

Biscovey Academy

'Where Everyone Matters'



Behaviour Support Policy

Reviewed July 2023. Next review date July 2024.

Biscovey Academy is a place where everyone is valued and cared for. It is a place where views are respected and where children are at the centre. We celebrate uniqueness in each individual and encourage all pupils to flourish through a happy, safe and stimulating environment that allows everyone to meet their personal goals and full potential; intellectually, physically, emotionally, morally and spiritually.

Biscovey Academy Mission statement: To provide an outstanding, holistic education that enables all pupils to aspire greatly and DREAM big in order to reach their greatest potential.

Biscovey Academy motto: Where Everyone DREAMS big!

Biscovey Academy's values are a product of the school's mission statement and were created in conjunction with the whole school community.



Our school rules:

- 1. Be Ready**
- 2. Be Respectful**
- 3. Be Safe**

At Biscovey Academy all behaviour is understood as communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

Our expectations underline our understanding that positive, trusting relationships enable learning. Pupils spend time exploring, in an age appropriate way, what the expectations mean through a variety of ways e.g. stories, circle time, discussions, drama, photographs, dance, art, SCARF PSHE, Trauma Informed School (TIS) activities, forest school, educational trips etc. In this way, every child in the school knows the standard of behaviour that we expect from our pupils.

Aims of the policy:

- To create a culture of exceptionally good behaviour; for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, celebrates uniqueness and encourages respect.
- To promote community cohesion through improved relationships. To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioral expectations.
- Positively reinforces behavioral expectations.
- Promote self-esteem and self-discipline.
- Explicitly teach appropriate behaviour through positive interaction, PHSE curriculum and TIS work.

We consider that:

- Children have the right to learn and play in a friendly, helpful and safe environment
- Parents have a right to feel welcome and that their children are safe and well cared for
- Staff have the right to feel safe and to be treated with courtesy and respect

'The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.'

(Paul Dix 2017)

We believe that:

Consistency is the key to ensuring effective positive behaviour.

Within our **consistent culture** of excellent behaviour management, our staff will ensure:

- **Consistent language and consistent response**, with simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up**, ensuring certainty at classroom and school level, all staff taking responsibility for behaviour interventions. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- **Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating** appropriate behaviour.
- **Consistent consequences** which are defined and applied by all staff as well as following established structures for more serious behaviours.
- **Consistent, simple expectations** promoting appropriate behaviours.
- **Consistent respect** from the adults
- That they demonstrate **consistent levels of emotional control** i.e. to model and not just teach.
- **Consistently reinforced routines** for behaviour around the site.
- A **consistent environment** which displays our core values
- That we **consistently develop and share** our school rules

"The best institutions have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here"

Consistency lies in the behaviour of adults and not simply in the application of procedure.
(Paul Dix, 2017)

All staff will:

- **Meet and greet** at the door.
- Refer constantly to '**Ready, Respectful, Safe**'
- **Establish relentless routines within the classroom setting**
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use an approach that **recognises positive behaviour** throughout the day.
- Be **calm** and talk through the behaviours we would like to see and establish how we can achieve this.
- **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore**, or walk past, behaviour that falls below the standard expected. The management of behaviour is everyone's responsibility. **All** staff will engage, use positive reinforcement and support where appropriate.

Senior leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Develop and insist on a consistency in school that ripples through every interaction on behaviour.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Support staff in managing learners with more complex needs, support restorative, reflective conversations.
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Consistently follow up any reported behaviour incidents (Arbor) and check My Concern:
- Ensure 'consistency' runs through all levels of the school.
- Ensure induction of new staff in this policy.

Supporting pupils with SEND: Expectations for managing behaviour of pupils with SEND:

- For pupils their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might

find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of their provision and something that we can help them understand and manage.

- All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning education plans (IEPs) and use suggestions on these. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are getting physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour steps should be adapted to suit the needs of individual pupils. Equity is the aim for these high-needs pupils. Their individual plan and adapted expectations for behaviour should be on their Pupil Profiles which will be monitored by the SENDCO. A child's triggers for negative behaviour need to be on their individual plan so that everyone can be aware of these.

Supporting pupils with Social Emotional and Mental Health difficulties:

- Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention such as Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy. This may also result in a need for a personalised approach to supporting behaviour that will follow the overall principles but be differentiated in outcome.

Rewards and Sanctions Overview:

- Pupils must be aware of the rewards system that is in place and the consequences which are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school. This is underpinned by the Be Ready, Be Respectful and Be Safe.
- These should be clearly displayed in each classroom.
- Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour.
- Our system is flexible to take account of individual needs of the pupils.
- The emphasis of the policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

In class systems for reinforcing positive behaviours;

'Our Behaviour Horizon'.

Within each class, similar to the below scale will be displayed. All children will start on green at the beginning of each lesson. Dependent upon behaviours they will move left or right. It is crucial that this is displayed in a horizontal manner to avoid the negative connotations associated with moving 'down'.

Repair	Amber	Green	Purple	Blue	Gold
<p>Reflect!</p> <p>Time in to repair and reflect with the class teacher.</p> <p>Name removed from board.</p>	<p>Refocus!</p> <p>We can turn this around and get you back to green</p>	<p>Aim for gold!</p> <p>All start here</p>	<p>Well done!</p> <p>You are moving in the right direction!</p>	<p>Great!</p> <p>You've earned a house point!</p>	<p>Amazing!</p> <p>You've earned a gold award!</p>
<p>Help me understand...</p> <p>What happened...</p> <p>I wonder what you were thinking/ feeling at the time...</p> <p>I imagine that was...</p> <p>I imagine you felt...</p> <p>I wonder how this might...</p> <p>I wonder what we could do...</p> <p>What I'm noticing is that when x happens you do x...</p>	<p>Regulate: take some time to calm down</p> <p>Reflect: what went wrong? What can I do differently?</p> <p>Act: now it's time to do it and get back to green</p>				
<p>Physical or verbal aggression to others or directed towards the environment</p> <p>Leaving the classroom without permission</p>	<p>Leaving seat repeatedly</p> <p>Disrupting the learning of others</p> <p>Shouting out, interrupting the calm environment of</p>	<p>Ready</p> <p>Respectful</p> <p>Safe</p>	<p>Showing consideration and support for others,</p> <p>Seeking support appropriately</p> <p>Consistent effort, attention and</p>	<p>Exceeding expectations of learning</p> <p>Persevering when learning is challenging</p> <p>Demonstrating care and</p>	<p>Showing behaviour that is continually above and beyond the expectation</p> <p>Consistently being in the right place, at the right</p>

Any behaviour that compromises the safety of others within the classroom	the class		concentration	concern for others	time, doing the right thing
Bad language	Disengagement with own learning				
Mobile phones out in class					

Recognition and rewards for effort:

At the heart of our behaviour management is recognising those children who manage to consistently meet behaviour expectations as well as those who go **'above and beyond'** our standard high expectations. Each class has the power to implement their own 'whole class' reward system i.e. marbles in a jar, blocks that build in order to gain a reward such as a movie afternoon, non-school uniform day etc. This is important as it builds a sense of togetherness and team.

General rewards for individuals who manage to consistently meet our high expectation:

- Quiet word of personal praise.
- Public recognition in class or assembly.
- Sending good work to the Head of School (HOS) or another member of SLT.

General rewards for individuals who go 'above and beyond' expectations:

- House points (1 at a time).
- Weekly certificates/ awards/nominations – newsletter publication
- Hot chocolate club
- Gold award (secret and public)
- Parents informed (text, phone call, secret post card)
- HOS 'gold stickers'

Gold Awards!

25	<i>Take your place in the frame of fame!</i>
50	<i>Take your token and exchange it for a little slice of reading magic!</i>
75	<i>Golden Ticket! Hold on to your golden ticket and you will be invited to a special golden event!</i>
100	<i>£50 Amazon Voucher to be spent by the child for the benefit of the whole class.</i>



Biscovey Academy House Points



Marie Curie
Blue
Supporting Cornwall Air Ambulance



Barack Obama
Green
Supporting Children's Hospice SW



Marcus Rashford MBE
Red
Supporting Cornwall Search and Rescue



Sir David Attenborough
Yellow
Supporting the RNLI

How does it work?

Each house is now linked to a local charity. The charities have been voted on by the school community and the money raised through the house point days will go directly to them. The winning house at the end of the academic year will help to organise the end of year fayre with all the proceeds going to the winning house's charity. Over the course of the year, we will build strong links with our charities, bringing them in for special events and assemblies etc.

Autumn 1	Non School Uniform Day £1
Autumn 2	Christmas Fayre
Spring 1	School Disco £1
Spring 2	Bake Sale £1
Summer 1	Movie Afternoon £1
Summer 2	Summer Fayre

House points should be awarded regularly and consistently by every member of staff when children are displaying the academy expectations and values. For example:

- Showing respect for themselves and others by holding doors, greeting members of staff, walking through the school in a calm manner, wearing correct and neat uniform, helping a member of staff, contributing to the community.

- Showing friendship, helping others, being kind to other children such as helping a classmate who is stuck in class or hurt in the playground, being a 'buddy' to a new or more vulnerable/shy child.
- Showing responsibility by recognising when to do the right thing, even when difficult e.g. reporting an incident, taking their personal feedback on board and achieving them, displaying their best efforts in lessons, completion of home learning and home reading.

Sanctions for poor behaviour:

Learners are appropriately held responsible for their inappropriate behaviour. Staff will deal with behaviour **without delegating**. Staff will always deliver sanctions calmly and with care, reflecting and using the opportunity for learning.

All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative and appropriate system that works for them.

Engagement with learning is always the primary aim. For most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed. The below steps should always be followed through with care and consideration, taking individual needs into account where necessary. The ideas in appendix 2 will be utilized by staff where appropriate.

Praise the behaviour you want to see. All learners must be given 'take up time' in between steps.

We use a six-step approach to manage and modify behaviour that does not reflect our **Ready, Respectful, Safe** expectations:

Steps	Action
1 Redirection	Gentle encouragement to stop the unwanted behaviour, a 'nudge' in the right direction. State the behaviours you wish to see and make reference to school rules. Ready, respectful and safe. If the behaviour continues move to step 2.
2 Reminder.	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. If the behaviour continues move to step 3. If the behaviours displayed are those articulated as 'red' above, move directly to step 4 'Time With'
3 Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around.

4	Time with	Speak to the learner privately for 5-10 minutes during their break or lunch time and give them a final opportunity to modify their behaviour. It is imperative that this is conducted with the class teacher using the language of WINE (I... Wonder, Imagine, Notice and Empathise). If the behaviour continues move to step 5
5	Phone call (Class teacher)	Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with' 2 or more times in a week. A phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. SLT involved
6	Formal Meeting	A meeting with the pupil, parents, teacher, Assistant Head and Head of School to take place and recorded on Arbor if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. A behaviour transformation plan will be implemented and monitored over the course of two weeks.
Exception Immediate response		When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:- <ul style="list-style-type: none"> • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property • Hurting others with deliberate intent In these cases, the incident will immediately be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place. Any such behaviours demonstrated in class will result in the child moving immediately to the repair section on the 'Behaviour Horizon' grid.

Restorative Conversations (Time with):

These are to take place following an incident. This is to be conducted by the class teacher/ person leading the session. It should be a coaching conversation for the pupil. The structure for the conversations is:

- Ask what happened and why they chose to behave the way they did.
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently
- Agree strategies/goals/targets for the future
- Give the child a chance to add anything else they wish. Do not force an apology – it will not improve the situation (however acknowledge those freely given appropriately). A record of the conversation may be made on Arbor depending on the severity of the incident.

Consistency in language:

With all of these questions use WINE (Wonder, Imagine, notice and Empathy) to start. Help me understand... is always a good way in as well.

1. What happened? = **(Help me understanding what happened?)**
2. What were you thinking at the time? = **(Help me understand what you were thinking at the time? I imagine that was...)**
3. What have you thought about since? = **(I imagine you have been thinking about...)**
4. How might this have made other people feel? = **(I wonder how this might have made other people feel...)**
5. Who do you think might/has been affected? = **(I wonder who might have been most affected by this...)**
6. What should/ could we do to put things right? **(I wonder what we could do to make things right again?)**
7. How could we do things differently in the future? **(What I am noticing is that when X happens you do X... I wonder how we could do things differently in the future?)**

(Asking a 7-year-old 5 different questions maybe too much. Choose 1/2/3 that you think will have the most impact!)

Parents Involved (Phone call home):

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it. Children are more secure and confident when there is consistency between the child's care setting and their home. Parents will have opportunities to share and discuss behaviour strategies so that some commonality of approach can be discussed. Notes may be taken for future reference and review of actions.

Parents who agree that additional support will be beneficial may also be offered advice on and signposting to outside services. In certain cases, it maybe appropriate to implement a 'behaviour transformation plan'. This is a very clear plan which will outline 3 behaviors which needs to be addressed within school and will use a points system to report back to parents about how the day has been.

Parents Involved (Meeting):

A meeting with the pupil, parents, teacher, Assistant Head and Head of School will be called in the event of a persistent or serious breach of the school rules. These may also be called in the event that there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. Within the meeting a behaviour transformation plan will be implemented and monitored over the course of two weeks with 3 clear behaviour targets being set and agreed by all.

Dealing with serious incidents:

We have a duty and right to take measures to keep pupils and staff safe.

These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements;
- Statutory powers to discipline pupils who behave badly on the way to and from the school bringing it into disrepute;
- The Head of School has the power to search pupils if they suspect one of them is
- carrying a knife or other offensive weapon.

- A legal duty to make provision to tackle all forms of bullying.
- There will be zero tolerance of any form of serious assault on pupils or staff. E.g. Serious Assault on a pupil by another - require a referral to SLT- parents will be involved and appropriate action taken based on our understanding of the situation.

Exclusions- Internal, fixed-term and permanent exclusions:

An internal exclusion may be issued as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Exceptional Immediate Response '. Only the Head of School has the power to exclude a child from the School. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Head of School may also exclude a pupil permanently.

Before taking such a step the Head of school will have taken advice from the Strategic Partner and Hub Councillor, the Aspire Board, the Aspire Inclusion Team, the Education Welfare Service, County Psychological Service or the school medical officer.

If the Head of School excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can appeal against the decision to the Aspire Board. The School informs the parents of how to make any such appeal.

The Strategic Partner informs the Local Authority (LA) and Aspire Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Your child may be excluded from school for a number of reasons, and for anything from a half-day to permanently. Biscovey Academy will adhere to the principal legislation guidance 'Exclusion from maintained schools, Academies and pupil referral units in England' Sept 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Use of reasonable force:

In very rare occasions, it may be necessary to have physical contact with the children and use reasonable force. **All staff, based on their professional judgement, have the legal power to use reasonable force.** Such cases may be to control or restrain a child dangerous to others and themselves or who is damaging property. Another would be to intervene in fighting after a refusal to separate or where they refuse to leave an area and are guided physically out of an area.

All staff will make reasonable adjustments when using reasonable force for children with special educational needs and disabilities.

If such incidents occur and reasonable force has been used, the incident is recorded, and parents/carers of the child are informed.

Pupils' conduct outside the school gates- teachers' powers:

The law allows:

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such as is reasonable'.

The school may discipline a child for any misbehaviour when the child is:

- Taking part in any school-organised activity or school related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school depending on the incident

General Guidance for behaviour when moving around the school:

Manners/behaviour:

Adults in the school should set a high standard for the children showing politeness and good manners

All staff should insist on good manners and politeness at **all** times from **all** children.

General courtesy (thank you, excuse me etc) should always be shown

Noise levels should be kept at a reasonable level to avoid disturbing others

Movement around school:

Children should move around the school in an orderly manner- walking and talking with an 'indoor voice'.

Children should only visit other classrooms at the beginning or end of a session unless urgent or unavoidable

Children moving around the school should **respect** equipment, resources and displays and should not touch them.

School grounds:

The children will be encouraged to be interested in the school environment, showing **respect** by keeping it tidy and litter-free. Children should be supervised at all times.

The playground:

Staff will be on duty at playtimes. Children should not be on the playground unsupervised.

When the whistle is blown at the end of playtime, the children line up quickly and quietly. Teachers should go to the playground and collect their classes

Wet playtimes:

Staff will liaise in order to cover all the necessary areas during a wet playtime. There must be prepared activities in each class for use during wet playtimes.

At Biscovey Academy we believe in the following adult behaviours

Clean slate perspective:

- Every moment is an opportunity for a new beginning
- Consequences are timely, relevant and once given do not hinder future interventions or limit the child's future success

Respecting our children:

- WE MUST MODEL THE BEHAVIOURS WE WANT TO SEE FROM THEM
- Interacting from a position of social engagement not social defence maximizing the cues for safety – facial expression, prosody, body language
- Unconditional positive regard
- Kindness and compassion

Appendix 1:

One page behaviour policy summary

Appendix 2:

[‘When the adults change everything changes’ \(Paul Dix\)](#)

Appendix 3:

Skills/ attitudes that work with more challenging behavior:

- Showing humility
- Changing anger to shades of disappointment
- Being silent rather than confrontational
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed

- Earning respect not expecting it
- Keeping your agreements
- At times ignoring defensive behaviours in the moment but not forgetting them

- Using the assumed close: 'When you meet me at playtime make sure you bring...' rather than 'I want to see you at playtime'.
- Prefacing requests with 'Thank you' so that the listener hears the acknowledgement before the instruction: 'Thank you for picking the paper up'.
- Absolute belief, even in the face of overwhelming odds! 'I can feel that this is going to be an excellent session/lesson', 'I have been looking forward to this session all week...'
- Encouraging the learner's responsibility to react appropriately, 'We need to have an adult remind the learner of their previous good behaviour
- Challenge their negative internal monologue. 'You can do this; you are intelligent and able'. Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution. Walk away as soon you have finished speaking

Refocusing the conversation:

- When learners try to argue, shift the blame, or divert the conversation you can either:
- Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.
- Use an appropriate refocusing line to bring the conversation back to the script. For example – I can see this is really difficult for you to hear, but it is important that we talk about this...

Learner:

- 'It wasn't me' But they were doing the same thing' 'I was only...'You are not being fair' 'It's boring'..... You are a (name calling)
- Adult: 'I hear what you are saying...'... 'I understand. Give me their names I'll speak to them too. This is about your choices.'..... 'Maybe you were....and yet '....'Yes, sometimes I may appear unfair...' 'Be that as it may...' 'I am sorry that you are having a bad day...

If the conversation is becoming unproductive use:

"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back, we can have a polite, productive conversation."

Appendix 4:

Three Rules

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

BE READY- to learn, to succeed, to engage, to achieve

- Focus on your work all the time and always give it your best
- Wear the right uniform
- Have the correct PE Kit on the right days
- Have your pencil, pen, ruler, books out and ready
- Always listen
- Stop, stand still and remain quiet when the whistle blows
- Line up correctly for assembly, PE, lunchtime

BE RESPECTFUL- to yourself, to others, to resources, to your surroundings

- Listen to others and expect to be listened to
- Keep quiet when adults and other children are speaking
- Follow all instructions and requests from an adult in school
- Use appropriate language and tone when speaking to others-adults and children
- Look after the school building, equipment and displays
- Look after the equipment and belongings of others

BE SAFE- at play, at work, in mind, in body

- Be in the right place at the right time
- Keep hands, feet, objects and unkind comments to yourself
- tell someone if you are feeling unhappy
- Walk when in school and when moving inside from the playground