Behaviour Management Policy

St Anne's School, Alderney

St. Anne's School
ALDERNEY

United Nations Convention on the Rights of the Child Articles



1. Introduction

Our aim is to enhance a child's self-esteem and respect for others and their environment, both within school and the wider community, to create a culture of excellence and of aspiration in all school activities. Through this shared belief we aim to promote meaningful and effective learning in a positive and friendly atmosphere where pupils learn to make the right choices for the right reasons. All aspects of this policy apply equally to everyone in the school community regardless of gender, gender identity, belief or ethnicity.

At St Anne's School, we believe that:

- If pupils are engaged positively with their learning or in their interactions with other people, then poor behaviour will not be an issue;
- All behaviour is communication; and
- **Routines, Relationships and Responses (3Rs)** are the elements that underpin and stabilise people allowing them to engage positively in aspects of their life whether that be school, work or their personal life.

We believe that, in order to establish behaviour change, we may need different strategies for different pupils and sometimes in different situations. There is not a single approach that works for everyone, although clear boundaries and consistency of approach are important for all pupils, including those with Additional Learning Needs (ALN).

"Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally" ([2024] Behaviour in Schools: Advice for Headteachers and School Staff, UK Department for Education).

This policy is implemented through a Behaviour Curriculum, introduced in September 2024 (see Appendix 1), which includes discreet teaching of expected behaviours for learning, as well as rewards and sanctions.

The Behaviour Management Policy:

- Establishes the standards of behaviour expected of learners at school and on visits/trips;
- Defines the 3Rs and how they are promoted across the school;
- Outlines consistent **routines** that are followed to promote positive behaviour for learning;
- Gives guidelines on positive and meaningful **relationships**;
- Gives guidance on **responses** to potentially challenging behaviours;
- Defines the systems used to encourage positive engagement with learning in line with our shared values, whilst linking with emotional and cognitive aspects of learning.

2. Associated legislation and statutory requirements

The Committee *for* Education, Sport and Culture, States of Guernsey, expects:

- All learners to behave well and to show courtesy towards teachers and other staff and towards each other.

- Parents/carers to encourage their children to behave well and to support the school to manage learner behaviour.
- All school employees to model the highest standards of behaviour and professionalism in the workplace.
- Headteachers to help to create a culture of good behaviour in school by requiring staff to manage learner behaviour and to ensure that this happens consistently across the school.
- Headteachers and Education Services to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the learner and at the same time supports the person who is the subject of the allegation.
- That every teacher will be well trained in managing and improving learners' behaviour.

This Behaviour Management Policy is linked to the following States of Guernsey policies:

- Promoting Good Behaviour in Schools (2019).
- Anti-Bullying Procedures: Guidance for School and Services (2018).
- Managing School Exclusions Policy (2017).
- Positive Handling and Physical Intervention (2016)
- Additional Learning Needs (ALN) Code of Practice, Guernsey and Alderney (2024).

It is also linked to Keeping Children Safe in Education.

This policy should be read alongside other St Anne's policies:

- Anti Bullying Policy
- Child Protection and Safeguarding
- Positive Handling Policy
- Behaviour Curriculum

3. Shared values and beliefs

The premise of the Behaviour Management Policy, and associated Behaviour Curriculum, is that it is GREAT to be Green. Good behaviour around school and in the classroom meets our school values for all to be:

G – Global citizens of the future
R – Responsible, resilient and respected
E – Ethical and compassionate
A – Aspirational, innovators who cherish knowledge
T – Treasured, included and kind

In keeping with these values, we aim to ensure that all pupils reach their full potential, regardless of age, disability, marital or parental status, pregnancy or maternity, race, nationality, religion or belief, gender, gender reassignment, sexual orientation, political belief or socio-economic background.

Poor behaviour can have a highly detrimental impact on the ability for learners to learn and for members of the school community to feel safe at school. Staff should act in accordance with this policy in order to ensure a consistent approach across the school.

4. Whole School Expectations

We aim to create a warm, caring, calm and orderly atmosphere of belonging that positively promotes learning and a sense of community. Pupils that feel safe, valued, cared for and successful tend to respond in a more positive and appropriate way; creating an environment that is safe (physically and emotionally) for everyone to enjoy learning as part of a mutually supportive community. If the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement.

Children from Reception onwards are expected to behave appropriately, in line with age-related expectations.

In general, learners are expected to:

- Arrive on time for school/lessons;
- Walk quietly and sensibly around school;
- Show respect to members of staff and each other; responding positively to greetings;
- Follow instructions from educators;
- Make it possible for everyone to learn by actively listening, avoiding disrupting the lesson and putting hands up to speak;
- Work hard in lessons; trying to do their best on every piece of work;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times;
- Accept sanctions when given; and
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

The Behaviour Curriculum (for Year 3 to Y11), in Appendix 1, gives further detail on the behavioural expectations when moving around school and during lesson times.

This policy also applies to school trips/visits and after school clubs. As an inclusive school, we want all learners to benefit from these opportunities. However, if an individual learner's behaviour around school and in lessons is consistently difficult to manage, the school reserve the right to withdraw them from trips/visits and/or clubs. This will be a last resort after consideration of other options which may include but are not limited to; additional staffing (if this is a reasonable adjustment) or parent/carers being available to collect their child at short notice.

5. Routines

Children feel safer when things are more predictable; a routine helps them to be calm and to attend to what is important. We aim to establish and maintain routines and to teach each learner to observe them. This helps to maintain boundaries and support the development of good habits. In turn, this will be transferable and support pupils as they move to other environments and situations.

- Staff are calm and considered about the behaviour that challenges them.

- Behaviour expectations are displayed around school and are explicitly taught through the Behaviour Curriculum.

Routines that we insist on throughout the school day are identified in the Behaviour Curriculum. They include, but are not limited to:

- Learners arrive at school/lessons on time and are greeted at the door by educators;
- Pupils line up in single file outside classrooms (from Year 3 upwards);
- Registration at the start of the morning and afternoon sessions and, for secondary pupils, at the beginning of each lesson;
- Putting coats and other belongings away in a locker, or in pupils' own bag (secondary) or hanging them up (primary);
- Having all equipment and planners ready for the lesson;
- Following the mobile phone policy – ***'Off and away during the school day'***, unless given permission to use for educational purposes in a lesson – failure to comply with this will result in the phone being confiscated and kept securely until the end of the school day;
- Engage with teaching and learning. We recognise that well planned, structured, engaging, differentiated and challenging lessons are crucial elements of good practice. Learning is reviewed by educators and learners throughout the lesson and High Quality Inclusive Practice is adopted by all educators.
- Record homework either in a planner or through an online platform;
- Complete homework and hand it in on time;
- Walk on the left and give way to others on the stairs;
- Uniform to be correctly worn, following the uniform code; and
- Be polite!

We appreciate that children are individuals and that, as a result, different strategies will work to motivate them; we do not endorse a one-size-fits-all approach to managing difficult behaviour and encouraging 'pro-social' behaviour however, clear routines and boundaries are essential in promoting positive behaviour for learning. For some pupils with Additional Learning Needs, the routines may need to be adapted, but this is based on need and is exceptional.

6. Relationships

We promote and encourage the continual development of all staff in their understanding and work with all pupils, including those with Additional Learning Needs (ALN) and review our practice regularly. We also try to:

- Encourage a sense of community;
- Develop partnerships with parents/carers which recognise and respect important factors in the home life and experiences of the pupil. Such dialogue supports

parents/carers to take a proactive and confident role in the management of their child's behaviour;

- Promote, in all pupils, a sense of self-discipline, self-regulation, self-calming and an ability to take responsibility for their actions;
- Promote pro-social behaviour and support pupils to achieve this;
- Ensure pupils feel safe in their ability to manage their emotions, feelings, behaviour and responses;
- Prepare pupils fully for the world of work or further study, post 16.

Relationships between educators and learners are key in developing positive behaviours for learning. Pupils need to be heard and understood and feel that they can trust staff. St Anne's is an inclusive setting that promotes equality of opportunity. The deliberate, skilful cultivation by the staff member of positive relationships with the pupil is the cornerstone of all successful behaviour management. Staff aim to establish positive relationships from the outset.

Effective relationships are promoted through:

- Unconditional positive regard;
- Clean slate in the next lesson/no favourites;
- Respect for others, including challenge to bullying and a zero tolerance of racist, homophobic and transphobic language;
- Mentoring;
- Engaging with parents/carers; and
- Staff modelling good behaviour.

Transition information is shared with teachers as children move from Reception to Y1, Y2 to Y3, Y4 to Y5 and Y6 to Y7 to enable relationships to start to develop as soon as the pupils move into a different class.

Relationship with parents/carers

St Anne's endeavours to promote good relationships with parents and carers. Different opportunities for face-to-face meetings are built into the school calendar. We attempt to positively involve parents/carers in all aspects of their child's learning and behaviour. The Class Teacher, Tutors, Additional Learning Needs Coordinator & Inclusion Manager (ALNCo) and Senior Leadership Team all play key roles in developing and supporting these positive links and enabling relationships. At times, it will be appropriate to support pupils, who are struggling to meet the expectations and standards of behaviour expected, through other means, for example, but not limited to:

- Reward or sticker charts;
- Behaviour report
- Involvement of other agencies (Les Voies Inclusion Service, School Attendance Service, CAMHS, Educational Psychology Service etc);
- Pastoral Support Plan.
- Team Around the Family

- In a few cases, a formal process of Determination may be the most appropriate course of action.

Bullying

Bullying is defined as the repetitive, intentional harming of one 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; and
- 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
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic/transphobic	When bullying is motivated by prejudice against LGBT+ people, or against those perceived to be LGBT+.
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 or gaming sites

We are committed to providing a caring, friendly and safe environment for all our pupils regardless of age, race and culture so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. That means that anyone who knows that bullying is happening is expected to tell the staff.

Further details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Code, available on the school website.

Parents/carers should contact the Headteacher, Deputy Headteacher or ALNCo & Inclusion Manager to discuss any concerns about potential bullying incidents. Contact details:

Headteacher: Anthony.griffin@education.gg
Deputy Headteacher: deborah.dix@education.gg
ALNCo & Inclusion Manager: kim.smith@education.gg

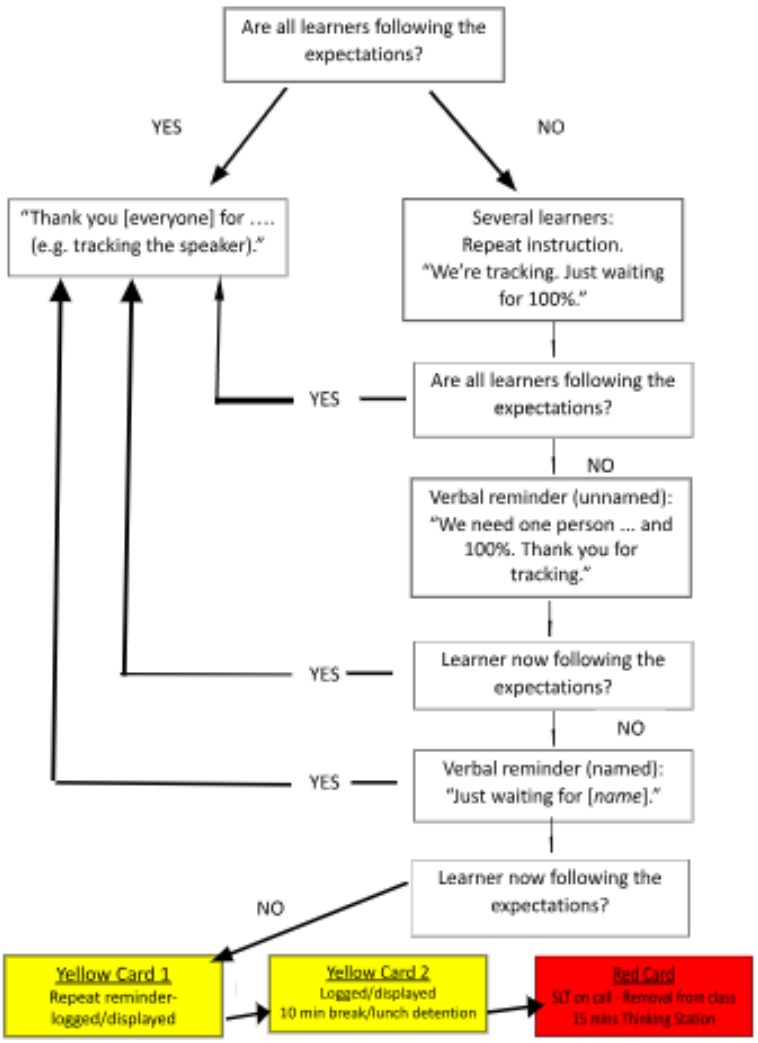
7. Responses

Achieving consistency of attitude and responses by educators gives a sense of security. When learners are treated consistently, they can distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning.

We try to ensure that we offer the right responses to learners to begin to enable behavioural change.

- Responses should have an overwhelming focus on the positive aspects of a pupil's work or behaviour.
- It is important that positive language is used to promote good behaviour (use positive phrases rather than saying 'don't').
- Where possible, describe the effects of the behaviour not the behaviour itself (*"when you are making a noise or messing about, the others can't hear or learn")*
- Time in the Thinking Station allows for staff to help learners to reflect on what has happened and if there was a different way to respond to a situation.
- Offering limited choice to learners allows them a sense of control.
- Responses should always be given in a calm and controlled manner. We treat pupils with respect even when they are exhibiting behaviours that challenge.
- It is important that praise is precise and **genuine**.
- The ratio of positive to negative comments should be at least 3:1.
- Staff aim to catch pupils doing the right thing.

The Behaviour Curriculum specifies how educators will respond to undesirable behaviours. This includes a staged approach, with scripted reminders, as illustrated in the flow chart:



Thus, before being removed from class for up to 15 minutes in the Thinking Station, a learner will have been given five chances to reconsider their behaviour. However, there are some behaviours that will immediately result in a red card, for example violent conduct.

All learners return to having GREEN status in the next lesson.

Strategies

In addition to the current Behaviour Curriculum, we use a range of classroom strategies to support us in engaging learners:

- Ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this must always be followed up.
- Avoid talking above background noise.
- Focus on those who are behaving and working well and praise and encourage them.
- Have a quiet word with the learner who is exhibiting behaviours that challenge, telling them that the behaviour is not acceptable and what they need to do.

- Follow up inappropriate behaviour with a learner on their own, where possible, rather than in front of the class.
- Follow the Team Teach guidelines if physical intervention is needed, and only after use of de-escalation techniques.
- Where appropriate be familiar with an individual pupil's Positive Handling Plan.
- Only raise the voice in exceptional circumstances and always in a controlled manner.
- Model reflective practice and encourage learners to reflect on their actions.
- Remember that all behaviour is communication.

Responses can be either positive or negative:

Positive

- Verbal feedback
- Green Day stamp in reading record/planner (for no yellow/red cards)
- Star of the Week (Primary)
- Kindness Cup (Primary)
- Kindness Coins
- Merits/house points earnt for specific reasons
- House point certificates in assembly
- Certificates (give precise reasons)
- Praise postcards
- Positive phone call/email home
- Special responsibilities/privileges including monitors, prefects, pupil council
- Rewards for the number of Green Days accrued in half a term.

Negative

- Verbal warning
- Yellow/Red cards
- Behaviour points
- Payback of time at break/lunch detention
- Loss of Golden Time (primary)
- Phone call home/parent consultation
- Move the pupil within the classroom
- Removing the pupil from class to a buddy classroom or the TLC
- Expecting work to be completed at home, or at break or lunchtime
- Break/lunch/after school detention
- Placing learner on Behaviour Report
- SLT detention
- Internal isolation
- Alternative provision
- Suspension or Exclusion.

Primary and secondary educators can award house points/merits for specific reasons, but it is important that these are valued by pupils. As such, they will be given out for exceptional engagement with learning, homework or around school.

We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is uncontaminated by our own feelings of hurt and inadequacy or by negative feelings towards the learner and avoid shaming them; it should **focus on what we want to see** not, what we don't want to see.

Pupils should be given the chance to make reparation with a member of staff or another pupil, when appropriate. This can sometimes mean apologising in writing or in person or attending a restorative meeting.

Management of Serious Disruptive Behaviour and Aggression

We maintain the importance of not accepting anti-social, aggressive behaviours that disrupt both the individual's learning and that of their peers.

St Anne's staff use the principles of de-escalation set out by Team Teach (see Positive Handling Policy). The following principles inform and govern our management decisions. Selected de-escalation strategies are included in an individual pupil's Positive Handling Plan, as appropriate (where behaviours are serious, ongoing and may require physical intervention).

- Remain **objective and calm** in both speech and actions. We recognise that firmness does not require shouting or threats.
- Attempt to see through the behaviour presented by the pupil to the possible meaning or message being expressed. We consider what the behaviour means to help us think and respond appropriately.
- Listen and respond quietly to the pupil. Try to avoid overwhelming the pupil with loud and insistent directives or too many instructions.
- Avoid looking for an immediate solution unless the situation is dangerous, when we adopt a reactive strategy. If appropriate we tell the pupil that we will deal with the issues later and we re-direct them back to work. While making this decision we will be making an ongoing dynamic risk assessment of the behaviour and the situation to minimise risk.
- At all times, when responding to behaviour, analyse don't personalise. This way we stay flexible for as long as possible avoid escalating the confrontation.
- Try to maintain positive attitudes that are constructive. We remind the pupil of previous good behaviour or similar situations that they dealt with well.
- Always remind the pupil of options and consequences. We avoid directives or threats that are unachievable – give closed choices and take-up time where possible.
- Use a range of diversionary strategies. The more unusual are likely to be the most effective. Humour is a powerful tool, when used sensitively, to pre-empt a crisis.
- Involving other people in a non-threatening way can divert the confrontation and reduce the aggression.
- It is sometimes necessary to remove the pupil from the situation. Try to do this in a neutral way, that is uncontaminated by negative or hostile feelings. Our message is **'we care about you enough to not let you be out of control or hurt yourself or anyone else'**
- Always promote physical safety and do everything possible to prevent physical injury.

8. Children with Additional Learning Needs (ALN) and Disabilities

We expect all children to follow the school expectations. However, this will be more difficult for some children at certain times. To support learners with difficulties that affect their behaviour, additional measures may include, but are not limited to:

- Regular meetings between teacher and parents/carers;
- Home-school contact book or chart;
- Social stories;
- Short term goals and targets linked to their Learning Plan;
- Involvement of external agencies;
- Individual Risk Assessment;
- Meetings with the ALNCo (Additional Learning Needs Coordinator);
- Alternative provision.

In some cases, expectations may need to be modified to manage a child's behaviour or to help them understand the rules (e.g. where a child has a Determination, is developmentally delayed or attachment and trauma experiences affect ability to follow rules). Some pupils may not comprehend the rules and structures of the school and be unable to meet expectations even with additional support. In these cases, individual adaptations may be made in consultation with the learner (when appropriate), the class teacher/tutor, ALNCo, Senior Leadership Team and parents/carers.

9. Suspensions and Exclusions

It is important to note that we have a duty of care to **all** pupils; therefore, as a last resort, if despite support, behaviours impact adversely on the safety and wellbeing of other pupils or staff, the Headteacher reserves the right to exclude pupils. It is for the Headteacher to decide whether to exclude a learner from school for a fixed period of time, in line with the States of Guernsey Policy - Managing School Exclusions.

Parents/carers have a clear role in making sure their child is well behaved at school. Parents/carers must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours. Parents/carers are expected to attend a re-entry interview following any fixed period exclusion from school. School will provide work to be completed during the period of exclusion. In all cases of more than one day's exclusion, work will be regularly set and marked by staff at the school.

In relation to a learner with ALN, the circumstances under which a learner may be excluded are the same as they are for other learners. Additional considerations may, however, apply for those learners with identified ALN.
Where a learner has identified ALN and is at risk of exclusion, the case for exclusion should be balanced with the need to take all reasonable steps to ensure that appropriate provision is made for the learner's additional needs. However, this additional consideration would not prevent exclusion where this is deemed absolutely necessary.

Within the States' role as a Corporate Parent, a Looked After Child should never be excluded from a school site. The learner should continue to attend school, however, they can be removed from any classes as appropriate. If removed from classes, the learner's education should continue and be carried out in a designated area within the school, with appropriate support and supervision.

10. Allegations of abuse against staff

Allegations of abuse must be taken seriously. We will ensure that we deal with allegations quickly, in a fair and consistent way that provides effective protection for the learner and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has

been reported. Where necessary, or appropriate, reference should be made to the policy: Conduct and Capability for Headteachers, Teachers and Lecturers.

Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, disciplinary action will be taken by the Headteacher. Please refer to our Safeguarding Policy for dealing for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

11. Roles and responsibilities

Governance Board

The School Governance Board is responsible for reviewing and approving this Behaviour Management Policy in conjunction with the Headteacher. They also monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this Behaviour Management Policy in conjunction with the School Governance Board and Senior Leadership Team. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour for learning and that staff deal effectively with poor behaviour. The Headteacher, along with the Senior Leadership Team, will monitor how staff implement this policy to ensure that the Behaviour Curriculum is taught and applied consistently.

Educators

All teaching staff and Learning Support Assistants are responsible for:

- Implementing the Behaviour Management Policy and Behaviour Curriculum consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular learners;
- Recording poor behaviour incidents on SIMS or on an individual Behaviour Log.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Parents/carers

Parents/carers are expected to:

- Support their child in adhering to the whole school expectations;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher or tutor promptly;
- Take responsibility for their child if excluded.

Appendix 1: **Behaviour Curriculum (2024)**

1. **Movement around school (KS2)**
2. **Movement around school (KS3 & 4)**
3. **Classroom (KS2)**
4. **Classroom (KS3 & 4)**

Going for GREEN Movement around school- Juniors

Area	Learners	Educators
	You will see us	You will see us
Movement around school	• Walking quietly, sensibly and with purpose to our destination- hands by our sides • Walking on the left in single file in corridors and on stairs • Greeting others with respect and a smile Hanging all coats and belongings on our pegs • Opening doors for staff, pupils and visitors • Not touching displays or anything that doesn't belong to us	• Walking on the left • Greeting others with a smile • Have the 'Do now' task in place, so learners can engage immediately on arrival. • Challenging & addressing unacceptable behaviours instantly as appropriate • Sending pupils back to practise if behaviours are not met
	You won't see us	Reminders and consequences
	• Loitering, walking deliberately slowly or taking a longer route to our next lesson. • Running to our destination, waiting for friends or escorting friends to lessons. • Hiding in the toilets. • Being noisy. • Making physical contact with other learners such as pushing or shoving each other. • Walking away from staff when being spoken to. • Arguing with staff when challenged: We won't huff; roll our eyes; ask:"Why or What?"; or say: "But I was just…"	1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: **'Stop! I need you to remember the rules for moving around school- thank you.'** 3. Named verbal reminder-Yellow card 1: **'David, this is a second reminder. Thank you.'** 4. Yellow card 2- logged and 10 min break/lunch detention (with duty teacher). 6. **Red card**-removal from situation/ Thinking Station (SLT on call) 7. Repeated **Red cards**- phone call home-parents informed/ SLT detention
	You will see us	Expected pedagogy of educator
At break & lunchtimes	• Leaving the classroom in rows when dismissed • Paying attention to teacher instructions regarding coats/ sunsafe expectations • Following the code of expectations on display on how to play with each other • 10min whistle on field- Pick up equipment and walk sensibly to return it • When on the field, line up in silent year group lines before being escorted down to the lower playground	• Keeping learners behind who have 2 yellow cards for collection by the duty team member (10mins detention at beginning of lunch break) • Dismissing the learners silently in rows • When on duty, actively observing play and modelling of expectations, including use of script for praising acceptable/exceptional behaviour and unacceptable behaviour. • Demonstrate a clear awareness of the expectations on display on how to play with each other • Follow sanctions consistently including recording of unacceptable behaviour (see Reminders and consequences system above).
	You will see us	Expected pedagogy of educator
Returning to the classroom	• Paying attention to the 3 min whistle reminder to have a toilet break and fill up water bottles before returning to the line to reenter the building • One long whistle blows- all stop • End of break / lunch line up in silence and wait for the class teacher to come and collect the class from outside	• **Duty team leader-**Blow whistle 3 times for 3 min toilet/ water reminder- allocate two staff members to be on duty at either end of Junior corridor/ send a runner to the staffroom • One long whistle blows- all stop • Classroom teachers to collect pupils from the playground and walk them into school- lining up at designated space before expected entry routine into classroom

Going for GREEN Movement around school- Seniors

Area	Learners	Educators
	You will see us	You will see us
Movement around school	• Walking quietly, sensibly and with purpose to our destination- hands by our sides • Walking on the left in single file in corridors and on stairs • Greeting others with respect and a smile • Leaving all coats in lockers or in form rooms • Opening doors for staff, pupils and visitors • Not touching displays or anything that doesn't belong to us • Being positive role models for primary pupils, taking responsibility for our behaviour • Being considerate of all members of the school community	• Walking on the left • Greeting others with a smile • Have the 'Do now' task in place, so learners can engage immediately on arrival. • Challenging & addressing unacceptable behaviours instantly as appropriate • Sending pupils back to practise if behaviours are not met
	You won't see us	Reminders and consequences
	• Loitering, walking deliberately slowly or taking a longer route to our next lesson. • Running to our destination, waiting for friends or escorting friends to lessons. • Hiding in the toilets at any time and not using them for their intended use. • Being noisy. • Making physical contact with other learners such as pushing or shoving each other. • Walking away from staff when being spoken to. • Arguing with staff when challenged: We won't huff; roll our eyes; ask:"Why or What?"; or say: "But I was just…" • Being inconsiderate within the school community	1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: **'Stop! I need you to remember the rules for moving around school- thank you.'** 3. Named verbal reminder-Yellow card 1: **'David, this is a second reminder. Thank you.'** 4. Yellow card 2- logged and 10 min break/lunch detention (with duty teacher). 5. 6+ Yellow cards in a week will result in a SLT detention 6. **Red card**-removal from situation/ Thinking Station for 20mins (SLT on call) 7. Repeated **Red cards**- phone call home-parents informed/ SLT detention
	You will see us	Expected pedagogy of educator
At break & lunchtimes	• Leaving the classroom in rows when dismissed • Collecting coats from form rooms and lockers in a sensible, timely manner • Following the code of expectations on display on how to interact with each other • 10min whistle on field- Pick up equipment and walk sensibly to return it • Return to bottom playground- no ball games allowed from this point	• Logging and depositing yellow cards in the staffroom on a daily basis.(10mins detention to be served for 2 yellow cards the following day) • Dismissing the learners silently in rows • When on duty, actively observing interactions and modelling of expectations, praising acceptable/exceptional behaviour and unacceptable behaviour. • Follow sanctions consistently including recording of unacceptable behaviour (see Reminders and consequences system above).
	You will see us	Expected pedagogy of educator
Returning to the classroom	• One long whistle blows- all stop and return sensibly to the classroom	• **Duty team leader**-Blow whistle 3 times for 3 min toilet/ water reminder • One long whistle blows- all stop

Going for GREEN Classroom behaviours - Juniors

Area	Learners	Educators
	You will see us	You will see us
Entry to the classroom	• Arriving on time 8.25am/10.45/1.25 • Lining up quietly & sensibly, in single file, waiting for the educator(s) to let us in. • Responding positively to greetings from the educator(s). • Entering quietly and commencing work, activity or routine without need for instruction. • Raising our hands & waiting for assistance/ help if needed.	• Waiting at the threshold to the classroom allowing sight of the classroom and the corridor. • Meeting & greeting every learner at the door. • Having a 'Do now' task in place, so learners can engage immediately on arrival. • Addressing unacceptable behaviours instantly as appropriate.
	You won't see us	Reminders and consequences
	• Arriving late. • Breaking any uniform rules. • Hanging around in the corridors/toilets or being disorderly.	1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: '**We're tracking. Just waiting for 100%. We need one person ... and 100%.'** 3. Named verbal reminder: '**David, we listen so we can learn. Thank you.'** 4. Yellow card 1 repeat reminder- logged/displayed 5. Yellow card 2- logged/displayed and 10 min break/lunch detention (with duty teacher). 6. **Red card**-removal from classroom/ 15mins Thinking Station (SLT on call) 7. Repeated **Red cards**- parents informed/ SLT detention.
	You will see us	Expected pedagogy of educator
During the lesson	• Sitting up straight, facing the front with knees under the desk, all chair feet on the floor. • Eyes on speaker: actively listening. • Participating in all activities/thinking, asking and answering questions. • Date and title, underlined and taking pride in my presentation. • Putting my hand up when I want to ask or answer a question and waiting to be asked. • Working hard: I should aim to complete my work and do my best on every piece of work.	• Task list/timetable/ learning intention displayed. • Expectations laminated and on display, to reinforce culture change until embedded. • Neat work guidelines expected to be in use every lesson. • Modelling by educators of expectations, including use of script for praising acceptable/exceptional behaviour and unacceptable behaviour. • Follow sanctions consistently including recording of exceptional and unacceptable behaviour and use of other educators in sanctions.
	You will see us	You will see us
Exiting the classroom	• Follow pack away routines as directed by the teacher • Stand behind chairs in silence waiting to be dismissed. • Leave the room quietly and observe corridor procedures. (inc no coats when walking internally around school.)	• At the end of the lesson, dismiss learners from their classroom in silence, one row at a time not before classroom is packed away • Waiting at the threshold to the classroom to allow us to have sight of the classroom and the corridor as learners leave (**NB-**walk them silently to playground at the end of the day)

Going for GREEN Classroom behaviours- Seniors

Area	Learners	Educators
	You will see us	You will see us
Entry to the classroom	• Arriving on time 8.25am/10.45/1.25 • Lining up quietly & sensibly, in single file, waiting for the educator(s) to let us in. • Responding positively to greetings from staff/ peers. • Entering quietly and commencing work, activity or routine without need for instruction. • Placing diaries and equipment on our desk. • Raising our hands & waiting for assistance/ help if needed. • Wearing uniform correctly without the need for reminders. • Not obstructing walkways with bags/ belongings.	• Being on time to lessons and waiting at the threshold, allowing sight of the classroom and the corridor. • Meeting & greeting every learner at the door. • Having a 'Do now' task in place, so learners can engage immediately on arrival. • Addressing unacceptable behaviours instantly as appropriate.
	You won't see us	Reminders and consequences
	• Arriving late. • Breaking any uniform rules. • Hanging around in the corridors/toilets or being disorderly.	1. Silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause or clicking. 2. Unnamed: '**Stop! I need you to remember the rules for moving around school- thank you.'** 3. Named verbal reminder-Yellow card 1: '**David, this is a second reminder. Thank you.'** 4. Yellow card 2- logged and 10 min break/lunch detention (with duty teacher). 5. 6+ Yellow cards in a week will result in a SLT detention 6. **Red card**-removal from situation/ Thinking Station for 20mins (SLT on call) 7. Repeated **Red cards**- phone call home-parents informed/ SLT detention
	You will see us	Expected pedagogy of educator
During the lesson	• Sitting up straight, facing the front with knees under the desk, all chair feet on the floor. • Tracking the teacher: actively listening to other speakers. • Participating in all activities/thinking, asking and answering questions. • Date and title, underlined and taking pride in my presentation. • Hand up when asking or responding to a question and waiting to be asked. • Working hard: Aiming to complete work and do our best on every piece of work. • Using laptop collection and return routines correctly.	• Task list/ learning intention displayed. • Expectations laminated and on display, to reinforce culture change until embedded. • Neat work guidelines expected to be in use every lesson. • Modelling by educators of expectations; praising acceptable/exceptional behaviour and addressing unacceptable behaviour. • Follow sanctions consistently including recording of exceptional and unacceptable behaviour and use of other educators in sanctions.
	You will see us	You will see us
Exiting the classroom	• Follow pack away routines as directed by the teacher • Stand behind chairs in silence waiting to be dismissed. • Leave the room quietly and observe corridor procedures. (inc no coats when walking internally around school.)	• At the end of the lesson, dismiss learners from their classroom in silence, one row at a time not before classroom is packed away • Waiting at the threshold to the classroom to allow us to have sight of the classroom and the corridor as learners leave