

BEHAVIOUR POLICY

THIS IS A WHOLE SCHOOL POLICY WHICH APPLIES TO EYFS, JUNIOR AND SENIOR SECTIONS OF THE SCHOOL.
THIS POLICY CAN BE FOUND ON THE SCHOOL WEBSITE AND IS ALSO AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE.

Contents

1. Positive Behaviour Management & Support	3
2. Role of Staff	3
3. Junior School (Nursery - Year 2)	3
3.1. Golden Rules	3
3.2. Rewards used are:	4
3.3. Support Systems	4
4. Senior School (Year 3 to Year 6)	4
4.1. Rewards	4
5. Managing Behaviour.....	5
6. Referral to Senior Leadership	9
7. Suspension or Exclusion	11
8. Allegations against staff	11
9. Contextual safeguarding	11
10. Quick Reference Guide to Forbidden Items	11
10.1. Searching.....	12
10.2. Confiscation	12
11. Use of Reasonable Force	12
12. Mobile Phones and E-Safety.....	13
13. Parents and wider community.....	13
14. Appendices	15

BEHAVIOUR POLICY

The behaviour of children at Gayhurst is integral to their development and wellbeing at the school. The school has high expectations of all pupils and seeks to reward positive, kind and well-mannered behaviour on a consistent and regular basis.

The aim of this policy is to promote good behaviour and respect within the school, explicitly stating the standards expected from children and what reward and consequence systems are in place. This policy supports the school aims and ethos, helping to instil the following values in its pupils:

- An enthusiasm and thirst for learning (curiosity) and appreciation that it is a continuous process
- Flexible and adaptable minds - to acquire and apply knowledge, skills and understanding in different contexts and be able to solve problems
- To show empathy, care and consideration for others as well as themselves
- The emotional strength to cope with adversity through persistence, resilience and development of a growth mind set - responding positively to failure and setbacks
- Leadership and teamwork - to collaborate, inspire and support one another
- Independence - to be self-motivated and able to act on their own initiative
- Confidence and self-discipline.

Gayhurst School acknowledges its legal duty under the Equality Act 2010 in respect of safeguarding and pupils with special educational needs.

This policy has been developed in consideration of the non-statutory advice provided in 'Behaviour and Discipline in Schools' (2016).

Good behaviour is to be promoted at all times. This policy should be read together with the school's Anti-bullying policy, Internet, Exclusion, Equal Opportunities and Special Educational Needs and Disability policies.

Throughout the school children are expected to:

Be kind to others
Be gentle
Be polite and show good manners
Be sensitive to other people's feelings
Be honest
Be thoughtful in behaviour
Be inclusive

Gayhurst School prohibits the use of corporal punishment. Corporal punishment is neither used nor threatened at Gayhurst.

1. Positive Behaviour Management & Support

Wherever possible, positive reinforcement should be used in encouraging productive behaviours at Gayhurst. In the classroom, positive behaviours for learning, such as listening, respect and collaboration will be encouraged and rewarded. Beyond the classroom, Gayhurst staff are expected to role model the positive, kind and respectful behaviours both in their actions and interactions with each other and the children.

Whenever a member of the Gayhurst community's behaviour does not meet the expected standard, we will always endeavour to seek to support the individual in seeking the reason or cause of their actions and allowing them to reflect on the impact of their behaviour and how they could have acted differently. We believe there is always a cause to any action and therefore the support that staff, parents and the wider community can put in place for our children is vital to making adjustments to future behaviours. We recognise the age of our children and that they will make mistakes from time to time. With appropriate support and reflection, our aim is that they do not repeat the mistakes or behaviours that are beyond our expectations for their conduct.

2. Role of Staff

It is expected that staff at Gayhurst School have the highest expectation of children's behaviour and are seen to be role modelling positive behaviour at all times. As a member of the staff team, it is expected that positive reinforcement is used consistently throughout the school and rewards given where appropriate. If a child's behaviour becomes physical or abusive, staff are able to 'use reasonable force' to either restrain a child or keep them from causing injury to themselves or others. Further guidance on our use of reasonable force can be found in Section 11.

Staff who accompany children off-site, should refer to the Trips & Visits Policy, along with risk assessments for the different travel arrangements.

3. Junior School (Nursery - Year 2)

Children are praised and rewarded for good behaviour in a variety of ways. The Golden Rules underpin the behaviour policy of the Junior School and are rewarded upon accordingly.

3.1. Golden Rules

- be gentle
- be kind
- be honest
- work hard
- look after property
- listen to people and include others in your games

The following systems are used to encourage good behaviour and positive attitudes to learning:

3.2. Rewards used are:

- Certificates and stickers are awarded in assembly each week for demonstrating MAGIC (Manners, Academic, Grit & Resilience, Independence and Confidence) qualities
- Golden time
- House points
- Postcards home
- Stickers
- Stars
- A variety of stamps
- Cup for kindness (end of each term in Year 2)

The class teacher deals with behaviour and the appropriate action taken. Play time incidents are dealt with by the teacher on duty. These are reported to the class teacher. **Consequences** are needed to discourage unacceptable behaviour and to ensure the safety of other children and staff. All staff should ensure that the punishments are proportionate to the offence and that they are constructive, enabling children to make reparation. These might include:

- ‘time-out’
- Loss of break time
- ‘clouds’ (Nursery and Reception only)
- Loss of Golden Time

Parents are informed in more serious cases. Occasionally it may be necessary for the Assistant Head, Junior School to contact the parents.

3.3. Support Systems

To help some pupils achieve a certain level of behaviour or improve their attitude to work, they may be given guidance and support to manage their behaviour. This would normally be in the form of a Positive Behaviour Plan, drawn up with the parents/children/class teacher to highlight the positive behaviours we wish to see and how we will respond to any challenging behaviours.

4. Senior School (Year 3 to Year 6)

The children’s code of conduct states that behaviour towards others should include:

- Show good manners and courtesy at all times.
- Be kind to other pupils, especially younger pupils.
- Treat others as you would like to be treated.
- Bad language is never appropriate.
- Personal property should only be touched by its owner.

4.1. Rewards

House points (positive reinforcement) can be awarded to a pupil by any staff member for good conduct/behaviour. The member of staff initials the relevant box in the children's Prep Diary and can make comment on reason if appropriate. The acronym of MAGIC (see appendix) is used for the award of House Points. If a child receives a house point in each of the sections, they receive a weekly MAGIC certificate from their form teacher. If the reward is deemed worthy of more than one House Point, then a postcard home may be written as a reward and note the positive action.

House points are collated weekly by Form Tutors and entered onto the school's management information system. The Deputy Head totals these and calculates an average per pupil in House groupings, which are reported to children weekly during assembly. At the end of each term, the winning house is awarded a 'Prize Activity' as a reward for their efforts.

Commendations are awarded half-termly to children for their endeavour in each class. Three or more subject awards result in the certificate being presented in assembly by the Head; all commended pupils receive their Commendation certificate either in assembly or via a senior member of staff.

5. Managing Behaviour

Behaviour at Gayhurst School is managed through the following key principles:

Behaviour must be seen in context, with due consideration given to any Special Educational Need or an Adverse Childhood Experience that underpins the behaviour being manifested. Therefore, a one size fits all policy to behaviour (equality) is not going to reach most children who demonstrate behaviour challenges as a result of a SEN or ACE. Therefore, we promote a behaviour approach that provides children with the support and the tools that they need. (Equity) This policy allows the flexibility of being able to adapt to the pupils needs rather than expecting the pupils to adapt to the system.

Behaviour as a form of communication. All behaviour should be viewed within the context of the child and the situation, understanding the difference between a relational communication pattern rather than an internal problem.

A curious, empathetic and non-judgemental approach. We encourage all our staff to respond to behaviours in a way that focusses on the feelings and the emotions that may be driving the behaviour, rather than on the behaviour itself.

Relationships first. We promote the importance of creating relationships between all stakeholders in our school community. We expect staff to engage and connect with our pupils, our staff need to be emotionally available to them.

Structure, routines and realistic expectations. Children can experience strong emotions and anxiety if they do not know what is expected of them. Having consistent routines and expectations ensures that children know what is expected of them at all times, which helps them to manage and regulate those emotions. Children feel safe when they understand the structure of the day and have regular routines. Therefore it is very important that staff spend time establishing structure, routine and expectations into the daily timetable and continue to ensure that they are embedded in daily practice.

Restoration and natural consequences are key to ensuring that children genuinely understand the impact of their behaviour. Some punishments or consequences evoke strong feelings of shame, guilt and can make children feel isolated from their peers. It is important to us at Gayhurst that children are supported to gain an insight and self-awareness of their own emotions and behaviours. We will use wherever possible natural consequences to repair poor choices, a reparative and restorative approach to help children understand others' perspectives. Our approach will give children the tools to regulate their own behaviours, build meaningful relationships based on trust.

	Quality first teaching	Targeted support	Specialised support
Behaviour as a special educational need	<p>A brain break such as handing out equipment, passing a message to another member of staff, time out or similar.</p> <p>Visual cues</p> <p>A calm area in the classroom</p> <p>Refer to Wellbeing chart and help children self-identify their feelings and regulate themselves</p>	<p>Social stories</p> <p>Sensory support</p>	<p>Involve the SENCO to gain insights into the child's special educational need and how that is impacting on behaviour. A support plan may need to be created to provide specialist and intensive support for the child.</p>
Behaviour as a form of communication	<p>Remind pupils of expectations and routines, talk to them about their behaviour and the context to their behaviour, Issue a verbal reminder of the expected behaviour.</p> <p>Refer to Wellbeing chart and help children self-identify their feelings and regulate themselves</p> <p>It is important to log behaviour incidents and the actions you have taken on the behaviour log.</p> <p>Please note - any one off behaviours that are serious in nature - racist comments, bullying, touching in a private area, prejudice - all must be raised with a member of SLT.</p>	<p>A child displaying disruption is a sign of a problem and needs exploring so logging and tracking behaviours is critical.</p> <p>Arrange to meet with child and parent to discuss concerns</p> <p>Try a positive behaviour plan.</p> <p>If the disruptive behaviours continue despite the intervention involve the head of section/ SENCO to arrange a meeting to discuss the best next steps</p>	<p>If these behaviours continue it is important to raise these concerns with the SLT.</p> <p>It may be necessary to make referrals to external agencies such as the EP, OT, Social care.</p>
A curious, empathetic and non-judgemental approach	<p>Talk to children about the behaviour and explain the need for a consequence, quietly and privately issue a warning if required, explain to them why they have been given a consequence.</p>	<p>If behaviour persists or a more serious incident occurs it may be necessary to consider moving the child.</p>	<p>As a class teacher, you are in the unique position of being the next most prominent adult in a child's life</p>

	<p>Consequences: verbal reminder, kept behind after lessons to discuss their behaviour and the reasons for them.</p> <p>A restorative discussion which may include an apology, or a letter of apology depending on the child's understanding and need and appropriateness of it. You may also consider completing a reflection sheet.</p>	<p>This can be to a calm area in the classroom, or into another room.</p> <p>If there is a one off serious incident such as physical assault, fights, prejudice comments, verbally abusive acts towards staff or children you can use a reflection card and refer directly to a member of SLT. The child will then fill out a reflection sheet with the member of SLT before returning back to class.</p>	<p>after their parents. If you have concerns about a child, be curious, keep engaging them and their parent to understand the situation.</p> <p>Involve colleagues to help you stay curious!</p>
Relationships first	<p>Build strong meaningful relationships with our pupils. Engage our pupils and connect with them before correcting behaviours. <i>'connection before correction'</i></p> <p>Inform parents of concerns around behaviour and invite them in to understand and work together to understand the behaviours</p>	<p>It may be necessary to identify a staff member to develop further nurturing relationships who will be able to deliver specific and direct work tailored to the child's need. It might be necessary to invite the parent into a meeting to discuss the child's behaviours and reasons for them.</p>	<p>It may be necessary to involve SENCO, Mentor and/or SLT, they will build relationships with the child and family to further understand the dynamics of the family and develop relationships that build trust.</p>
Structure, routines and realistic expectations	<p>It is important for every teacher and adults working with children to take time to set up robust classroom systems</p> <ul style="list-style-type: none"> • Build positive relationships and get to know each child. • Use the schools vision and values regularly to reinforce expectations. • Use praise sincerely • House points • Teachers act as co-regulators developing pupils' insight and language of sensations and emotions. • Notice good choices and be explicit in using descriptive praise and using reward as reinforcement. 	<p>School-based community service, e.g. tidying the classroom, Setting a written task, such as an account of their behaviour or additional time in school to reflect</p>	<p>A Positive behaviour support plan will identify individualised routines and structure that the child needs</p>

<p>Structure, routines and realistic expectations Cont.</p>	<ul style="list-style-type: none"> • Teachers use an appropriate tone and pitch when teaching and talking to pupils that is appropriate for the situation. • A well-structured classroom environment is paramount to preventing poor behaviour. • Planned groupings and seating plans to generate the most effective learning environment. • Ensuring the teacher can move around the room so that behaviour can be monitored effectively. <p>Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.</p> <p>The school understands that effective classroom management allows staff to:</p> <ul style="list-style-type: none"> • Start the year with clear sets of rules and routines • Establish agreed rewards and positive reinforcements. • Establish clear responses for handling behavioural problems. • Encourage respect and development of positive relationships. • Make effective use of the physical space available. • Have well-planned lessons with a range of activities to keep pupils stimulated. • Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour <p>Pupils will be expected to:</p> <ul style="list-style-type: none"> • Conduct themselves around the school premises in a safe, sensible and respectful manner. • Arrive to lessons on time and fully prepared. • Follow reasonable instructions given by staff. • Behave in a reasonable and polite manner towards all staff and pupils. • Show respect for the opinions and beliefs of others. • Complete classwork as requested. 		
---	---	--	--

Restoration and natural consequences	Restorative interventions Restorative discussion that may include some form of an apology This could also include ; <ul style="list-style-type: none"> Helping the person the child has upset, tidying up an area of the classroom, collecting litter from outside. Letter of apology 	School-based community service, e.g. tidying the classroom, Setting a written task, such as an account of their behaviour or additional time in school to reflect	Personalised consequence Internal suspension Suspension Permanent exclusion
--------------------------------------	---	---	--

Instances of unacceptable behaviour are dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The SLT will monitor the record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems or to spot any patterns of behaviour which may require further support or training for staff. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL and DDSLs, restorative interventions and reintegration plans will be provided alongside the use of consequences to prevent the misbehaviour recurring.

At Gayhurst we believe each child is unique, it is important to know and understand your pupils so that response to their misbehaviour is appropriate for that child.

To help some pupils achieve a certain level of behaviour or improve their attitude to work, they may be given guidance and support to manage their behaviour. When required, a positive behaviour plan (see appendices) will be implemented to bring about a change in behaviour. This will be discussed with the individual child and their parents and shared with staff for input, feedback and their support. This plan will be monitored for effectiveness, which may include the use of a report card if necessary.

Referral to Senior Leadership

The following misdemeanours which occur during lesson times, break times or elsewhere should be referred to the Assistant Head Junior School or the Assistant Head Senior School. These incidents should be recorded on iSAMS under Behaviour/Reward & Conduct. The following are guidelines as to what should be reported:

- Persistent lateness to a lesson
- Persistent disruptive behaviour
- Rudeness
- Defacing/damaging school property
- Behaviour which is a danger to others
- Violent or physical behaviour with intent to hurt others
- Refusal to co-operate
- Persistent inappropriate language

- Persistent teasing/physical behaviour to others
- Incorrect School Uniform.
- Being off the School premises without permission.
- Bringing a forbidden item into school.

Staff may use consequences such as writing letters of apology, loss of break time, clearing or tidying up and litter collection. The consequence should 'fit the crime' so that offenders are made aware through the consequence given, of the wrong which has been done. Consequences such as standing outside the classroom or running around the field are inappropriate and should never be used.

When considering consequences staff must be aware that punishments which could be construed as personally humiliating are inappropriate and this clearly includes derogatory references especially where any form of discrimination is concerned. **Corporal punishment is against the law and any form of direct physical punishment is inappropriate and must not be given.** This obviously does not include tidying, cleaning and sundry similar tasks.

Reminding children of expected behaviours is always the most effective and this could be underscored at the end of a lesson, activity, break time etc. This should always be done calmly and fairly and an individual or group should never be shouted at. Any child being reprimanded should be given sufficient opportunity to present their case before any reprimand or consequence is given.

Referral to the Form Teacher, Head of Department or a member of the Senior Leadership Team in addition to the reprimand might be necessary.

Depriving children of an activity (ie missing a trip or involvement in a sports fixture) due to poor behaviour during or prior to that activity might be appropriate. If such a consequence is to be imposed then it must be discussed and agreed with the Head or Deputy Head first and parents duly notified why this consequence has been applied.

Repeating or completing academic work during break times due to poor work or attention during lesson times might be appropriate bearing in mind that the child/children must be supervised by a teacher.

Contacting the parents might be necessary. This would usually be by telephone or by a face-to-face meeting. A note in the homework diary might also be appropriate.

Verbal apologies and/or letters of apology are eminently suitable for certain misdemeanours.

Instances of anti-social behaviour must be recorded in the behaviour log (which notifies members of SLT) so that a record can be kept and a follow-up carried out particularly if there is a pattern or a persistent nature to the entries.

When required, a positive behaviour plan (see appendices) will be implemented to bring about a change in behaviour. This will be discussed with the individual child and their parents and shared with staff for input, feedback and their support.

Suspension or Exclusion

The Head reserves the right to suspend for a fixed period or exclude permanently a pupil for extreme bad behaviour such as persistent disruption, malicious or anti-social behaviour. This might also include malicious accusations against staff. In such instances the Chair of Governors is always informed. Exclusion is the final act open to the Head after all other behaviour and support systems have been attempted. Further information and guidance can be found in the school's Exclusion Policy.

A record is kept in the Head's office of all consequences such as internal, fixed or permanent exclusions and any loss of privileges for serious misbehaviour.

Allegations against staff

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding Policy and Exclusion Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

School staff are encouraged to report any Low-Level Concerns (LLC) to the Head regarding a colleague and a record of this will be kept. For further details, the LLC policy should be read.

Contextual safeguarding

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

Quick Reference Guide to Forbidden Items

- Watches (except Year 5 and 6)
- Matches/lighters
- Radios/personal stereos
- Knives or bladed articles

- Jewellery (unless on religious grounds) (one pair of plain gold or silver stud earrings are permitted)
- Sweets of any kind - staff must not make use of sweets as a form of reward to pupils. Sweets may be brought to school on the last day of term and only eaten after Final Assembly under the supervision of the Form Teacher or on a birthday and given out at the end of the school day. If a Form Teacher does give permission for this then he/she must be fully aware of which pupils, if any, may have allergies
- Tippex
- Any item which may be damaging to health and safety
- Alcohol and drugs

Searching

The School reserves the right to search pupils and possessions in a safe and appropriate way, and any inappropriate items can be confiscated.

5.1. Confiscation

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School, handed to the police or disposed of.

Use of Reasonable Force

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:
Committing any offence;

Causing personal injury to any person (including the pupil themselves);
Causing damage to the property of any person (including the pupil themselves); and
Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

Selected staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and refresher training as required on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity).

Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.
- Every member of staff will inform the Head immediately after s/he has needed to restrain a pupil physically.

The School records the nature and date of the misbehaviour and any consequence imposed. The School will keep this information on via the school's behaviour log so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour.

Mobile Phones and E-Safety

A pupil may bring a mobile phone to school if he/she travels on public transport or walking/cycling home. The phone must be handed into the Office on arrival at school and collected on departure.

As outlined in the Internet policy, online behaviour follows the same expectations as in other aspects of school. Children are taught how to behave appropriately both with the use of technology and whilst online. Further details of expectations and actions are outlined within the Acceptable Use Policy and Guidelines for use contained within the Internet Policy.

Parents and wider community

It is expected that all adults in the Gayhurst community prioritise the positive role modelling of kind, respectful behaviour to each other, staff and children. There is an

understanding of the collective responsibility we hold in this regard and Gayhurst staff will look to engage in supportive measures where concerns may be raised.

Any adult who attends the school site is expected to contribute to the school's aims and ethos and if any concerns arise with this in mind, a member of Gayhurst staff should be notified immediately.

Any parent or visitor behaving inappropriately or in an intimidating or threatening manner may be asked to leave the school site, escorted from the site or banned for a defined period from the school site.

Appendices

Appendix A: - Senior School Code of Conduct

CODE OF CONDUCT

Around the School:

- 1: Always stay within school bounds.
- 2: Listen and react to what your teachers say.
- 3: Walk (don't run) around the school.
- 4: Make sure that your uniform is always neat and tidy.
- 5: Keep money, toys, sweets and drinks at home (unless your teacher tells you otherwise).
- 6: Hold doors open for adults and other pupils and always allow adults to pass through the doorway first.

In the Classroom:

- 7: Have the correct equipment with you.
- 8: Arrive promptly, settle down quickly, and concentrate on your work.
- 9: Raise your hand if you wish to speak.
- 10: Allow other pupils to work without distraction.

Behaviour towards others:

- 11: Show good manners and courtesy at all times.
- 12: Be kind to other pupils, especially younger pupils.
- 13: Treat others as you would like to be treated.
- 14: Bad language is never appropriate.
- 15: Personal property should only be touched by its owner.

GOLDEN RULE:

USE COMMON SENSE, THINK OF OTHERS AND, IF IN DOUBT, ASK AN ADULT.

Appendix B: - House Points

House points awarded in following categories:

M - Manners

A - Academic (Effort & Achievement)

G - (GRIT) Resilience

I - Independence






C - Confidence

If a pupil earns a House Point in all 5 areas during a week, they achieve a 'MAGIC Week' and are presented with a certificate.

Appendix C: - Wellbeing Chart

How are you feeling?



				
<p><i>I feel...</i></p> <ul style="list-style-type: none"> ➤ Sad or upset ➤ Angry or furlous ➤ Can't settle ➤ Want to be alone ➤ Not sure what to do 	<p><i>I feel...</i></p> <ul style="list-style-type: none"> ➤ Not at ease ➤ Unhappy ➤ Would like to talk 	<p><i>I feel...</i></p> <ul style="list-style-type: none"> ➤ Calm ➤ Little emotion ➤ No major worries or concerns ➤ Quite happy with myself and surroundings 	<p><i>I feel...</i></p> <ul style="list-style-type: none"> ➤ Good ➤ Happy & content ➤ Good energy ➤ Enjoying friends 	<p><i>I feel...</i></p> <ul style="list-style-type: none"> ➤ Confident ➤ Flexible ➤ Happy, cheerful and full of smiles ➤ Full of energy ➤ Relaxed
<p><i>What to do...</i></p> <ul style="list-style-type: none"> ➤ It's ok, the feeling will pass 	<p><i>What to do...</i></p> <ul style="list-style-type: none"> ➤ Talk to someone you trust 	<p><i>What to do...</i></p> <ul style="list-style-type: none"> ➤ Smile! 	<p><i>What to do...</i></p> <ul style="list-style-type: none"> ➤ Enjoy the feeling ➤ You're ready to learn 	<p><i>What to do...</i></p> <ul style="list-style-type: none"> ➤ Enjoy it! ➤ Make the most of it and learn

Enriching Learning, Developing Resilience, Independence & Confidence

Appendix D: - Positive Behaviour Plan

Positive Behaviour Management Plan

Name: Click or tap here to enter text.	DOB: Click or tap here to enter text.	Date: Select date	Version of Plan: Review Date: Select date
--	---------------------------------------	-------------------	--

Brief description of difficult/dangerous behaviours:	Positive behaviour(s) we wish to see/have:
Click or tap here to enter text.	Click or tap here to enter text.

Differentiated measures to promote/support positive behaviours:
Click or tap here to enter text.

POSITIVE behaviour we will see: Click or tap here to enter text.	What we will say and do: Click or tap here to enter text.
DIFFICULT behaviours we will see: Click or tap here to enter text.	What we will say and do: Click or tap here to enter text.

	DANGEROUS behaviours we will see: Click or tap here to enter text.	What we will say and do: Click or tap here to enter text.
	Post incident recovery and debrief measures	
Click or tap here to enter text.		

Signature of plan co-ordinator:

Date:

Signature of parent/carer:

Date:

Signature of pupil (if appropriate):

Date:

Appendix E: - Behaviour Reflection Sheet

Name:	
Date:	
My Behaviour to reflect upon:	
Why have I behaved like this?	
Who could this have impacted?	
What could I have done differently?	
What positive behaviours would I like to show?	
How can I rectify my behaviour?	