HEATON ST. BARNABAS' C.E. (V.A.) PRIMARY SCHOOL

A Restorative School

Guidance Policy for Enhancing Relationships and Learning at Heaton St. Barnabas' School

Reviewed Summer Term 2017

Governors Curriculum Committee

Next Review Summer 2018

BEHAVIOUR POLICY

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NB A précis of this document is included in the School Prospectus which all parents receive when their child enters school

BEHAVIOUR POLICY

Our job is to teach the PUPILS we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now,
ALL of them.

At this school we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or socio economic background.

We believe that it is the right of all our pupils to be educated in an environment free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practices philosophy. Restorative Practices aims to build Heaton St. Barnabas' community and to repair and strengthen relationships within this community.

The school embraces Restorative Practices (RP) as a means of empowering adults to be successful and effective within the school community, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

Mission Statement: Unity in Diversity

School Vision:

'Our school is an exciting, fun and friendly place where everyone is safe, valued and encouraged to be world class learners, developing in confidence and a thirst for knowledge, trusting in God and realising our talents to create our future'

Core Values

1. **Respect**
2. **Compassion /Kindness**
3. **Honesty**
4. **Responsibility**
5. **Enthusiasm**

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6. Happiness

These core values underpin the school's ethos and should be followed by all who are part of our school community. They encompass school and class codes of conduct.

At the start of the school year teachers will establish with their class:

- The core values
- Rewards
- What happens if the core values are not maintained
- Seating plan based on learning needs rather than friendship groups
- Strategies for initiating and sustaining whole class attention
- Appropriate voice levels for the working environment (partner voice/table voice)
- How to get teacher attention
- Rules for movement around room
- Calm entry
- Positive exit

Class teachers should agree a 'Class Vision' which comes from children's ideas and epitomizes the perfect class.
In addition a class target is agreed which takes their class closer to the vision. As the target is achieved, it is reviewed and another target agreed. The target should be displayed and have a clear measure towards the target, so children can gauge their progress. A class induction file is also prepared at the start of a year to ensure that children joining the class mid-year are welcomed into the school with good support.

During the first few weeks of the academic year individual targets, usually relating to behaviour and attitudes to school, are decided by pupils.

NB: It is important for the school aim, school core values, rewards, class vision, class targets and individual targets are clearly and prominently displayed in the classroom and they should be referred to regularly by staff and pupils.

See non-negotiables appendix 6 for some of these expectations

We believe that <u>everyone</u> in school has rights and responsibilities.

These **rights** are:-

- The right to respect and fair treatment
- The right to learn
- The right to feel and be safe

It is the **responsibility** of everyone within the school community to behave in a way which consistently demonstrates our core values and ensures that our school mission and vision is achieved.

Aims of Policy

As a school we are committed to embedding the use of Restorative Practices in all aspects of school life and in ensuring that the whole school community reflects this.

This approach aims to positively ensure that all pupils can access teaching and learning effectively through focusing on a positive approach to behaviour.
Restorative Practice is used as a tool to foster awareness of how others have been affected by inappropriate behaviour.
We believe that focusing on a positive approach to behaviour:

- acts as a positive reinforcer;
- provides opportunities to consistently point out to all children the behaviour which is expected in school;
- provides a positive approach to teaching and developing positive behaviour;
- ensures that effective teaching and learning take place;
- encourages children to feel good about themselves and others, leading to the development of high self esteem;
- provides a framework for social education;
- minimises incidents of inappropriate behaviour;
- gives pupils, staff and parents a sense of direction and common purpose;
- provides continuity and consistency across school.

NB Where children are unable to engage with a restorative practices approach alternative strategies will need to be implemented. These may include engagement with learning mentors, external agencies, Pupil Inclusion officers / Primary Pupil Referral Service and the school designated Educational Psychologist. These children will be provided with individual behavior plans. Please refer to appendix 1 and 2 for rewards and sanctions.
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Check-In and Check-Out Circles

Daily check in and check out circles take place in all classes throughout school. This involves children sitting in a circle, where everyone can see each other and everyone feels involved. Clear rules mean that all children have equal opportunity to participate in the circle. Circles can be used for a wide variety of purpose such as talking about feelings, developing relationships, assessing learning, introducing new learning or discussing behavioural issues. Whatever they are used for, they allow everyone to have a voice and develop confidence when expressing emotions or

opinions. They are central to developing our school community and relationships within it. The core values are actively referred to during daily check in and check out circles in each class.

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community.
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices. These are:
- Social Discipline Window.
- Fair Process.
- Restorative Questions.
- Free Expression of Emotions(Affective Statements)

Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.

The three principles of Fair Process

1. Engagement – involving all participants in the process.
2. Explanation – shared understanding.
3. Expectation Clarity – clear vision for the future.

Restorative Questions

1. To respond to challenging behaviour

    - What happened?
    - What were you thinking about at the time?
    - What have your thoughts been since?

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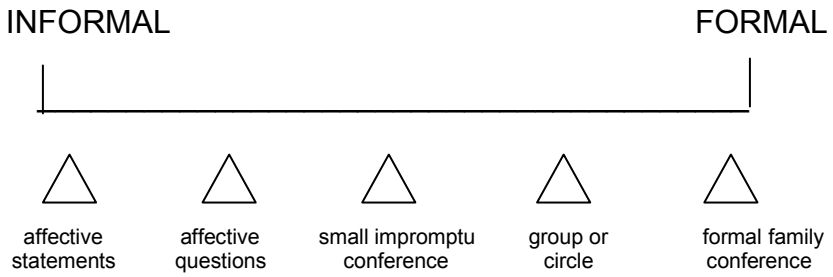
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make things right?

2. To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Practices Continuum

At Heaton St. Barnabas' School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework.



Much of the work carried out to address challenging behaviour should be accomplished by working within the informal end of the spectrum.

It is important that staff deal with situations to establish and develop their own relationships. Aim to separate the deed from the doer and the act from the actor. This is integral to Restorative Practice philosophy.

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Affective Statements

Listed below are some examples of affective statements and questions which should be used with children to correct undesired behavior/attitudes

Statements
I was very disappointed when you did that to _____.

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe action) was very disrespectful.

I feel disrespected and angry when you ignore me.

I am sorry that I misunderstood the situation ……

I feel really proud of you when I heard ……

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

Restorative Practices Training

All school staff in all teams had Restorative Practices Training in 2012, which has given them the skills to talk with children using the restorative questions/statements. This is intended to engage participants in fostering awareness of how others have been affected by inappropriate behaviour and allow them to make amends for the harm caused.

The following books are available in school:
The Restorative Practices Handbook
Restorative Circles (Copies on staff room book shelf)

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Rewarding Children

All members of staff are responsible for ensuring that the school core values are maintained by rewarding children who do so and reminding children who do not.

Class Rewards

At the start of the year teachers agree rewards with their class. These rewards should be reviewed regularly with children throughout the year to ensure they remain motivational for them. Class rewards include 'golden time' and 'Merit Shop'

Foundation Stage and Key Stage One classes use a Rainbow with a sunshine and a cloud to acknowledge good behavior and attitudes and draw children's attention to unacceptable behavior attitudes.

Key stage 2 classes operate a similar system using a ladder. Children are rewarded with house points for climbing the ladder (5 housepoints for each rung).

The reward systems are based on individual achievement for following the school core values and they contribute to an agreed reward for the whole class. This facilitates the development of co-operation, teamwork and a shared sense of purpose throughout the class.

If pupils display inappropriate behaviour affective statements should be used to correct the behavior before other sanctions are applied.
See Appendix One for more details of the operation of Rainbows/ladders

Home-School Agreement

Where school and home are able to work closely together with real commitment, shared values and shared expectations, children develop a sense of responsibility and a positive attitude to learning. When their learning is supported by parents/carers and other family members, out of school time children make much better progress at school and are more likely to become successful and responsible adults in later life.

The following expectations are intended to be a serious commitment between the school, parents and each child in order that every child is able to achieve their personal best.
Adults in School will:

- Support and develop the faith beliefs and spirituality of each child
- Value and respect each child as an individual.
- Listen, be open and welcoming.
- Encourage high expectations and pride in achievement
- Recognise and praise progress and achievement
- Inform parents of the progress and welfare of their child
- Provide a safe and caring environment in which to work
- Listen to parents' views and concerns

Signature _____*(Headteacher)*

Parents will:

- Support the school in its Vision, Aims and Values
- Ensure their child's regular and punctual attendance

- Support their child in the school work that they are expected to do at home
- Communicate with the school if there are circumstances which may affect their child
- Attend parents evenings and discussions about their child's progress
- Have high aspirations for their children and encourage them to be the best that they can

Signature _____*(Parents/Carers)*

Pupils will:

- Be polite and helpful to others at all times
- Respect and follow the values of the school
- Be punctual, well prepared and ready to learn.
- Look after their own, other people's and school property.
- Try their best and work hard
- Make the right choices about their own learning and that of others.

Signature _____*(Child)*

Together we will-

- Support and encourage children in all areas of school life.
- Develop a love of learning.
- Promote mutual respect.
- Nurture children into becoming responsible, successful members of the community.

APPENDIX 1: Classroom Rewards and Sanctions

Weekly Awards

Weekly awards are given out each week in Key stage assemblies (Tues KS1 /Wed KS2)
All parents are very welcome to attend these assemblies..

Special Work Awards
Each class teacher selects a small group of children who have been working hard. These children are presented with a certificate in special assembly.

In Key Stage One Weekly Certificates are presented to one child in every class for the following things:
Golden Bear (Lunch time manners)
Good Homework (learning logs)
Good work across the curriculum
BLP certificates – behaviour and attitudes

Key Stage 2 weekly Incentives

House points - are totaled weekly. Children in the winning house leave the classroom first at play times.
Each half term the house with most collective points receives a 'treat' negotiated with the winning house.

An attendance cup is given to the class in each Key stage with the highest attendance for the previous week.

Termly Awards

Termly awards are used to recognize and reward children whose learning behaviors' and general attitudes reflect the core values of the school over a sustained period.

At the end of each term class teachers will choose children for the following awards:

Best presentation
Most improved presentation
Most Responsible learner
Most improved learner
Most caring /most thoughtful Pupil

Parents are invited to the special end of term assembly to see their child receive their award.

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Key Stage One Behaviour Incentives

Rainbow

AllF/KS1 classes will display a Rainbow in the classroom with a cloud on one side and a sunshine on the other side. Each child will have a small name card for use on the rainbow. In accordance with the Christian ethos of our school, each day is a new start for children. At the start of each day all children's names are placed on the rainbow

Where children display exceptionally good behaviour or attitudes their name will be moved onto the sunshine.

Conversely, where a child displays poor behaviour or attitude and affective statements/restorative approaches have not improved their behaviour, the child's name will be moved to the cloudy side. In keeping with the Christian ethos of our school all children should be encouraged to redeem themselves before the end of the day and aim to be at least back on the rainbow before hometime.

Key Stage Two Behaviour Incentives

Housepoints

There are 4 houses - Oak, Ash, Holly and Willow. Housepoints are given to children who set a good example in behaviour, manners or work. These are recorded as a tally chart in each classroom divided up into the houses by colour so children are aware of their house and the contribution being made by others in their house.

Housepoints can be awarded for any examples of good behaviour or attitude. They should be easier to attain, and more immediate than special book entries. A running total is recorded on the special board in the hall each week and celebrated in weekly special assembly. The winning team each week will be allowed to leave the classroom first at play times.

At the end of each half term house points will be totalled and the winning house will be awarded a cup which will be adorned with the correct ribbon and displayed on the worship table. A small treat will also be organised for the winning house.

Golden Time

All classes will be rewarded with up to 30 minutes of 'golden time' to be arranged by the class teacher. Minutes can be lost from choosing time if a child is not at the appropriate point on the behaviour ladder at the end of a day. Those children who have lost minutes from golden time will go to another classroom for the lost minutes, or a suitable arrangement will be made within the year group dependent upon the numbers of children involved. Children who have lost golden time will be expected to reflect on the reason for their having lost time during this period.

The Behaviour Ladder

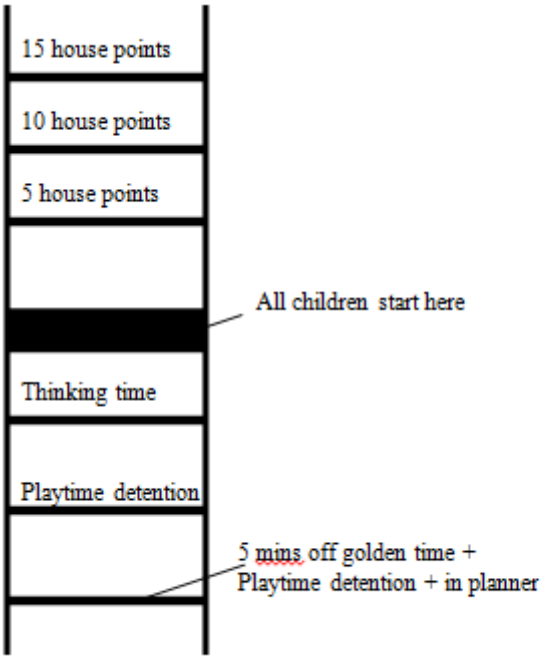
All KS2 classes will display a behaviour ladder in the classroom. Each child will have a small name card for use on the ladder. In accordance with the Christian ethos of our school, each day is

a new start for children. At the start of each day all children's names are placed on the centre rung of the ladder.

Where children display exceptionally good behaviour or attitudes they may be rewarded with 5 housepoints and be promoted to a higher rung on the ladder.

Conversely, where a child displays poor behaviour or attitude and affective questions/restorative approaches have not improved their behaviour, the ladder will be used to apply sanctions. After due warning a child's name will be moved down to the 'thinking' rung, followed by further descent if behaviour does not improve.

Again, in keeping with our school's Christian ethos, children are able to (and should be encouraged to) redeem themselves before the end of the day if possible and progress back up the ladder at least to the central rung. Children who do not redeem themselves through improving their behaviour/attitude by the end of the day will lose part of their choosing time for that week.



Green Behaviour Report sheets are used for children who are below the bottom rung at the end of the day. They are also used for children who have 3 playtime detentions within 1 week. These are administered by class teachers. Class teachers must contact parents to inform them and explain parents' responsibility to discuss, sign and return the sheet daily. Assistant Head Teachers must be informed when a child goes onto a green report.

Where children are on green reports for 2 consecutive weeks without improvement they will be put on a red report. At this stage Key Stage leaders will contact parents to arrange a meeting. Children on red reports must take their sheet to a member of the leadership team at the end of each day.

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APPENDIX 2 Lunchtime Rewards and Sanctions

Over the lunch time period staff may continue to recognize behaviour and attitudes which reflect the core values of the school. Where children demonstrate good behavior and attitudes they are given a green reward slip. On returning to the classroom this will be given to the teacher who will ensure that the child is put on the sunny side (F/KS1). In KS2 a green slip for outstanding behaviour will be rewarded with 5 housepoints and promotion on the ladder. Smaller examples of good behaviour and attitude may be rewarded with 1 – 3 housepoints which will be marked on the green slip.

Where a child's behaviour or attitude is unacceptable, affective questions/restorative practices will be used where possible to resolve the situation. If restorative interventions have had no impact to improve the behaviour, lunchtime staff will give a grey or red slip to the child's teacher at the end of lunch time.

- Unkind
- Mean
- Joined in with a issue/conflict

Grey slip

- Aggressive
- Fighting
- Racial

Red Slip

Class teachers will then address the concern with the class at the start of the afternoon session. Lunchtime staff affected by the behaviour will be invited to stay to participate in circle time if possible.

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APPENDIX 3

Positive Handling Strategies

In exceptional cases where pupils display particularly challenging behaviour, it may be necessary to employ positive handling strategies. This would normally be for a child's own safety, or to ensure the safety.

In order that staff deal with all types of behaviour in a professional, calm and efficient manner Leadership team, most KS2 staff, HLTAs and lunchtime staff have been trained in the 'Team Teach' approach.

Team Teach is a structured, non – violent, staff development programme which promotes:

- Effective, safe, verbal, non – verbal, positive and protective techniques, set within a whole school holistic response to behaviour management.
- An acceptable and appropriate response to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and safety for all.
- Positive and protective handling strategies carried out in a safe and therapeutic manner, maintaining calmness, control and dignity, using skilled de-escalation interventions.

The purpose of a Positive Handling Strategy is to provide the minimum necessary external controls to ensure the safety of people and property. Team teach training enables the member of staff to 'see beyond the behaviour' and not respond emotionally, remaining calm, composed and professional.

Basic Principles

- A minimum of two staff should be involved if a serious situation develops.
- The minimum amount of force is used for the shortest possible period of time.
- All other behavioural management strategies are used before physical intervention.
- A gradual, graded response is used commensurate with the situation, task and individuals involved.
- Verbal communication should be maintained throughout to sustain and utilise positive relationships.
- It is important for staff to have a range of 'move away and release' techniques in a serious situation when health and safety is at risk.
- Staff support one another.
- Following a restraint there is a support and reflective structure in place for all the individuals involved.

- **All** incidents involving restraint are reported and recorded using the 'Physical Intervention Report' available from the Deputy Head Teacher **All** staff involved in the situation whether actively or as an observer must sign the report to indicate it is an accurate account of events. The situation is then monitored and evaluated by the staff involved, the class teacher, a senior member of staff and the Headteacher.
- Parental involvement in this process ensures cohesive support for the child and parents' full knowledge and understanding of incidents, which may link to Special Educational Need procedures and provision.

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APPENDIX 4

Physical Intervention Report

Date: ……..…… Time: ……..….. Place: ……..

Pupils(s) involved: …….

……..

Adult(s) involved:……...

……..

Antecedents:

Behaviour:

Intervention:

Consequences:

Review with child (As soon as possible when the child is calm and above to identify more appropriate behaviour)

Date: ……. Time: ……..……..

Signature(s) of all staff involved:

Head teacher's signature: ……..

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APPENDIX 5

Policy for Dealing with Incidents of Bullying

Bullying in Schools – An Introduction
It is essential that our approach to dealing with incidents of bullying in school is seen as an integral part of our Restorative Practices Policy. This approach is aimed to minimalise poor behaviour and therefore reduce incidences of bullying. Bullying behaviours can take a verbal or physical form and are prolonged, sustained or recurring and involves some of the same children. Staff in school need to be aware of patterns of behaviour which looked at, over a period of time, would be construed as bullying.

Anti-Bullying is taught as part of the curriculum and through key stage and whole school assemblies. Teaching about bullying and anti-bullying through the curriculum has the advantage of introducing the issue progressively from a young age, and in lots of imaginative ways. It also allows staff to respond to the learning styles of different individuals and groups of pupils. In doing this it raises awareness, creates a safe environment to discuss and explore bullying related issues and can develop pupil empathy.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

All allegations of bullying, even where investigation determines that bullying did not take place, will be logged on the school information management system and records will be monitored by learning mentors each half term in order that any emerging patterns are identified as soon as possible.

Bullying – A definition relating to children in our school:

The Anti-Bullying Alliance (2010) includes the following principles in its definition of bullying:

- bullying behaviour deliberately causes hurt (either physically or emotionally)
- bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves)

Bullying is not:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoyed

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Types of Bullying
Bullying includes a wide range of repetitive behaviours with the intent to cause harm. For example name calling, offensive comments, hitting, kicking and shoving, theft or harm to belongings, graffiti, coercion, spreading of harmful messages through gossip, sending or spreading messages and images through mobile phones and the internet, deliberate exclusion from play and isolation.

Bullying linked to prejudice and discrimination Bullying can also be linked to prejudicial behaviour or targeting of certain individuals or groups – for example homophobic bullying, bullying of children with special educational needs and disabilities, bullying related to health conditions and allergies, bullying related to race and religion, bullying of children in care, bullying of children who care for their parents or their siblings (young carers), and gender based bullying (e.g. transphobic, sexual and sexist bullying).

Bullying related to appearance We also know that children and young people can be subjected to bullying related to their physical appearance (e.g. weight, height, disfigurements, hair, teeth, skin conditions, glasses and clothes).

Sexual bullying Sexual bullying is any behaviour with a sexual element that is harmful, non-consensual and repeated. For example this could include sexual comments and name-calling (which may be gender related or homophobic), spreading of sexual rumours, use of technology to spread sexual gossip, comments or images, exposing body parts and non-consensual touch.

Cyberbullying The development of internet and mobile phone technology has provided different tools and methods for bullying others that we call cyberbullying. However, fundamentally it is driven by the same behaviour and motivation as any form of bullying. Cyberbullying can include sending or posting of harmful messages, comments and images online or through mobile phones, exclusion form social networking and impersonating of others to cause harm.

Involving Parents
Parents of a victim or perpetrators of bullying will be informed by the school of what is happening and how things are being dealt with and monitored in school. In severe cases of bullying sanctions would be implemented up to and including fixed term exclusions.

Where bullying has been reported or identified as having taken place a restorative practice approach should be used to resolve the issue in the first instance.

The teacher arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying.

Following a restorative practice circle and agreements being made with children or a resolution being found, staff meet with the children on a regular basis to monitor continued success and pupil well being. This may need to be a check in meeting after every playtime.

Monitoring
The following strategies for monitoring would be used as appropriate:

1. Class teacher or learning mentor to check in with the child after every playtime
2. Circle of friends may take place e.g. twice a week.
3. A formal weekly meeting with a senior member of staff.
4. Solution focussed approach
5. Reward charts

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Where small steps to improvement are needed a solution focussed approach is taken using "scaling". This is a very powerful means of enabling children to articulate the change they want to see and identify the next step towards these goals. This can be used to help staff identify and bring about changes in behaviour, with individuals and groups of children. Wider constraints such as pupil background, age, resources etc need to be taken into the account because we are trying to bring about changes sometimes despite these constraints, not to use them as an excuse for inaction. The following is an example using scaling, which is a strategy that is often used in solution focused work.

On a scale of 1-10 where 10 is brilliant and 1 is really bad, how do you feel now?

The following are the kind of questions that elicit existing strengths and good practice:

What makes it a 6 (and not a 5)?
What do we notice the children doing that tells us it is a 6 (and not a 5)?
What have we done that has helped it get as far as 6?
How do we manage to keep it at a 6?
How do we succeed in getting back to a 6 if it falls below?
What will be different when it is 7?

Our core values are instrumental in adopting a pro-active approach to the development of higher values.

It is important that throughout this process good quality communication between parents, staff and children is established and maintained.

Up to date information is regularly downloaded from the following websites:

- www.abatoolsforschools.org.uk (Anti-Bullying Alliance)
- www.kidscape.org.uk

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Appendix 6
Non-Negotiables related to behavior management

Core Values

1. **Respect**
2. **Compassion /Kindness**
3. **Honesty**
4. **Responsibility**
5. **Enthusiasm**
6. **Happiness**

Behaviour expectations around school/Playground

Circle Time

- Circle time will be held each morning at 8.45 a.m. when the register is completed
- Circle time at the end of each day (3.05 p.m. – children need to be ready to leave at 3.15 p.m.)

Lining up –

- Classes line up after each play time – teachers/TAs must be out when bell rings to ensure that children line up
- Children line up in register order (this trains them for fire evacuation routine)
- Children walk in single file and keep to footpaths
- Teacher/adult always at head of line to ensure that children walk sensibly
- Adult stops at sensible points (e.g. each set of doors) to ensure that all children are walking as expected in single file
- 1 adult per year group to supervise cloakrooms until all children outside / in class

Classroom expectations

- Children should not line up in corridors before entering classrooms
- 1 adult to supervise children entering classroom
- Children expected to enter classrooms quietly at start of lessons children (KS2) stand behind chairs until teacher asks them to sit (unless circle time)