission.
<p><u>Show you are being SAFE by:</u></p>  <ul style="list-style-type: none">- Always using kind hands and never physically hurting another person deliberately.- Lining up carefully and considerately without pushing.- Always using SMART walking when moving around school.- Only using outside equipment during breaks and lunchtimes.- Always being respectful to each other in corridors and especially around doorways.	<p><u>Show you are being KIND by:</u></p>  <ul style="list-style-type: none">- Always using your mouth for kind things: kind words, smiling and not for unkind things like spitting - never swearing or using racist or homophobic language.- Always using kind hands, kind mouths and kind feet and never physically hurting another person deliberately.- Always treating others how you would like to be treated and never bullying anyone or being unkind to someone either once or repeatedly.- Always remember that we all have equal rights and should be treated with kindness and respect regardless of our gender, ethnicity, age or religion.- Always remember that when we are online we should always treat others with the same kindness and respect as if we are in the same room as them.

Special Amendments to Cronton C.E. Primary School Behaviour Policy
During Covid-19 Epidemic

Behaviour Principles

In light of the need for children to behave differently and to follow specific rules on their return to school during the Covid epidemic, this amendment to the Behaviour Policy outlines specific changes to guidance that pupils will



have to follow. Our sole guiding principle when making any changes or adjustments to policy is to be able to keep all of our children, families and staff safe and place their wellbeing at the forefront of everything we do. These amendments will be regularly communicated to pupils, parents and staff.

Behaviour Expectations:

- amended expectations about breaks or play times, including where children may or may not play
- clear rules about coughing or spitting at or towards any other person – **this could lead to exclusion at the discretion of the Head Teacher**
- rewards and sanction system where appropriate if changed from the main body of policy
- clear rules for pupils at home about conduct in relation to remote education
- An individual risk assessment will be made for a student based on the following:
 - If they have an individual behaviour or communication plan
 - If the school deems it to be necessary due to behaviour of the student before lockdown
 - The risk assessment will be discussed and agreed with parents

School Routines and Procedures:

- following any altered routines for arrival or departure
- following instructions on who pupils can socialise with at school
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing, one person only in the toilets)
- rules about sharing any equipment or other items including drinking bottles
- use of toilets

Hygiene and Health Expectations:

- following school instructions on hygiene, such as hand washing and sanitising
- high expectations about sneezing, coughing, tissues and disposal (re-enforce **'catch it, bin it, kill it'**) and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus

Mental Health and Emotional Support:

- Curriculum changes to support children, e.g. social stories, circle time, PHSE, collective focus
- Additional support that pupils can access above and beyond classroom provision if required – use of school counselling provision