

EXPECTATIONS

**In the Classroom**

All Staff

Greet pupils in the morning and conclude the day positively

Proactively use the house point system and recognition board to highlight good behaviour and learning.

Establish clear routines for learning and behaviour ensuring Ready, Respectful and Safe are referred to during any behaviour conversation

Use positive reinforcement

All Pupils

Move around the classroom quietly and sensibly

Listen attentively

Stop and listen immediately when asked to do so

Ask for support when needed

**Beyond the Classroom**

All Staff

Model positive behaviours

Take responsibility for ensuring the school remains tidy and safe

Take responsibility for behaviour around the school: positive behaviour should be rewarded and inappropriate behaviour should be consistently challenged

All Pupils

Walk around the school building calmly and quietly

Tell the truth and take responsibility for their actions

Follow the Golden Rules

Sanctions

Is the behaviour persistent threatening, offensive, uncooperative or dangerous?

No

Yes

Non verbal sign by a member of staff and encouragement to improve



A verbal reminder of the Golden Rules



A verbal warning to the child that infringement of a rule has taken place



Removal of the pupil for 5 minutes and a private discussion with member of staff who reiterates the Golden Rules and reminds the pupil of their previous good conduct to prove they can make good choices.



Removal of the child to another class with their work for 10 minutes and a further discussion with Key Phase Lead who reiterates the Golden Rules.



A lunchtime restorative discussion used if behaviour continues to be unacceptable or another pupil has been involved

SLT called. Child may be excluded for rest of session and discussion with parents, pupil class teacher and deputy headteacher/headteacher will occur where the Golden Rules will be discussed



Sessions will be offered to identify reasons for behaviour and offer specific support



Individual behaviour contract/plan written with support from parent, class teacher and SENCo



Outside agencies such as behavioural support or educational psychologists may be contacted to support the pupil



Pupil may be placed on SEN register for behavioural needs



Fixed term or permanent exclusions may be used where there is persistent disruption due to behaviour or where the pupil continues to be defiant and refuses to follow the Golden Rules