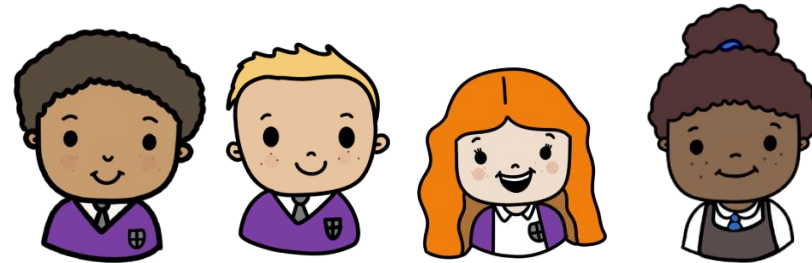


# The Bishops CE Primary Academy

## Behaviour and Culture Curriculum

2025-26



## Contents

Vision and Aims	3
Breakdown of Vision	4
Behaviour Expectations	
Moving around the school	5
Entering and leaving	6
In the Classroom	7
Attendance and Uniform	9
Behaviour and consequences	
Positive	10
reinforcement	11-14
Support	15-16
Pedagogy and classroom management	17-20
Behaviour plan for pupils	21
One page outcomes	23

## Our Vision

### ***Learning to live life in all its fullness in our safe and happy community***

***To have a culture of respect, where friendships are important and we forgive to grow together. We have courage to aim high, we persevere to achieve and serve all on our community's journey. As shepherds, we include everyone in our safe and happy school to live life in all its fullness***



## The aims of our behaviour curriculum

***Good behaviour is the core mission for every school, whatever age or stage. Get behaviour right and everything else is possible. It is the beginning of safety, equity, dignity, curriculum, opportunity and learning...'***

Source: Tom Bennett

Successful relationships are underpinned by the positive ethos promoted in the school's culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equality of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life.

We aim to build a community which values kindness, care, respect, tolerance and empathy for others and to help learners take control over their behaviour and be

responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

Through encouraging positive behaviour models we can promote good relationships throughout the school community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them.

As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

## Annual Focus

Term	Autumn 1	Autumn 2	Spring 1	Spring2	Summer 1	Summer 2
Focus	Wearing our uniform Walking around our building Lining up How we sit and move about the classroom STAR	Presentation in books Answering questions Polite and respectful Learning behaviours in class Attendance	Wearing our uniform Walking around our school Lining up How we sit and move around the classroom STAR	Presentation in books Answering questions Polite and respectful Learning behaviours in class Attendance	Wearing our uniform Walking around our school Lining up How we sit and move around the classroom STAR	Presentation in books Answering questions Polite and respectful Learning behaviours in class Attendance

SAFE	HAPPY	LEARNING
<ul style="list-style-type: none"> <li>We walk safely around the school site</li> <li>We keep our hands and feet to ourselves</li> <li>We sit safely in our chair and on the carpet</li> <li>We take care of school property and the building</li> <li>We wash our hands before eating</li> <li>We don't ride bikes and scooters on the school site</li> <li>At playtime we do not play fight and remember which zone to play in.</li> <li>We follow the green cross code to make sure we are safe crossing the road.</li> <li>We go to an adult when something has happened</li> <li>We wear a lanyard when we are out of class to show we have permission.</li> <li>We follow the rules which keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>We have kind words and kind actions</li> <li>We have good manners and say please and thank you</li> <li>We help people who are hurt</li> <li>We pick up coats that have dropped and return them</li> <li>We pick up litter that we see and wash our hands</li> <li>We are friendly to others even if they are not our friends</li> <li>We speak politely to adults at our school, including visitors</li> <li>We show our school values in the way we act.</li> <li>We take turns and share</li> <li>We can disagree with others respectfully</li> <li>We are tolerant and respectful to everyone</li> <li>We try to come to school every single day in our uniform ,</li> </ul>	<ul style="list-style-type: none"> <li>We listen to the person speaking</li> <li>We don't do things which stop others from learning</li> <li>We ask for help when we get stuck</li> <li>We join in with the learning and answer questions</li> <li>We will share our thoughts and ideas even if we are not sure if they are right</li> <li>We write as neatly we can and take pride in the things we do.</li> <li>We don't mind getting things wrong because this shows we are thinking and trying to be a better learner.</li> <li>We talk to others when it is appropriate using table voices</li> </ul>

*As a member of the community at The Bishops Church of England Primary Academy we are all responsible for ensuring we have a safe and happy learning environment. We understand that everything we do is a model, that we are role models to others and how we model our actions and relationships within school directly impacts on everyone else in school. We know that following the rules and expectations is vital. After all, if we are not following the expectations then we cannot expect the children to. If the expectation is to walk on the left and we walk on the right, we show that we are above these rules and expectations, that we are more important than everyone else, we undermine everyone else. We know that boundaries are essential to children knowing that our school is a safe space. Because of this, we follow the consequences exactly. We ensure there is consistency so that our children know they are safe and cared for. We ensure low level disruption is dealt with instantly so that our classroom is a place of learning. We know that our expectations are not automatic, they need to be taught. We know that there will be times when we need to re teach these expectations, like eating with a knife and fork, walking on the left, moving and sitting safely in our classrooms and what language is appropriate. By doing this we help everyone in our community feel safe and happy and provide the environment to focus on their learning. We know that we will receive support and training to help us achieve these high expectations and all hold each other to account in order to achieve our goal of a safe and happy school where children make exceptional progress.*

## Behaviour Expectations: Moving around the school: SAFE

### Collective Worship

We enter/exit in silence and we walk into/out of the hall

To show respect we ensure our uniform is worn correctly (tuck shirt in etc.) on entry and exit

We walk in line and do not sit until we have reached the correct space and the person next to us has sat down.

We sit cross-legged with a straight back and hands still

We face the assembly leader and face forwards with eyes on the speaker

We use silent hands-up to contribute

We participate actively – singing when appropriate and repeating appropriate words as part of prayer. If we are not joining prayers, we sit respectfully in silence.

When listening to a child or teacher behind us, we turn our head but not our bodies.

When we clap for our community, we stop clapping when the adult leading worship stops clapping.

### Walking Around the school

We use Wonderful Walking

We walk around school in silence

We walk in a straight line, we do not over take anyone in front of us

We are polite and courteous to adults / other children

If we see an adult we will greet them with 'good morning/ afternoon' with a greeting

We open doors or hold them for others when reaching a door first

We pick up litter, coats and resources if on the floor or untidy

We knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom)

We follow corridor rules

Walk on the left

Face forwards

Keep arms by sides or finger on lips

We do not over take

We do not speak

### Going into Lunch

We wash hands before eating

We take our coats with us to lunch but remove them when eating.

We use a quiet voice and talk to children opposite or adjacent to us only

We line up – one behind the other, quietly.

We sit with our year group/class as directed by our adults.

When we are eating, we stay in our seats facing our food

We use a knife and fork appropriately (this will be explicitly taught in EYFS / KS1)

We chew with our mouths closed and do not speak while chewing

We say please and thank you

We put our hand up for adult attention

We walk in the dining room entering and leaving from the correct doors.

If we have eaten a school dinner, we collect own rubbish and put in bin

If we have eaten a packed lunch, we take wrappers home.

We clear away our table space, cutlery, plate, cup and leave the space tidy.

We finish what we are eating before leaving the classroom.

We ask an adult to leave the dining room.

**Entering and leaving the school at the start and end of the day**

We get off our bike or scooter as we enter the school grounds.

We listen to our parents instructions and are polite to them

We do not use any outdoor equipment or climbing frames before or after school.

If we need help we approach a member of school staff.

If teachers are available to meet with parents they will be outside – if they are not then they are

available to make an appointment with

We do not walk to or from school until we are old enough and our parent has permission.

If we show we cannot make sensible decisions to keep us safe walking to or from school, our parents will have to drop us off and collect us.

We enter and leave at the set door for our class to avoid too many people using the same entrance/exit.

**Playtime**

We walk from our classroom to the playground using Wonderful Walking.

We must play safely without hurting anyone.

We do not 'play fight' because we may hurt someone by accident.

We must be kind, by including people in your games and sharing equipment.

We use the equipment with care

We play with the equipment in the right place – no balls on the playground.

We do not come into the building without permission and do not enter our classroom. Water bottles are taken outside to help us stay hydrated.

When the whistle is blown, we must line up in our class line order quickly.

We line one behind the other and do not talk. We keep our hands and feet to ourselves.

If we need help we look for adults who will be wearing High Viz' jackets

We dispose of our snacks in the bins outside when we have finished.

We make sure we have had a drink and been to the toilet before playtime/lunchtime ends.

**Behaviour outside of the school**

When we are wearing your school uniform we are representing the school community and must

always behave responsibly and respectfully.

We should be considerate of other people arriving and leaving school.

We show that we are considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.

We take care when crossing a road to check that it is safe to do so.

If we are on a bike, we use a helmet and are safe to ride on the road.

We know who to go to for help and support if we are worried

## Behaviour Expectations: In the Classroom : LEARNING

### Sitting in the classroom

We have good sitting posture:  
Ensure 6 feet on the floor 4 chair feet and your 2 feet  
Bottom on the base of the chair  
Back in the back of the chair  
Tummy near the table  
When sitting on the floor we sit on our bottoms with our legs crossed, hands in lap.  
We keep our workspaces /resources tidy (before/during/after work)  
We are ready for the lesson e.g. had a drink, toilet break etc.  
We place chair under the table when leaving our seat  
We walk in a quiet, calm manner around the classroom  
We treat equipment appropriately and with respect  
We act in a way which does not stop others learning.  
If we have a problem we put up our hand to ask for help.  
We use the resources and help we are given to help us with our learning and behaviour.  
We do not leave our place without permission and do not leave the classroom without permission and a lanyard stating our purpose.

### Listening to the speaker

We follow the stopping strategy when moving from one activity to another.  
'3' stop what you are doing  
'2' everything out of your hands  
'1' eyes on the front/eye contact with adult, With no noise.  
A bell can be used to stop the class instantly

We follow the STAR strategy to make sure we understand the learning and our instructions

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

### Sharing ideas and answers

Track the speaker  
Consider the question  
Get involved in my learning and share my thoughts as directed.  
Think about my answer  
Do not call out  
Wait to be asked  
Phrase the answer as a sentence to make sure it is clear  
Speak clearly so everyone can hear  
Listen to the contributions from others with respect  
Think if I can build upon, agree with or disagree with someone else's response.  
While someone is speaking to us we do not talk, make noises with equipment or act in a way which could disrupt them.  
If we need the teacher we put up our hand to ask for help. If the teacher is working with a group of children we do not line up waiting for them.

## Moving from the carpet to chairs and vice versa

We follow instructions from the adult in the room.

When on the carpet we

1. Stand up in silence
2. Move to our chair/working space or carpet spot
3. We sit down at our space quietly

If moving from the carpet or our chairs to a line we move a table or row at a time

## Our Work in our Books

We take care in our books:

- Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce

We use DUM TUM to remind us

Date – underline - miss a line- Title – underline – miss a line - start work.

- **Date underlined with ruler and sharpened pencil**

- Learning objective – miss a line after date

- **Error correction – ruled line through in maths;**

- Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil

- **Maths books – one digit one square** question number followed by dot and then one square

- Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils.

**We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc**

## Learning in Class – Rosenshine’s Principles

The infographic is titled 'PRINCIPLES OF INSTRUCTION' and is attributed to Barak Rosenshine. It features a central illustration of a teacher and a student. The principles are organized into five main sections, each with a numbered list of key points and a small icon representing the concept.

- REVIEWING MATERIAL**
  - 1 Daily review
  - 2 Weekly and monthly review
- QUESTIONING**
  - 1 Ask questions
  - 2 Check for student understanding
- SEQUENCING CONCEPTS & MODELLING**
  - 1 Present new material using small steps
  - 2 Provide models
  - 3 Provide scaffolds for difficult tasks
- STAGES OF PRACTICE**
  - 1 Guide student practice
  - 2 Obtain a high success rate
  - 3 Independent practice

Our teachers use a range of strategies to ensure our learning is as accessible as possible and we learn as much as we can. They use research based on Rosenshine’s principles of instruction. They are held account for their teaching and learning through a range of measures.

## Behaviour Expectations : SAFE HAPPY LEARNING

### Being Polite and showing respect for others

We will always say 'please' when we are asking for something.

We will always say 'thank you' when we receive something or someone does something nice for us.

We will let any waiting adults or children through a doorway before walking through ourselves.

We say 'Good morning/afternoon' to adults if spoken to.

We try to give eye contact to the person we are talking to.

We show gratitude to others by thanking people for what they have done for us

Being responsible means being able to be trusted to do the right things that are expected of us without having to be watched. We do the right thing even when no one is watching us.

Some children will be elected for additional responsibilities like school council or play leaders. When elected we take our role very seriously. We demonstrate the school values at all times. We can be relied upon to represent the views of others. Should we not be able to do so, we will be asked to hand over our badge until we are able to represent the school again.

When we are out of school we wear our uniform with respect and pride. We continue to show the school values while outside the school on visits.

### What we wear

We wear full uniform and it is worn correctly - shirts tucked in. We do not wear jumpers around our waists.

If we are not sure about what is school uniform our class teacher can talk to our responsible adult.

We remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately

We can wear a watch but no other jewellery

We do not have hair styles which could cause us or other harm for example beads which can hurt other when flicking our hair, or extensions which may wrap around our necks or be dangerous when swimming. We do not wear nail polish or false nails as these can scratch others by accident or flake off in food.

We remember to bring the correct PE kit as appropriate for the activity we are doing.

### Attendance

We must try to attend school every day.

We must try to arrive at school on time every day. Attending school on time every day is important so that we don't miss important learning.

If we miss school we miss learning. It can also damage our friendships.

Attendance of above 96% is expected of every child. 100% attendance would be exemplary.

## Behaviour and consequences

### Positive consequences

Not all positive behaviour can be practically awarded. Of all the rewards genuine, specific praise will be the most rewarding and encouraging. Interpersonal skills are harder to document but the strengthened relationship between pupils and their adults often leads to more positive outcomes. The self-fulfilling prophecy documented in research regarding becoming what you are told you are is a key aspect of this positive classroom environment full of belief in the children and their outcomes. Pupils who show the school's values may also be given responsibilities, represent the school in a committee or a school team. Below are examples of how rewards can be given more explicitly.

Description of behaviour	Reward
<b>Commendations</b>	<b>Regularly awarded across the school</b>
Excellent achievement in a lesson	One Dojo point + verbal praise ( this would be expected to be the norm and so go to majority of pupils)
Positive contribution noted	One Dojo point + verbal praise ( this would be expected to be the norm and so go to almost all pupils)
Best attendance and punctuality (weekly)	Certificate and trophy
Excellent conduct and learning all week. Less than 5 negative dojo points and no level 5 behaviours	Golden break award – additional break time
Positive class contribution	Marble jar – add marbles to the jar for a significant award for the entire class. Select from a range chosen by the class.
	<b>Awarded publically to parents or in worship</b>
Over 96% attendance 100% attendance and punctuality (termly)	Five Dojo points bronze/silver certificate
Exemplary conduct and learning	Post card home from HT
Most improved pupil per class	Certificate – given weekly
Exemplary conduct	Hot chocolate with the head teacher – given weekly

## Behaviours and consequences

Poor behaviour can occur for a number of reasons. In order to ensure the very best behaviour from all children we follow the following principles.

1. Behaviour is a curriculum
2. Children must be taught how we need them to behave – they may not know or have other expectations/experience
3. We teach, don't tell behaviour where children are not clear
4. We make it easy for children to behave and hard for the children not to
5. No one behaviour strategy will work with all children. Some children will need reasonable adjustments made to enable them to understand and achieve the behaviour expectations.
6. Good relationships are built out of structures and high expectations. Teachers will always implement these whole school routines and expectations by following the behaviour curriculum
7. Children are social and need to understand and build relationships. Some children will need to be taught how to do this

8. Consistency is the foundation of all good habits and as such there must be a consistent approach to follow the behaviour curriculum from all staff. The certainty of the consequence must be consistent
9. Everyone wants to matter. We show care and respect for our whole community. Children have the right to learn and teachers have the right to teach.
10. Our school – our rules. As a school we have designed a behaviour curriculum which is the most appropriate for our school and community. This is not negotiable. All who attend and work here will be expected to follow the behaviour curriculum

+ Children joining in nursery and reception may not have the following consequences as children need to be taught the expectations and how to behave in different circumstances. Early Years staff will use their knowledge of each child to identify when consequences are most appropriate.

**Negative Consequences** – *this list is an example and cannot take account all of incidents. In each case staff will consider the level of intention of the child to cause harm and their age and stage of development.*

Green			
	No behaviour concerns	Regular reports and rewards Given responsibilities across the class and school Praise postcards and letters home	All staff  Praise and reward see reward chart.

**Amber**  
(recorded on Arbor)

<b>Level of behaviour</b>	<b>What this looks like – examples of the type of behavior. Be aware that this each case must be taken in the context of the antecedents and behavior seen.</b>	<b>Consequence</b>	<b>Who gives this consequence</b>	<b>Information about the consequence</b>
1	<ul style="list-style-type: none"> <li>• Lack of attention in class or not completing work</li> <li>• talking in line</li> <li>• Prodding or poking,</li> <li>• being a little silly,</li> <li>• hurting someone without intention because you are being silly.</li> <li>• Making a silly noise/face.</li> <li>• not following instructions</li> <li>• Low level disruption to learning (e.g. calling out)</li> <li>• Damaging or using resources without respect</li> </ul>	Reminders Reflection in class	All staff	<p>Staff will take the least intervention necessary and use class based strategies at this level to re-engage children. Where additional adjustments are needed these will be implemented over time.</p> <p>Where routines need to be further established to reduce these incidents – children will be taught these.</p> <p>Where children are new to the school or do not understand what the expectations are – these will be taught.</p>
2	<ul style="list-style-type: none"> <li>• Repeatedly not following a simple instructions – which does not impact on other’s learning.</li> <li>• barging someone without intent,</li> <li>• not lining up sensibly,</li> <li>• not following expectations that have been taught from the behaviour curriculum.</li> <li>• Repeated refusal to work / follow instructions</li> <li>• Dishonesty, lying or seeking to mislead by not giving all the details.</li> <li>• Name calling or using unkind words towards someone else</li> <li>• Hurting someone at a low level or without the intention to cause them harm</li> </ul>	Thinking time in own class Detentions 5 minutes lost privilege – this will normally be break or lunch time red dojo point with explanation of what for	All staff	<p>Detention</p> <p>Staff member giving consequence to have restorative conversation to repair their relationship. This should improve future behaviour.</p> <p>Parents must be informed where a detention has been given.</p> <p>Where a pattern of behavior is forming, staff will consider what the triggers are and consider what resources and support can be introduced to stop the behavior beforehand.</p>

3	<ul style="list-style-type: none"> <li>Repeatedly distracting or disrupting someone's learning, or the teacher.</li> <li>Leaving the classroom without permission</li> <li>Being in the corridor or other place in the school without a lanyard showing you have permission. being disrespectful.</li> <li>Having your phone turned on while on the school site or using a smart watch other than to tell the time.</li> <li>Play fighting - pushing or barging someone intentionally</li> <li>Damaging property unintentionally but because you are acting inappropriately.</li> </ul>	<p>Detentions 10 minutes lost privilege – this will normally be break or lunch time red dojo point with explanation of what for</p>	All staff	<p>With each consequence there would need to be a notification of parents at this level. There would need to be a restorative conversation with the person leading the lesson to build up their relationship again. Staff will continue to identify triggers to any behaviour and identify how to avoid repetition.</p>
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**RED**  
Recorded on Arbor. SLT informed. Parents informed

Level of behaviour	What this looks like	Consequence	Who gives this consequence	Information about the consequence
4A	<ul style="list-style-type: none"> <li>Being oppositional or defiant,</li> <li>fighting,</li> <li>Targeting another child – using power over another child/ren (possible bullying incidents) either by words or actions – face to face or online</li> <li>disrupting learning repeatedly after other consequences have been given</li> </ul>	<p>15 minutes detention red dojo point with explanation of what for Parent alerted. <i>To support the teacher or harmed person the following circuit breakers can be given to avoid an escalation.</i> <i>These are not further punishments.</i> Time in another class – Would be until the end of that lesson/session time out with behaviour support to complete learning</p>	All staff	<p>With each consequence there would need to be a notification of parents at this level. There would need to be a restorative conversation with the person leading the lesson to build up their relationship again. Phone call home to notify parents at this level of behaviour Staff to record on Arbor. Staff to complete ABC to identify what were the antecedents, what behaviour was witnessed and what the</p>

4B	<ul style="list-style-type: none"> <li>• threatening adults or other children with words or actions in a way which could be considered intimidating.</li> <li>• damaging property intentionally</li> <li>• inappropriate language including swearing in any language either with words or gestures.</li> <li>• Using equipment or resources in a way you intend to cause harm to another child or adult, (throwing, stabbing out)</li> <li>• Using language in a way which excludes others including other languages or gang associated actions and language</li> </ul>	<p>Referral to SLT Internal suspension away from peers red dojo point with explanation of what for Parent alerted</p>		<p>consequences of that behaviour were. This can be added to the report on ARBOR This can be used to identify further support should there be a pattern.</p>
5	<ul style="list-style-type: none"> <li>• Intentional serious harm, verbal , emotional or physical to another child or member of staff.</li> <li>• Leaving school grounds without permission. Climbing school safety fences. Using fire doors when there is no fire drill. Accessing nursery/reception/the hub/chestnut classes without permission</li> <li>• Sustained intimidation or threats of violence – ongoing bullying either physical, emotional or virtual</li> <li>• Racist or discriminatory language you know to be highly offensive and used to cause harm. An escalation of other behaviours, which impact on safety.</li> <li>• Intentional and severe damage to school property which has a high cost to repair. ( windows, doors, technology)</li> <li>• Sexual harassment either contact or indirect</li> <li>• Spitting intentionally with intention to cause harm and offence and deliberately spread viruses</li> <li>• Possession of a weapon or illicit object / banned item like a vape, blade, firework, bangers, cigarettes, lighters.</li> <li>• Stealing property of high value</li> <li>• Use of aggressive / violent behaviour with intent to cause deliberate injury or physical assault which causes actual bodily harm</li> </ul>	<p>Internal suspension away from peers SLT informed red dojo Parents informed Loss of golden break time</p> <p>Suspension where risk continues and cannot be mitigated.</p> <p>Permanent Exclusion</p>	<p>All staff</p> <p>HT only</p> <p>HT only with Governing Body panel review.</p>	<p>With each consequence there would need to be a notification of parents at this level. There would need to be a restorative conversation with the person leading the lesson to build up their relationship again. This may be the following day when the child is calm and may need to be scaffolded by members of the SLT. There will be a reintegration discussion with parents. Staff to complete ABC to identify what were the antecedents, what behaviour was witnessed and what the consequences of that behaviour were. This can be added to the report on ARBOR This will lead to a risk assessment being developed for children who have been suspended.</p>

**Support to be offered at each level.** This is not to be used as a tick list. Support will be dependent upon each individual child and circumstance. This will be dependent upon availability. External support will be based on a needs assessment which will be dependent upon each individual agencies requirements and cannot be guaranteed.

Tier 0 – Internal Generalised Support – School Systems and Routines	Tier 1 - Internal Personalised support – In school Support	Tier 2 – Targeted Individual and family support - External services	Tier 3 – Personalised support – Professional referral to high level Behavioural concerns
<ul style="list-style-type: none"> <li>● <b>Systems and routines</b> <ul style="list-style-type: none"> <li>○ High quality teaching</li> <li>○ Clear and consistent boundaries</li> <li>○ Explicit teaching of systems, routines and behaviour expectations</li> <li>○ Learning Zone folders</li> <li>○ Time out with Behaviour TA</li> <li>○ Classroom/outside quiet areas</li> <li>○ Sensory support resources box/basket</li> <li>○ Pupil voice opportunities</li> <li>○ Trusted adult</li> <li>○ PSHE curriculum</li> </ul> </li> <li>● <b>Rewards and Sanctions</b> <ul style="list-style-type: none"> <li>○ ePraise – Dojo</li> <li>○ Stickers</li> <li>○ Certificates</li> <li>○ Privileges</li> <li>○ Special responsibilities</li> <li>○ Reflection</li> <li>○ Loss of free time</li> <li>○ Internal Suspension</li> <li>○ Suspension</li> <li>○ Exclusion</li> </ul> </li> <li>● <b>Staff</b> <ul style="list-style-type: none"> <li>○ Behaviour Management drop in sessions</li> <li>○ Access to Behaviour Hub Open Days</li> <li>○ Research from Tom Bennett inc videos</li> <li>○ Termly behaviour management staff training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Inclusion Panel Meeting</b> <ul style="list-style-type: none"> <li>○ Head Teacher</li> <li>○ Inclusion leader</li> <li>○ SENCO</li> <li>○ AHT- phase leader</li> <li>○ Family Worker</li> <li>○ Learning Catalyst</li> <li>○ Behaviour TA</li> <li>○ ASS SENCO</li> </ul> </li> <li>● <b>Check in sessions with trusted adult</b> <ul style="list-style-type: none"> <li>○ Identified Keyworker</li> <li>○ 1:1 support</li> <li>○ TA’s Support</li> </ul> </li> <li>● <b>Therapeutic approach</b></li> <li>● Specific interventions: <ul style="list-style-type: none"> <li>- Social skills</li> <li>- Friendship groups</li> </ul> </li> <li>● Time with learning catalyst – wishes and feelings</li> <li>● Young carers</li> <li>● Increased and regular communication between parent/carer and class teacher</li> <li>● Suspension reintegration meeting actions</li> <li>● Communication book</li> <li>● Reward Chart</li> <li>● Weekly report/check in with SLT</li> </ul>		<p><b>First Response:</b> Is there a serious concern about the safety of a child or young person?</p> <ul style="list-style-type: none"> <li>● <b>Call Children’s Social Care MASH team</b></li> </ul> <p><b>Out of hours</b></p> <ul style="list-style-type: none"> <li>● <b>Crisis Care:</b></li> <li>● <b>CAMH</b></li> <li>● <b>Youth Offending Service</b></li> </ul>

<ul style="list-style-type: none"><li>○ Behaviour focussed team teaching.</li><li>○ Behaviour focused peer observations</li><li>○ Use of trained strategies to reduce LLD</li><li>○ Whole school routines established</li> <li>● <b>Parents</b><ul style="list-style-type: none"><li>○ Meet with class teacher</li><li>○ Meet with inclusion team member</li><li>○ Meet with Home school Liaison</li><li>○ Behaviour Meetings</li><li>○ Behaviour Coffee Mornings</li><li>○ Salford training and PPP</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Play therapy/Drawing &amp; Talking<ul style="list-style-type: none"><li>● Pastoral team</li><li>● Family Worker</li><li>● DSL</li></ul></li></ul>		
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## Strategies employed by all staff in the classroom:

strategy	What this means
Warm strict	<ol style="list-style-type: none"> <li>1. Explain to students why you are doing what you are doing. Especially, how it will affect them. "John, I'm asking you to do this over because this is not up to your usual standard. I expect the best of you, because you are a conscientious student."</li> <li>2. Demonstrate that consequences are temporary. Once a student fulfils the consequence, be sure to welcome him or her back. "Thank you for taking your consequence so sensibly. I'm happy to have you back in the group."</li> <li>3. Use warm, non-verbal communication. Put your hand on their arm or get down on their level and thank him for fixing his work. Get down to eye level and speak calmly: explain that her talking is making it hard for her peers to complete their work.</li> </ol>
What to Do	<p>Ensure all children know what they need to do and what is expected of them</p> <p><b>Specific:</b> Effective directions are specific. They focus on manageable and precisely described actions the student can take. Instead of saying "Pay attention," say, "John, your eyes need to be on me and your pencil needs to be on your desk. Thank you."</p> <p><b>Concrete:</b> Effective directions are not just specific but also concrete. They involve when possible, clear actionable tasks. If you say, "pay attention" the student may not know what actions are required to "pay attention." If the student still doesn't seem to know what you mean when you say "eyes on pencil and me on your desk," you can further refine it. "John, you are paying attention when both of your knees are under your desk, when your hands are flat on the top, and your mouth is quiet so your ears can listen."</p> <p><b>Sequential:</b> Since a complex skill like paying attention is rarely a single action, effective directions should describe a sequence of specific, concrete actions. If you expect students to take notes, you will need to say, "John, after I write on the board you need to pick up your pencil and write it in your book."</p> <p><b>Observable:</b> You need to be sure that the behaviours you ask from a student are observable. If you say, "pay attention," how will you know? John might say "But I was paying attention." Students, often subconsciously, will exploit the lack of accountability left by unclear non-observable directions.</p> <p><i>Of course, if the reason for non-compliance is incompetence, then to punish a child is unfair and will lead to resentment. If the reason is defiance, then there does need to be a consequence, and a teacher can best understand that by following the 4 guidelines above.</i></p>
Radar and be seen looking: <ul style="list-style-type: none"> <li>• The invisible Column</li> <li>• Tiptoes</li> <li>• Disco finger</li> <li>• Politician</li> <li>• Quarter Back</li> </ul>	<ul style="list-style-type: none"> <li>• Use ways to maximize visibility: Ask for children to Track the speaker, STAR or 321</li> <li>• Be seen looking: Every few minutes scan the room to ensure everything is as it should be and narrate your scan, "Thank you, Peter. Eyes right on me, front row."</li> <li>• Avoid marginal compliance: Ensure all students comply accurately – 100% - 100% of the time</li> <li>• Leverage the power of unacknowledged behavioural opportunities: practice following the teacher's directions through <i>Call and Response or Active Listening Techniques</i>. (The teacher asks a question and a response is required by the entire class in unison. This provides an opportunity to practice compliance.)</li> <li>• Active Listening Techniques: White boards, flash cards, thumbs-up and thumbs-down</li> </ul>
Least invasive Intervention <ul style="list-style-type: none"> <li>• Non verbal intervention</li> <li>• Positive Group Correction</li> <li>• Anonymous Individual Correction</li> </ul>	<p>The goal is to get 100% of pupils on task, attentive and actively engaged to learn the most they can. However doing this negatively or constantly interrupting can unpick all of that by disrupting their thinking and your teaching. When you interrupt the learning to put someone else on task, you interrupt everyone's learning.</p> <p>To avoid this and focus on the learning you can use the least invasive intervention possible.</p> <p>Let's learn what this means and then see it in practice.</p> <p>p441</p> <p>Non-Verbal Intervention: non-verbal gestures/ cues or eye contact ( radar and be seen looking)</p>

<ul style="list-style-type: none"> <li>• Private Individual Correction</li> <li>• Lightning-Quick Public Correction</li> </ul>	<p>Positive Group Correction: Quick verbal reminder to the group about what students should be doing and not what they shouldn't be doing          "You should be tracking the speaker."          Anonymous Individual Correction: Quick verbal reminder to the group that not everyone is where they need to be.          "I still need three people. You know who you are. I need two people."          Private Individual Correction: When and if you have to use names, seek to correct behaviour privately and quietly. Walk by the off-task student's desk, lean down to get close to the student, and use a voice that preserves as much privacy as possible; tell the student what to do quickly and calmly.          First Warning: "Quentin, I've asked everyone to track me, and I need to see you doing it too."          Second Warning with a Consequence: Again you want to do this privately. "Quentin, I need you to track me so you can learn. I'm going to have to move your card to yellow. Now please show me your best."          Lightning-Quick Public Correction: At times you will be forced to make corrections of individual students during public moments. Your goal is to limit the amount of time a student is "onstage" for something negative and focus on telling the student what to do right. Merely stating a student's name does not provide the student with guidance about how to meet your expectations.          "Quentin, I need your eyes."          "Quentin, I need your eyes. Looking sharp, back row! Thank you Quentin."          Consequences: In the long run it makes the teacher stronger when he or she only occasionally uses external consequences. If a situation cannot be addressed quickly and successfully without a consequence, the consequence must be given so instruction is not interrupted. Deliver the consequence quickly and in the least invasive, least emotional manner. Ideally a teacher should have a scaled series of consequences</p>
<p>Firm Calm Finesse</p> <ul style="list-style-type: none"> <li>• <b>CATCH IT EARLY</b></li> <li>• <b>VALUE PURPOSE OVER POWER</b></li> <li>• <b>"THANK YOU" IS THE STRONGEST PHRASE</b></li> <li>• <b>USE UNIVERSAL LANGUAGE</b></li> <li>• <b>SHOW YOUR BRIGHT FACE</b></li> <li>• <b>DEPLOY YOUR CONFIRMATION GLANCE</b></li> <li>• <b>STAY STEADY AT THE HELM</b></li> </ul>	<p>You deserve to be working in an amazing classroom where you love to teach and the children love to learn- feel appreciated cared about and want to do well.          By ensuring you have 100% in place you can achieve that.          If you've become mad, you've waited too long to address a behaviour          Don't send a message that you'll tolerate little disruptions; they won't cure themselves. Remember – what we permit – we promote          Bold or disruptive behaviours, caught early, should feel like an adjustment not a fix          The students surrounding the off-task behaviour have a right to learn          Correction of classroom behaviour should lead to achievement and self-discipline, NOT reinforcement of your power over students.          Keep corrections tight, crisp, and subtle; avoid fuss, your belaboured emotions and too much talk          Say: "We learn more when we are sitting like scholars" as opposed to "I need you to sit up straight and pay attention, I want to see you following my instructions"          It's OK to remind students that your high expectations are about learning and the rights of all learners in the room, not about you the teacher.          Show Radical          the teacher says to a student volunteering an answer; "Sorry Precious, we're waiting on four". Meaning, that he'd love to hear what the student is trying to say, but there are four other students who are off task and not listening. Not "I need everyone's attention" or "I'm waiting for Susan, Joey, Bill and Ted to stop what they are doing and comply"          at the on set of disruption, simply making firm eye contact with a student, smiling with a pause and saying "Thank you" communicates a multitude of behavioural adjustment suggestions.          "Thank You" reinforces expectations and normalizes compliance in the subtlest way possible          "It's useful to signal that civility and thus society are fully intact in your classroom by modelling "please" and "thank you" constantly          Remind students that expectations are universal NOT personal          "We need you with us" is much better than, "I need you with me"          Let students know that learning is a "team sport".          Remind behaviours that are starting to fray that : The rest of the group is meeting the expectations. Super sitting, STAR behaviour          Invoke your school mascot or school name: "Everyone, like outstanding Rowans!", or "Thank you, STAR Bishops scholars!"</p>

Bright face = age appropriate teaching smile  
 A smile is a “self-fulfilling prophecy”  
 Have a confident default smile that says, “I like this work and the people in this classroom”  
 Avoid huge, fake beaming smiles  
 Demonstrate trust in your directed eye-contact. “Showing trust is self-fulfilling”  
 Ask for modification, confirmation glance, then walk away, confirmation glance back for verification of follow through  
 “Sometimes a student needs just a bit of space to pull it together to decide if he or she wants to do the right thing.  
 Don’t suggest to students that you are emotionally distraught by their behaviour  
 Return focus to the immediate task at hand!  
 Inserting emotion into behavioural redirection distracts students from reflecting on or adjusting their actions.

Consistency of consequences  
 Positive consequences – dojo awards  
 Negative consequences – graduated approach – consistently applied – certainty of application.  
 Sanctions are short term modifiers which will work for some more than others. Even though this is the case, the boundaries must always be applied.  
 Sanctions enable a community to understand what is forbidden and what is encouraged.

Well behaved pupils still deserve recognition  
 We don’t want worst behaved to get the most rewards and attention. Where rewards are given to change behaviour these must be outside of the whole school behaviour system so that they do not create an unfair system. This ensures you are not reinforcing low expectations.  
 Children need to understand what rewards there are and why they are given.  
 There needs to be a clear system across the entire school behaviour award – whole school system – this sits in addition to each class marble jar for reinforcing your classroom relationships.  
 Every child gains a dojo every lesson for following expectations. This is standard and reinforces high expectations  
 Where children have not followed expectations and been given a warning that has not changed their behaviour – they receive a negative dojo.  
 If they receive over 5 negative dojos a week they do not get an award  
 Every one receiving 5 or less negative dojos gets an extra break time on a Friday afternoon of 15 minutes.  
 There are four stages of intervention  
 Prevention – through our climate, our routines  
 Defuse – through interpersonal relationships – through the least invasive interventions – don’t assume it will stop or go away. Fires don’t put themselves out. Do children need time out – talk somethings through? Do you need to intervene? Do they need a consequence? The earlier you intervene the less energy and time is needed.  
 Where you see things – refocus them, remind them of routine, talk about what the consequence might be, give them chance to improve their behaviour  
 Consequence – ladder of consequences – critical that these are consistent. The certainty that it will happen is the deterrent rather than the level of consequence. – like speed camera.  
 De-escalation – there must be a solution to improve the interpersonal relationship again to reinforce that the child belongs that you like them, even if not their behaviour. What do I need to know about the incident? Am I the right person to de-escalate? What is my objective? Don’t wade in too quickly – do you have all the information? Approach calmly – acknowledge distress- ask what is happening – use script – be clear about what you need to do – reassure child that you are there to help – demonstrate empathy – control your emotion- be aware of your tone and body language.  
 As calming down  
 It takes energy to stay angry – it will pass  
 Be honest about what needs to happen next  
 Clear sequential directions  
 Reinforce positivity  
 Be assertive not aggressive  
 Calm voice  
 Get to safe space  
 Don’t try to talk about the incident and consequences until the child is calm.

Sanctions do not work for everyone. They are a deterrent. Just as some people will speed even though it is against the law. They are not designed to work for every child but they must be given. There must then be reasonable adjustments in place for those who are not motivated to follow the rules, including restorative conversations. These reinforce school culture. However some children will not respond to restorative conversations- they may not care or wish to take responsibility for their actions. Some children may expect you to let them down – they can blame you for an incident – your behaviour after an incident can reinforce these views.

Work through the consequences agreed. There must be a clear sanction for each action so that all staff give exactly the same. If it is too complex it won't be understood and will lead to inconsistencies. If it is too bureaucratic it will lead to misunderstanding and errors. You do what you can with as many children as you can. Some children will need enhanced support.

Exceptions and accommodations must be written up front for individuals to ensure they are consistent – inconsistency at any level damages the entire community.

Reasonable adjustments  
Can include:  
Later start  
Soft start and finish  
Bubble time one to one to develop relationships  
Support during pinch points – like bucket time for transition  
Sensory awareness – like adaptations in uniform  
More breaks  
Learning broken down into smaller chunks but not removing expectations of learning – graduated approach of support  
First next  
Visual timetables  
Social stories – comic strips  
use of technology  
Time out with regulation activities  
Work stations  
Ear defenders or table dividers  
PECs  
Individual learning plans – clear –reasonable – consistent – shared ( what does the child need to learn/show/do by the end of the lesson to ensure shared priority)  
Behaviour plan – what is working? What do we do when things are working? What do we do at each point when it is not? How are we learning from our mistakes? How do we improve outcomes over time?

**Triggers:**

- Challenging tasks/activities
- Sharing and turn taking
- Changes to routine
- Falling behind with learning (seeing other complete their work before me)

**My name is:**

**I am in year:**

**My teacher this year is:**



**What is important to me:**

- Maths
- My friends
- My brothers

**My favourite things:**

- Painting
- Riding a bike
- Playing basketball

**What you can do to help me:**

- Using my reward chart when I make good choices
- Stickers & ePraise when I make good choices
- Make me a monitor/helper so I can be a good role model to others
- Support me to find and use the equipment and resources I need for lessons, so I am prepared
- Plenty of warnings for transitions
- Brain breaks
- Have me standing next to an adult when lining up and seated close to an adult during assembly

**Strategies to support when dysregulated**

- Consistency – please make sure everyone does the same thing with me.
- Boundaries – tell me what I am allowed to do and keep this consistent.
- Reassurance – tell me that I am safe.
- If I am dysregulated, I can go to the \_\_\_\_\_ with an adult, but I need to go back to class when ready.
- Hand me my regulation basket with my sensory support tools in their including a fidget toy, blu tack and pop it.
- Reminder that I am a helper in ( ) – I can go and model good behaviour to younger children but only if I am showing these behaviours in my class.



Example of a consistent management behaviour profile

SIT LIKE A  
S\*STAR\*



S\*it up tall.

T\*rack the speaker.

A\*sk and answer questions.

R\*espect those around you.

## Consequences

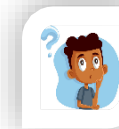
### Consequences for poor behaviour choices

#### Reminder

You have been silly or distracted. This is a chance for your teacher to remind you of how we work and show our school values. You can change your behaviour, follow the rules and show the school values

#### Reflection time

You are being silly or distracted and have been given the opportunity to change your behaviour. You are going to spend some time regulating your feelings or talking about what to do so that you and everyone else can get on with their learning.



#### 5 minutes detention

You have not changed your behaviour, you are not following our rules and expectations. What you are doing is stopping others from learning or has hurt someone's feelings. There is now a consequence to your behaviour. You need to miss 5 minutes of your break or lunch. You will need to think about what has caused you to have a consequence and how you can make things better again when you return to class.



#### 10 minutes detention

There is now a consequence to your behaviour. You are not following our rules and expectations. You have behaved in a way which has caused harm to someone else or you have stopped others learning. You need to miss 10 minutes of your break or lunch. You will need to think about what has caused you to have a consequence and how you can make things better again when you return to class.



#### 15 minutes detention

There is now a consequence to your behaviour. You have behaved in a serious way with intention to cause harm either to someone else or to stop learning. You need to miss 10 minutes of your break or lunch. You will need to think about what has caused you to have a consequence and how you can make things better again when you return to class. You may spend some time out of your classroom to regulate your feelings and talk about what has happened. You will need to complete your learning.



#### Internal suspension

Your behaviour has been serious. You are not safe to remain in the class with your friends or go out to play. You will need to have a conversation about how things can change before you go back into class. Your parents will be informed.



#### External suspension

Your behaviour has been serious. You are not safe to remain in the class with your friends. You need to go home because you have behaved in a way that shows you are not safe to stay at school. You will need to have conversation about how things can change before you can come back in to school.

