The Cornovii Trust

Pear Tree Primary School

incorporating PiPs

Before and After School Club

Behaviour & Relationships Policy 2026-27

(Including Anti-bullying)

'Being Our Best Selves'

Date agreed	September 2026
Date for review	September 2028
Headteacher	Nikki Casey
Chair of Governors	Jo Hillman
Signed on behalf of the Governing Board by Name:	Signature: Date:
Signed on behalf of the school by: Nikki Casey	Signature:  Date:

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour and Relationships policy is therefore designed to support the way in which all members of the school work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school and PiPs Club have three rules. This policy aims to promote positive relationships and positive behaviour.

Through this policy we aim to show: consistent, calm adult behaviour. As adults we give: first attention for the best conduct, scripting for difficult interventions, structured routines for all. Restorative practise in order to support pupils make positive choices in behaviour.

Our Vision and Values:
Pupils at Pear Tree Primary School will demonstrate:

P – Positivity
E – Empathy
A – Aspiration
R – Resilience
S – Strong sense of community

All pupils will follow the school vision of 'Being our best selves'

Our Golden Rules:

- Be Ready
- Be Respectful
- Be Safe

The children create a class charter at the beginning of the year and revisit it regularly. Photographs show the children what 'Be Ready', 'Be Respectful' and 'Be Safe' looks like within the classroom, but also around the school too for example walking in corridors is an example of 'Be Safe'.

Supporting Relationships:

We aim to support pupils to achieve these values and follow these rules by adopting the following strategies. These are based primarily on building relationships between all people within our school community. Using the PACE model.

P – Playful – engage and make relationships
A – Acceptance – it is ok to feel
C – Curious – what is causing this emotion
E – Empathetic

Emotion Coaching

Emotion coaching is about helping children to become more aware of their emotions and to manage their own feelings particularly during instances of misbehaviour. Through repetitive, consistent and empathetic Emotion Coaching, the ability of a child to regulate their emotions is promoted.

The Key steps are:

1. Recognise the emotion and empathise
2. Label and validate the emotion
3. Set Limits
4. Explore and agree to positive solutions

Restorative Practice

Restorative Practice is a 'way of being' where the focus is on building strong, meaningful, trusting and respectful 'relationships', and repairing relationships when difficulties or harm arises. Strong meaningful relationships are formed when we work alongside people. Restorative Practice helps to repair relationships between peers and helps pupils to reconnect with staff.

This works alongside emotion coaching and is part of Step 4:

Ask:
What happened?
Who was affected?
What were you feeling?
What were others feeling?
How can we make things right?

For pupils with Special Educational Needs restorative practice may take a different form and strategies such as comic strip conversations, sand play and 'show me how you feel'

During Restorative Practice it is important to be an active listener.

- Attune – match the children's emotional intensity – connect with their pain, sadness and anger
- Ask – Have I understood correctly? Help me to understand? I felt moved when you said ... That sounds ... This is my drawing of what you said ...

Use WINE:
I wonder ...
I Imagine
I Notice
Show empathy

Rewards

We praise and reward children for good behaviour choices in a variety of ways:

- The positive relationships between adults and children is powerful. Verbal praise and recognition are key to building trusting positive relationships between staff and children.
- Always end lessons with positive praise for pupils – effort not ability.
- We distribute "class pears" to whole classes. This can be to acknowledge whole class effort, kindness, resilience, independence and at all times reflect our Pear Tree Values and rules: Be Ready, Be Respectful, Be Safe.
- River Family points – these are monitored through 'Keep the Score', are given for individuals who show the PEARS values.
- Weekly certificates – these are given out by teachers in Celebration assemblies each week based on the assembly theme from the start of the week. These pupils are then invited to have afternoon tea with the headteacher.
- A Headteacher's award is given to pupils who have exceeded expectations. This is given out each week to one or two pupils.

The school acknowledges all the efforts and achievements of children, both in and out of school. We invite information regarding children's achievement out of school, for example, music or swimming certificates. These are presented in weekly assemblies.

Sanctions:

The school and club uses the behaviour steps as set out in 123 Magic programme (Thomas W. Phelan)

'1-2-3 Magic' is a behaviour management programme which provides a clear and precise structure for managing the low-level disruptive behaviours. It focuses on clear consistent instructions, It ensures that adults remain consistent and calm. Respond to poor behaviour choices with deliberate calm.

Here's how it works:

Step 1 – I notice that you are (name the unwanted behaviour) and then remind the child of the rule. If you continue to xxxxxxxx then you are choosing to go on a 'one'.
Step 2 – The child choose to continue with unwanted behaviour. Adults say "That's one, "name of child". Stop there - no more talking and say this in a calm but firm manner. Make sure you look directly at your child when you say this. When counting, wait about 5-10 seconds in between to give the child a chance to self-correct.

Step 3 - Child acts out again - you say, “That’s two, “name”. Again, no more talking or showing emotion. Avoid engaging the child in an argument. Depending on the behavioural reason and scenario, the child may receive a 2-minute time out in the classroom
Step 4 - Child acts out again- you say, ‘That’s three”. The child then misses 5 minutes of their playtime. As with step 3, depending on the behaviour shown, the child may be sent to a member of the SLT, who may decide to ring parents to discuss the behaviour.

Restorative practice must be used when a child has been on a three. Be curious – why is a child making these behaviour choices?
In cases of higher levels of negative behaviour. Use a scripted conversations – depending on the behaviour.

1. You need to understand that every choice has a consequence. If you choose to xxxxxxx then this will happen. If you choose to xxxxxx then this will happen.
2. Do you remember yesterday when you helped me to tidy up. That is who I need to see today.
3. I do not like your behaviour. Your behaviour is upsetting and dangerous. I don’t like your behaviour but I believe you can be a success.

In cases where a child hits or swears, you immediately go to 5 minutes of playtime lost. They don’t get multiple chances to hit or swear at others. In this case, it is important to explain to the child that a specific word is not acceptable. Many children will repeat words they hear from others but might not know the meaning of the word or its inappropriateness. Parents will be informed of an immediate three.

Restorative practice must be used following incidents.

Behaviour Curriculum

We believe it is important to explicitly teach our expectations and routines for behaviour so that children always know how to behave and do so consistently. Through our behaviour curriculum, we set out which behaviours should be taught, expectations of staff modelling these and how often they should be recapped. We want our pupils to understand how and why we behave, and to have frequent opportunities to practise doing so, in order for these behaviours to become intrinsic in their day to day lives. Our behaviour curriculum is designed to be accessible for pupils from Reception to Year Six and is adapted to suit the needs of all pupils including those with SEND and other additional needs – we want every child to succeed. This Behaviour Curriculum has been created by all staff, in line with the EEF research on ‘Improving Behaviour in Schools’. It has also been informed by Paul Dix’s book, ‘When the Adults Change, Everything Changes.’

Our Behaviour Curriculum can be found in the appendix.

The role of staff (including PiPs staff)

It is the responsibility of all staff to ensure that the school rules are enforced in their classes, in club and that their classes and club behave in a responsible manner during lesson or the less structured club time. Children are explicitly taught how to behave during assembly, PHSCE and circle time lessons. The learning is planned. The PHSCE policy is supported by the materials in the PSHE curriculum, KiVa and other products.

Staff in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work and play to the best of their ability.

Staff treat each child fairly, and enforce the 3 golden rules consistently The teachers, PiPs staff and teaching assistants treat all children in their classes and Club with respect and understanding.

If a child misbehaves repeatedly in class or club, the class teacher/PiPs manager keeps a record of all such incidents. In the first instance, the class teacher or PiPs manager deals with incidents him/herself in the normal manner. Persistent misbehaviour will be discussed with parents. However, if misbehaviour continues, the class teacher, PiPs staff or support staff seeks help and advice from the SENCO, the deputy head teacher or the headteacher. There are higher sanctions that will be applied for very poor behaviour such as indoor supervised playtimes only. Children with severe behaviour difficulties will have a personalised improvement plan designed for them by the SENCO, headteacher and class teacher such a plan will be extended to PiPs if parents and staff feel this is an appropriate course of action

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education outreach worker or SENCO. The class teacher will also liaise with PiPs if this applies to the child involved.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This is also the case for children attending PiPs club but understanding that the format of club is not the same as school and is more play based. Behaviour expectations whilst following school rules reflects the greater freedom pupils have when attending PiPs.

The end of year report lets parents know about their child's attitude and skills as well as behaviour for learning and socialising and each is differentiated according to age. PiPs does not issue end of year reports.

The role of the head teacher

It is the responsibility of the head teacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

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

The head teacher monitors records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school and PiPs collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We explain the school and PiPs rules (123 Magic) and we expect parents to read them and support them. They are in the children's reading diaries and part of the pack which new starters to both the school and club are provided with.

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have ongoing concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher or PiPs staff. If the concern remains, they should contact the head teacher or in the case of PiPs, the PiPs manager. If they are not satisfied at this point they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented that follows the school's complaint procedure.

The role of governors

The governing board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school or from PiPs club but sometimes this may be necessary. This will only be operated in conjunction with DFE guidelines and legislation. (See Suspensions & Exclusions Policy)

Only the head teacher (or the acting head teacher) has the power to exclude a child from school. The PiPs manager has the power to exclude a child from club but this decision must be taken after consultation with the head teacher. The head teacher may exclude a child from school for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the head teacher may exclude a child permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. This is the same for children attending PiPs club but parental contact will be made by the PiPs manager in consultation with the head teacher. At the same time, the head teacher 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 head teacher informs the LA and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing board itself cannot either exclude a child or extend the exclusion period made by the head teacher.

The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the head teacher must comply with this ruling.

Drug and alcohol-related incidents

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and send the medicine in with an adult. This should be taken directly to the school office for recording and safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or TA.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be punished by a temporary exclusion. The child will not be readmitted to the school until a parent or guardian of the child has visited the school and discussed the seriousness of the incident with the head teacher.

If the offence is repeated the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

Searches:
If a child is suspected of carrying a prohibited item in school, a Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL), of the same sex, will carry out a search with a witness (also of the same sex). The search can be carried out without parental consent. Prohibited items include: knives, tobacco products, alcohol, illegal drugs or stolen goods. These items can be confiscated. During the search, children will not be asked to remove their clothes, other than outer clothing such as a coat or jumper.
For further information refer here: Searching, Screening and Confiscation

Monitoring and review

The head teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records concerning incidents of misbehaviour on CPOMS. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details of any incident to class teachers and CPOM if necessary. Governors are kept informed of monitoring outcomes.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing board will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background, gender, sexual orientation etc

Anti-Bullying Policy

Bullying has a negative effect on all those involved: the target, the perpetrator and the bystanders. We want all pupils to be healthy; stay safe; enjoy life; achieve their full potential; be interested and fully involved in the community they live in. In particular, pupils should expect to:

- Be able to grow and develop in safety and free from prejudice and discrimination
- Be listened to and have their views taken into account
- Be treated with respect
- Belong to and be valued in our school community and beyond
- See their needs and interests at the heart of everything we all do

This policy outlines how we aim to prevent bullying from arising, whilst also providing clear procedures that help to tackle bullying if it does occur. It refers to all forms of bullying - relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, prejudice-based and discriminatory bullying, the use of cyberbullying and child on child abuse.

What is Bullying?

- "Bullying is the repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." Diana Award Definition of Bullying 2019
- Bully – Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes targeted actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose.
- Victim - A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, ability to counteract or stop the harmful behaviour Sometimes pupils hurt each other by accident.

A fight, falling out or isolated incident between two pupils of equal strength and status is not bullying. When such incidents arise, the school will deal with these in line with our behaviour policy.

Types of Bullying:

1 Emotional: Being unfriendly, excluding, tormenting, threatening gestures
2 Physical: Pushing, kicking, hitting, punching or any use of violence
3 Racist: Racial taunts, graffiti
4 Sexual: Unwanted physical sexual contact or sexually abusive comments
5 Homophobic: Because of, or focussing on the issue of sexuality
6 Verbal: Name-calling, sarcasm, spreading rumours, teasing
7 Cyber: All areas of internet, such as email, internet chat room misuse, mobile threats by text messaging & calls. 8 Misuse of associated technology: i.e. camera and video

KIVA

At Pear Tree Primary School we use the KiVa Bullying Prevention Programme to help prevent all forms of bullying. The KiVa 'curriculum' is taught to all classes in Key Stage 2. During lessons the children typically learn about respecting others, including everyone, how to function in a group and how to help someone who is being bullied. The goal of the curriculum work is to educate students about their role in stopping bullying. Instead of being 'silent approvers' or 'assistants to the bully', children start to support the victimised child, developing a shared sense of responsibility within the class. At the end of each lesson, each class develop and agree on an anti-bullying class rule.

If a child threatens, hurts or bullies another child, a member of staff records the incident and reports it to the KIVA leads and the child will incur sanctions and support in order to change the behaviour. If a child repeatedly acts in a way that disrupts or upsets others, the KIVA team lead will discuss the matter with the head teacher and a meeting will be arranged with parents with a view to improving the behaviour of the child. Repeated incidents of dangerous behaviour may result in exclusion (fixed term) while the school devises a plan to keep the children safe and to change the behaviour of the excluded child.

Role of the head teacher

It is the responsibility of the head teacher to implement the school anti-bullying policy, and to ensure that all staff are aware of this, and know how to identify and deal with incidents of bullying. The head teacher reports to the governing board about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The head teacher monitors the implementation of the KiVa curriculum, which covers bullying prevention and recording and actions.

The head teacher ensures that all staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The head teacher ensures that pupils are aware of who they can go to if they feel they are experiencing or have witnessed bullying.
This is a KiVa school and the KiVa process of indicated actions deals with any identified incidents.

The KIVA coordinator is Mrs Boughey.

Role of the pupil

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. The children are taught to report bullying.

Curriculum

Anti-bullying awareness and social skills are included in PSHE and Citizenship programmes often delivered in circle time. MyHappymind+ is used to deliver the PSHE curriculum and this includes content that explicitly teaches children how to develop and maintain healthy relationships. We also use the KiVa materials, which provide a structured progressive curriculum through Key Stage 2, and Dina materials in KS1.

PSHE is used by staff and if required, PiPs staff to:

- Identify problems.
- Analyse.
- Solution.
- Present solution.
- Review solution.

Pupils need to be encouraged to be assertive from an early age. This can be practised in role-play in circle time in order that they become familiar with techniques to use.

Pupils need to be made aware that observing bullying requires a response.

Pupils can:

- Make sure that no one is left out of a group
- Ensure that they do not smile or laugh at bullying
- Tell a member of staff
- Tell the bully (bullies) to stop
- Show that they do not approve
- Make verbal assertive statements (e.g. “I don’t like you doing that”)
- Resist manipulation and threats
- Leave a bullying situation
- Enlist support from others
- Boost own self-esteem
- Remain calm in a stressful situation

Role of governors

The governing board supports the head teacher in all attempts to eliminate bullying from our school. The governing board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing board responds within ten days to any request from a parent to investigate incidents of bullying. In all cases the governing board notifies the head teacher, and asks him/her to investigate the case, and to report back to a representative of the governing board.

Role of the staff

All staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Staff keep records of all incidents that happen in their class, and that they are aware of in the school. PiPs staff will also keep written records and consult, when required, with the KIVA leads for the school. If teachers witness an act of bullying, they will refer it to the KiVa teams.

Staff do all they can to support the child who is being bullied. This may involve emotional support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. Any concerns around bullying are reported to the head teacher and parents are informed. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external agencies.

All members of staff attend Kiva training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

Role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the head teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as listed on the school website.

Parents have responsibility to support the school's Anti-Bullying Policy, actively encouraging their child to be a positive member of the school.

Child on Child Abuse

As part of our PSHE curriculum, we aim to not only raise children's awareness of positive relationships within the community, family, school and with their peers, but by doing so, alert

children to relationships that may be harmful. RSHE is taught as part of PSHE and KIVA (in Key Stage 2).
Child on Child abuse definition – see Child Protection and Safeguarding Policy.

Monitoring and review

This policy is monitored by the head teacher, who reports to governors on request about the effectiveness of the policy.

This Anti-Bullying Policy is the governors' responsibility and they review its effectiveness annually. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic bullying or bullying directed at children with disabilities or special educational needs

Definitions:
PSHE – Personal Social and Health Education
RSHE – Relationships, Sex and Health Education

Organisation

The governors' board reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing board receives recommendations on how the policy might be improved.

Links with other Policies and National Legislation:

- This policy is linked to the following policies and legislation:
- Child Protection and safeguarding Policy
- Online Safety Policy
- Cheshire East Bullying Prevention Strategy
- Suspensions and Exclusions Policy
- Keeping Children Safe in Education 2026
- Behaviour and Discipline in Schools: Advice for Headteachers and School Staff
- Behaviour in Schools: Advice for Headteachers and School Staff 2024
- The Equality Act 2010
- Exclusion from maintained Schools, Academies and Pupil Referral Units in England 2024
- Suspension and Permanent Exclusion from Maintained Schools, Academies, and Pupil Referral Units in England, Including Pupil Movement
- Restrictive interventions, including us of reasonable force, in schools
- Supporting Pupils with Medical Conditions at School
- Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies

Appendix

Pear Tree Primary School

Behaviour Curriculum

Half-Termly Overview:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Bootcamp & ongoing explicit teaching of expectations **Classroom routines:** STAR sitting No Hands Up 1,2,3 (Tight Transitions) Signal for Silence STEP to Politeness 5Bs for independence **Around School:** Wonderful Walking	**Revision of Routines and Expectations** Teachers to recap as necessary. SLT to identify any areas for development.	**Behaviour Reboot & ongoing explicit teaching of expectations** **Classroom routines:** STAR sitting No Hands Up 1,2,3 (Tight Transitions) Signal for Silence STEP to Politeness 5Bs for independence **Around School:** Wonderful Walking	**Revision of Routines and Expectations** Teachers to recap as necessary. SLT to identify any areas for development.	**Behaviour Reboot & ongoing explicit teaching of expectations** **Classroom routines:** STAR sitting No Hands Up 1,2,3 (Tight Transitions) Signal for Silence STEP to Politeness 5Bs for independence **Around School:** Wonderful Walking	**Revision of Routines and Expectations** Teachers to recap as necessary. SLT to identify any areas for development.

Our School Rules

Pupils will be explicitly taught the three key rules of the school and know examples of what these look like in different school contexts.

Be Ready	Be Respectful	Be Safe
Wear the correct uniform Arrive at school on time Have the correct equipment Tidy up your own workspace and the classroom Show good sitting Give the adults 100% of your attention when required Work hard on the tasks you are given Follow adults' instructions Use the toilet during break times (adjustments may need to be made for some children) Complete your homework.	Say please and thank you Hold doors open for others Wait for an adult to pass through Talk kindly to others Use a calm and polite tone of voice Take turns when talking Value differences At lunchtime, finish your mouthful before speaking Say good morning/afternoon to adults Respect others' right to learn Look after school property Follow adults' instructions Greet your adult in a positive way at the end of the day Accept responsibility if you make a mistake and say sorry	Follow adults' instructions Walk through corridors and in the school building Dismount your scooter or bicycle at the school gate Use equipment safely Stay safe online Communicate in a calm and respectful way Play games that do not become too physical Know who to ask for help Sit safely and be mindful of those around you

Inclusion and Adaptations

While this curriculum is intended for all children, it will be applied differently in different year groups depending on children's ages and may be applied differently to take account of individual SEND needs. For example, children with Autism may find it very uncomfortable to maintain eye contact with adults. Reasonable adjustments must be made, and sensitivity applied, when teaching the behaviour curriculum.

Behaviour Routines	
STEP to Politeness	
Why?	In order to show respect to everyone and understand how to be a positive member of the community.
What this looks like:	1. **S**mile 2. **T**hank you 3. **E**xcuse me 4. **P**lease
Exceptions:	There may be specific children with additional needs who feel uncomfortable or are unable to use the above.

STAR sitting	
Why?	In order to maximise learning, children must pay attention in class. There are 4 key behaviours for learning that should be demonstrated.
What this looks like:	5. **S**it up 6. **T**rack the speaker 7. **A**sk and answer questions 8. **R**espect everyone
Exceptions:	There may be specific children with additional needs who will not respond to being tracked or tracking.

Tracking	
Why?	Everyone has a voice and valuable opinion, everyone matters.
What this looks like:	1. Adult says 'track' and names the person who should be tracked ('me' if the adult is the one to be tracked). 2. Children turn to face the person speaking. 3. Children make regular eye contact.
Exceptions:	Certain children with ASD. Certain children who are particularly shy (perhaps due to a situation/experience in life) should be given a hand signal to be able to not be tracked.

Signal for Silence

Why?	In order to listen carefully and before transition times, it is important that everyone is silent so everyone knows the expectations.
What this looks like:	1. Adult raises hand. 2. Children stop their conversations (voices off, hands free). 3. Children raise their hand. 4. Adult gives non-verbal praise to children doing the right thing (e.g. thumbs up). 5. Children track the teacher
Exceptions:	In EYFS and the hall at lunchtime singing for attention or the use of a sound to gain attention to be used at the same time as a hand up.

Tight Transitions	
Why?	Transition times (moving to another space in the classroom, transitioning to playtime, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet.
What this looks like:	1. Adult uses Signal for Silence routine (voices away, hands free). Wait for **all children** to do this. 2. Adult to show 'one' by holding 1 finger up - children are 'hands free', continue to track the adult. 3. Adult to show 'two' by holding 2 fingers up - children stand up and tuck chairs in (if they have them), continue to track the adult. 4. Adult to show 'three' by holding 3 fingers up – children move into the line (agreed order) and continue to track the adult.
Exceptions:	Moving from one small group to another small group may not require a tight transition.

Wonderful Walking	
Why?	Moving around the school must be calm and quiet to ensure children are aware of where they are going and so that other people at the school are not disrupted by the movement.
What this looks like:	1. Adult to follow Tight Transitions routine. 2. Children line up in a routine order that has already been established by the teacher. 3. Adult leads the line. 4. Everyone walks in single file (one behind the other), without talking, hands out of pockets, without leaning on walls. 5. Everyone keeps to the left.

Exceptions:	Sometimes small groups will be out of class.

5Bs for Independence	
Why?	In order to maximise learning and achieve their potential, children must learn strategies to increase their independence when they come across a barrier to their learning. This is an important lifelong lesson.
What this looks like:	1. Brain – think – do you know the answer to the question? 2. Board – is there anything on the board or working wall that could help you? 3. Book – look back in your book – is there anything in there that can help you? 4. Buddy – can a friend help you? 5. Boss – once you have done steps 1-4, you can ask an adult in the classroom.
Exceptions:	EYFS children who are still learning to be independent and/or children special educational needs where independence is a challenge for them.

Entering and Exiting Assemblies	
Why?	Assembly time is a quiet time for discussion and reflection. Multiple year groups entering the hall at the same time means that we all have to take responsibility for each other and keep people safe.
What this looks like:	1. Children enter in lines Wonderful Walking. 2. Children all stand in a row tracking the adult until the whole class has entered. 3. Adult uses a non-verbal signal (hand palm down, swipe down) and the class sit down. 4. Children track the adult leading assembly. 5. Children sit with crossed legs, calm and quiet (hands in laps, whisper). 6. Timetabled adults to stay in assembly, sit facing the children, not the front, modelling expectations and supporting behaviour.
Exceptions:	Children with additional needs who may need to sit with the teacher/teaching assistant or exit the assembly after so long.

All adults who work with pupils will model these behaviours at all times with the view that 'If you're not modelling what you're teaching, you're teaching something different.' (Restorative Practice, Mark Finnis)

Staff must be consistent in teaching and modelling the behaviour curriculum, and shouting over an adult must never be accepted.