LITTLE THURROCK PRIMARY SCHOOL

Promoting Positive Behaviour Policy

Signed: Denise Hanson **Chair of Governors**

Signed: Ann Robert Boyd **Headteacher**

Date: **September 2025**
Next Review: **September 2026**

Changes since last review
No changes after the last major review of the policy which was in September 2023

Contents

1.Ethos and Aims	**Page 3**
2.Legislation, Statutory Requirements and Statutory Guidance	**Page 4**
3.Definitions	**Page 4**
4.Bullying	**Page 5**
5.Roles and Responsibilities	**Page6**
6.Teaching Positive Behaviour	**Page 7**
7.Motivating Positive Behaviour	**Page 7**
8.Responding to behaviour that falls below expectation	**Page 8**
9.Supporting pupils with SEND to meet our behavioural expectations	**Page 12**
10.Training	**Page 13**
11. Monitoring this policy	**Page 13**
12. Links with other policies	**Page 14**
Appendix 1 (Examples of behaviour less than expectation)	**Page 15**
Appendix 2 (Teaching social norms)	**Page 16**
Appendix 3 (Use of physical intervention record sheet)	**Page 18**

1. Ethos and Aims

1.1 Ethos

At Little Thurrock Primary School, we believe that every child has the right to learn in a calm and safe environment where relationships are the key to success. In order to achieve this, we expect the children to follow three simple principles which we call Ready, Respectful, Safe.

By Ready, Respectful, Safe we mean:

Ready – Being ready to learn.

Respectful – Treating all members of the school community and property with respect.

Safe – Keeping ourselves and others safe.

We value every person as an individual and strive to meet their needs. As a school our approach to behaviour management is informed by an understanding of the effects of trauma and attachment on early development whilst expecting every child to strive to meet our principles of ready, respectful, safe. We expect all adults working in the school to teach children what ready, respectful and safe looks like in practice.

1.2 Aims

To Promote responsible and respectful behaviour, reflecting the school and Co-operative Values of *Self-Help, Democracy, Equality, Equity, Self-Responsibility* and *Solidarity*.

Acknowledge the important part that positivity and motivation play in helping pupils to self-regulate their behaviour.

Provide a consistent approach to positive behaviour management that meets the needs of the individual child.

Define what we consider to be behaviour that falls below our high expectations of ready, respectful, safe

Outline simple and clear expectations and routines that support positive behaviour

Summarise the roles and responsibilities of different stakeholders in the school community with regards to positive behaviour management

Outline the steps that we will take in response to behaviour that falls below our expectation and how we will support children through the cycle of Regulate, Relate, Reason and Repair to learn to self-regulate.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Behaviour less than expectation is defined as:

- Disrupting lessons, assemblies, break times and lunchtimes to the detriment of other children.
- Not completing work in lessons/poor attitude to completing work.
- Leaving the classroom without permission.
- Defiance

Behaviour that is well below expectation (serious) is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments, sexual jokes, taunting or touching or physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- More serious theft
- Deliberate damage to school or other people's property
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, E-cigarettes or vapes, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Little Thurrock Primary School will not tolerate any form of bullying. For information around how the school deals with bullying please refer to our anti-bullying policy which is available on the school website.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board of Little Thurrock Primary School is responsible for:

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively using a relational approach
- Monitoring how staff implement this policy to ensure rewards and consequences meet the needs of individual pupils
- Ensuring that all staff understand the behavioural expectations, the cycle of Regulate, Relate, Reason and Repair and the importance of maintaining our high expectations
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour, the Regulate, Relate, Reason and Repair cycle to build positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs
- Maintaining high expectations of all pupils
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following incidents of behaviour less than expectation (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be taught the following (in an age appropriate way):

- The routines and habits that meet our high behaviour expectations
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they could face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- That they will be supported to co-regulate and repair relationships with the help of supportive adults if they need it.
- That they will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. Teaching Positive Behaviour

As a school we believe that we must explicitly teach the routines and habits we expect children to follow so they can achieve our high expectations, in the same way that we teach the rest of the curriculum. Through assemblies, lessons and restorative conversations we teach the children what expected behaviour looks like in different situations to establish social norms (see appendix 2) and reinforce a positive behaviour culture in our school.

7. Motivating Positive Behaviour

In our school we recognise that motivated and positive children are more likely to achieve their full-potential and we value and use a range of strategies to achieve this.

We believe that rewarding positive behaviour is more effective when children understand why they are being rewarded and that all staff adopt this approach consistently. At all times when rewarding positive behaviour we reference ready, respectful, safe.

We aim to develop a growth mindset by intentionally praising pupil effort, determination, persistence, resilience etc rather than simply outcomes.

We intentionally Increase our pupils' intrinsic motivation by giving specific praise that identifies the successes that are being rewarded, and thus reducing the focus on the physical object itself (i.e sticker).

Rewards will encourage good relationships and a sense achievement.

Rewards will include:

- Non-Verbal praise (Smiles, thumbs up etc.).
- Verbal praise that references ready, respectful, safe.
- Positive marking of work with constructive comments for future improvement.
- Little Thurrock Way Awards that reference Ready, Respectful, Safe.
- Writer, Reader and Mathematician of the month.
- Boom Reader certificates.
- Times Table Rock Star certificates.
- Dojo Points - for positive learning behaviours.
- House Points – for demonstrating the Co-operative values and exemplifying the ethos of the school.
- Stickers – along with reference to ready, respectful, safe.
- Some children will have bespoke rewards to meet their individual needs and help them to achieve the expected standard of behaviour.

8. Responding to behaviour that falls below expectation

8.1 Developing Relationships

At Little Thurrock Primary school, we believe that building relationships is fundamental in establishing a calm and safe learning environment.

In order to be successful at school all children need to build relationships which enable them to feel safe and secure and develop a sense of belonging in school.
As a staff we strive to build and maintain positive relationships as the fundamental basis for managing behaviour.

In order to be fully included some children need additional support to enable them to access learning and to be included in all aspects of school life. It is important to consider whether children's SEND and wider needs have been recognised and supported.

All adults in school will be positive and clear about what we mean by expected behaviour. Adults need to establish clear routines and social norms that enable children to achieve our expected behaviours.

8.2 Responding to behaviour that falls below expectation (isn't ready, respectful, safe)
Responding to behaviour that falls below our expectation (isn't ready, respectful, safe)

All adults should aim to respond to children's behaviour through co-regulation and de-escalation strategies before it reaches a point of crisis. We will support behaviour by supporting pupils through the cycle of 'Regulate, Relate, Reason and Repair' to manage their behaviour and apply natural consequences.

It is important that all adults separate the behaviour from the child. All children need to feel that all adults like them. The tone of voice and the way that the adult structures redirection so that it is aimed at the behaviour and not the child is essential. Polite and calm language and body language must be used at all times. A harsh, strident or aggressive tone is counter-productive and can produce a negative response.

Managing behaviour in the classroom is essential, children cannot learn if they are missing the lesson and will become further disengaged from the school.

We always strive to reduce pupil 'shaming' by giving specific behaviour feedback in private, never publicly, and always at the earliest opportunity. (For example, at a natural pause during the lesson or immediately after).

Tiered Response for escalating behaviour

(Appendix 1 gives some examples of different behaviours at different stages of the school's tiered response).

Sometimes things will go wrong. Even with strong relationships, clear boundaries and good co-regulation there will still be times when conflict emerges or harm is caused.

We believe that applying the cycle of 'Regulate, Relate, Reason and Repair' to support a child who is dysregulated will be far more successful in supporting understanding and learning than a punitive approach.

Restorative frameworks need to be underpinned by a strong restorative ethos. Adults need to be skilled and able to use, model and teach good co-operation, communication and emotional literacy skills when following the Regulate, Relate, Reason and Repair model.

- **Redirection**.

The art and skill of teaching lies in the use of everyday interactions which actively maintain relationships, manage low level disruption and promote a calm, harmonious and supportive learning environment that is inclusive. Many children will at some point overstep a boundary and will need gentle reminding about agreements and expectations. We need to develop relational skills that enable us to maintain calm, show understanding, reset agreements and provide clear instruction and guidance around expectations. Supportive action and intervention within the classroom will enable most children to stay within boundaries. Redirection could include actions such as asking a child a question to bring them back on task, using a non-verbal signal or an enquiry if they need any support.

- **Yellow level behaviour**. Where supportive redirection and intervention within the classroom has not enabled children to stay within boundaries, the class-based adult should arrange 'time in' with the child and use appropriate elements from the 'Regulate, Relate, Reason and Repair' cycle to co-regulate with the child and discuss and reflect on the behaviour that fell below expectation. These 'time ins' will be logged on CPOMs and called a 'yellow' behaviour. At this stage class teachers may update parents or carers on the behaviour less than expectation.

- **Amber level behaviour**. Where 'time in' with the classroom-based adults have failed to enable the child to meet the expected level of behaviour, or in response to repetitive low-level behaviour, or higher-level behaviours, the child will have 'time in' with a member of ELT. At this stage the ELT member will work through the 'Regulate, Relate, Reason and Repair' cycle to co-regulate with the child and discuss and reflect on the behaviour that fell below expectation. At this stage we will look to arrange a natural consequence. The behaviour, the content of this discussion and the natural

consequence decided upon will be logged on CPOMs and will be called an amber behaviour. At this stage a team around the pupil meeting may be held and a pastoral support plan may be put in place. Parents and carers will be informed of the behaviour by the ELT member.

- **Red level behaviour**. Some behaviour falls well below expectation and would be deemed as a red behaviour. At this stage, the child will spend 'time in' with the SLT, and will work through the 'Regulate, Relate, Reason and Repair' cycle to co-regulate with the child and discuss and reflect on the behaviour that fell below expectation and a natural consequence applied. The child's and carers will be called in to discuss the behaviour(s). A consistent behaviour management plan may be put in place. This behaviour, the discussion and the natural consequence will be recorded on CPOMs and called a red behaviour. When a child's behaviour reaches this level, the school may look to put in place additional provision and support depending on the circumstances/repetitive nature of the behaviour.
- Some behaviour may call for a different response for example loss of certain privileges such as playing football because the behaviour is linked to a specific activity.

- **Suspension and exclusion**. Some behaviours fall so far below expectation that a suspension or permanent exclusion may be carried out.

Please see the Osborne Co-operative Academy Trust Policy on Suspensions and Exclusions for more information.

8.3 Reasonable Force/restraint

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing serious disorder
- Hurting themselves or others
- Seriously damaging property
- Committing an offence

Incidents of reasonable force/restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on the school's use of physical intervention form (appendix 3), logged on CPOMs and reported to parents and carers.

Key members of staff will be trained in the use of reasonable force/restraint

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

8.4 Confiscation, Screening and Searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to parents/carers or pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil/ pupil's possessions

The school envisages that searching a pupil/pupil's possessions will only be carried out very rarely and only as a last resort in a primary school setting.

When searching a pupil/pupil's possessions there must always be another member of staff present as a witness.

Searches of a child's bag/ pencil case/fleece/coat etc. will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

At all times the child will be asked to consent to the search. As part of any search, the pupil may be asked to turn out their pockets etc.

If the senior leader/headteacher believes that a more thorough search of the pupil needs to take place, the school will contact parents and carers and ask them to conduct the search.

If the child does not consent to the search, the search can still go ahead. Parents and Carers should be informed if a search of a pupil/possessions has taken place.

8.5 Offsite behaviour that falls below expectation

The school's tiered approach to responding to behaviour that falls below expectation up to and including suspension and exclusion may be applied where a pupil has behaved below expectation off-site when representing the school such as:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

The school's tiered approach to responding to behaviour that falls below expectation up to and including suspension and exclusion off-site may be applied at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

8.6 Online behaviour that falls below expectation

The school may follow its tiered approach to responding to behaviour that falls below expectation online up to and including suspension and exclusion if:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

9. Supporting pupils with SEND to meet our behavioural expectations

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of behaviour that fall below expectation arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour less than expectation will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident will be made on a case-by-case basis.

When supporting behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers that escalate behaviour, and put in place support to prevent these from occurring.

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

An example of such measures may include

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of safe spaces (sensory zones or nurture rooms) where pupils can be supported in co-regulation to help manage their emotions

9.2 Adapting sanctions for pupils with SEND

When considering applying our tiered approach for responding to behaviour for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to this.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10.Training

All teaching staff will receive annual update training on applying the school's promoting positive behaviour policy.

Staff may also receive training appropriate to their role e.g. positive handling training.

11.Monitoring this policy

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Use of reasonable force/restraint
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be reported to and analysed by the governing body on at least an annual basis.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11.1). At each review, the policy will be approved by the chair of governors and headteacher.

The implementation of the policy will also be monitored by the governing body through monitoring visits to the school.

12.Links with other policies

- Little Thurrock Primary School Anti-Bullying Policy
- Little Thurrock Primary School Special Educational Needs Policy
- Little Thurrock Primary School Safeguarding and Child Protection Policy
- OCAT Exclusion Policy
- OCAT Positive Relationships & Behaviour Policy Statement

Appendix 1 : Examples of behaviour that fall below our expectation.

Redirection

- Talking when you should not have been.
- Being out of your seat when you should not be.
- Making silly noises which are disrupting others.
- Not walking around the school in a calm and quiet manner.

Yellow Behaviours

- Continuing to do STEP 1 things even though you've had the opportunity to stop.
- Not completing a reasonable amount of work in class because of your behaviour.
- Deliberately distracting other children and stopping their learning.
- Lying to avoid taking responsibility for own actions.
- Leaving the classroom without permission

Amber Behaviours

- Violence (not keeping hands and feet to yourself)
- Purposely destroying other people's property.
- Stealing.
- Persistent rudeness including swearing.
- Bullying
- Using very unkind words towards others which could hurt their feelings.
- Leaving the classroom at any time without permission on more than one occasion.

Red Behaviours (These behaviours may lead to suspension or exclusion)

- Fighting or intentionally using violence towards another child.
- Using racist, homophobic or other discriminatory language towards a child or member of staff.
- Continuing to bully someone when you have been told to stop.
- Losing your temper and deliberately vandalising school property.
- Making behaviour choices which are stopping other children from learning or putting them at risk of being hurt.
- Stealing from other children or members of staff.

Appendix 2
Teaching Social Norms.

By teaching children social norms, we help them to understand the behavioural expectations at Little Thurrock Primary School.
Following discussion with the teaching staff, the following social norms should be adhered to and upheld by all members of the school community:

Entry into the school grounds

- Entry points into school grounds are supervised by a SLT member
- Pupils to walk bikes / scooters around the school grounds
- Bikes and Scooters are stored in the appropriate shelter all day
- Pupil mobile phones to be off and put away
- Dogs are not allowed to enter school grounds
- All playground and field equipment are out of bounds before school.

Welcoming children and parents/ carers

- Classroom doors opened promptly at 8.35am
- Classroom doors manned by class teacher at all times (or another staff member in their absence).
- Staff smile warmly and give a personal hello to each child as they enter the classroom
- Staff smile warmly and engage in pleasantries with parents
- Early morning work is prepared and ready on desks
- During bad weather, open doors early (as soon as they arrive) and allow children in
- Teacher phones on silent

Punctuality

- Teachers to arrive into school by no later than 8.25am and leave no earlier than 3.40pm
- Resources and classrooms must be 'ready for learning' by 8.30am
- School gates opened at 8.30am
- Class doors opened at 8.35pm, children go straight in
- Registers completed by 8.55am
- School gates close at 8.50am
- All pupils arriving after this time are to enter via the office and registered as late.
- Adults to demonstrate punctuality for example, by preparing for their day in good time, attending meetings on time, collecting classes from the playground on time etc

Movement around the building

- KS1 and 2 Pupils line up in register order for every transition
- Walk on the left in corridors
- Quiet voices
- Calm walking
- First person in the line holds the door for the whole class, then joins the end of the line.
- Allow adults through the door before you
- Hats off in the school building

Assembly

- Enter the hall in single file, two classes at a time
- Pupils to be quiet
- Staff to be quiet
- Children to sit in register order, same as lining up order, in the designated year group spaces
- Children who require additional attention to be positioned near the teacher
- All staff to actively monitor pupils' behaviour and address issues quickly and quietly

Going to the Toilet

- Encourage children to toilet at break / lunch
- Children to indicate they need the toilet using 'T' hand signal in class
- One boy/girl per class at a time may go to the toilet
- Walk to the and from toilet area quietly
- One child per cubicle
- Wait outside cubicles quietly and sensibly
- Flush the toilet
- Wash your hands

Dismissal at the end of the day

- Group at a time enter cloak area to collect belongings, calmly and quietly
- Equipment packed away
- Check Dojo for last minute messages regarding collection changes
- Chairs up on tables as they leave
- EYFS/ KS1 – pupils sit in chairs/on carpet and get called to the door when parents arrive
- KS2 – Line up in register order and exit the classroom to parents or walk home
- Phones off and away until pupils leave the school grounds
- Children late to be collected to be taken to the designated space, by an adult at 3.25pm
- Children to be supervised until collection by the adult on rota
- Pupils and parents to leave school site by 3.30pm
- All playground and field equipment are out of bounds after school.

Appendix 3

Use of physical intervention record sheet

Name and class of pupil that physical intervention was used on.	
Date of physical intervention.	
Time of physical intervention.	
Location of physical intervention.	
Name of staff member(s) who carried out the intervention.	
Witnesses to physical intervention.	
Why was physical intervention used? Details of the pupil's behaviour and the level of risk presented at the time. The reason that the use of force was necessary.	
Sequence of events.	
Injuries, damage and/or distress sustained (if any), and any action taken as a result.	
Date and Time parents/carers were informed.	
Any follow up actions/meetings.	