



Behaviour & Positive Relationships Policy

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"When the adults change, everything changes" Paul Dix, 2017

1. *Definitions*

For the purpose of clarity we have defined our use of vocabulary within our policy. These words have been chosen to be in line with our Therapeutic Thinking approach and serve to enable differentiation between behaviours.

Valued Behaviours

'Behaviour held in high regard by an individual, the community or the environment.'

- Creates helpful feelings in self or others
- Behaviour characterised by a concern for the rights, feelings and welfare of others
- Behaviour which benefits other people or society

Detrimental Behaviours

'Behaviour that hurts or hinders an individual, the community or the environment.'

- Creates unhelpful feelings in self and others
- Behaviour that is likely to cause injury, harassment, alarm or distress
- Behaviour that violates the rights of others

It is also important to differentiate between detrimental behaviour that is *difficult* and detrimental behaviour that is *dangerous*.

Difficult Detrimental Behaviour

- Behaviour that is detrimental, but not dangerous
- Examples of Detrimental Behaviour **may include, but are not limited to;**
 - ❖ Persistent disruption of learning
 - ❖ Threatening to cause harm
 - ❖ Threatening to destroy property
 - ❖ Refusal to leave an area or not accepting boundaries of where they are expected to be
 - ❖ Hiding

Dangerous Detrimental Behaviour

- Behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was at the age of criminal responsibility.
- Examples of Dangerous Detrimental Behaviour **may include, but are not limited to;**
 - ❖ Hitting (slapping or punching)
 - ❖ Kicking
 - ❖ Biting
 - ❖ Spitting
 - ❖ Throwing resources / furniture
 - ❖ Graffiti
 - ❖ Damage to property (breaking a window, damaging a wall / furniture)
 - ❖ Pulling clothes / hair
 - ❖ Using objects as weapons



2. *Introduction*

At Fairfield Park Lower School, all staff create an environment, which encourages and reinforces valued behaviour. The Governing Body agree these behaviour principles (see our Behaviour Principles Statement) and support our ethos that creates an environment in the school, which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good or valued behaviour as an important outcome of the educational process. Staff are aware of their duty of care to ensure to support children to understand their feelings and behaviours - what makes them feel dysregulated and what can be done to support regulation. Adults offer support in the form of co-regulation and through this modelling and security, the ultimate aim is for children to begin to self-regulate.

3. *Aims*

- To create an environment which encourages and reinforces valued behaviour
- To define acceptable standards of behaviour and types of behaviour that may breach the behaviour policy
- To encourage consistency of response to both valued and detrimental behaviours
- To promote positive self-esteem, self-regulation and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of home, school and wraparound provision in the implementation of this policy

4. *Standards of behaviour*

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure and support children's academic achievement, so we measure standards of behaviour and provide appropriate, positive intervention as necessary. We understand that circumstances such as trauma, disordered attachments, environmental circumstances, mental wellbeing as well as specific medical or special educational need can all have a profound impact on the way a child's behaviour may present at school. We constantly strive to develop our understanding of each individual child's circumstances, alongside their other significant adults and any other involved professionals. This enables us to create a bespoke, supportive response when needed.

5. *Anti-Bullying*

Our Anti-Bullying Policy forms part of the Behaviour and Positive Relationships Policy and should be consulted for further information. Bullying is defined as:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.



6. *Adult behaviour to support positive relationships:*

- * create a positive climate with realistic expectations and a shared understanding
- * model high standards of behaviour, both in their dealings with the children and with each other
- * predictable and consistent approaches from all adults
- * encourage and praise good behaviour through the use of: positive relationships (or 'botherdness'), our Golden Rules, values and recognising pupils displaying 'over and above' behaviours
- * emphasise the importance of being valued as an individual within the group
- * promote Values Education, through example and specific feedback to children showing the value
- * provide a caring, emotionally safe and effective learning environment
- * encourage relationships based on kindness, respect and understanding of the needs of others
- * provide co-regulation when needed, enabling children to feel a felt sense of security and begin to develop their ability to self-regulate
- * ensure fair treatment for all regardless of age, gender, race, sexuality, ability and disability, in line with our Equality Policy
- * show appreciation of the efforts and contribution of all

7. *The Curriculum and Learning*

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Positive, stimulating and predictable learning environments create a climate where children are engaged and feel supported in all aspects of their school day. Thorough planning for the needs of individual pupils and individual classes, where appropriate, the active involvement of pupils in their own learning and structured feedback all help to best promote valued behaviour and foster positive attitudes. Staff strive to provide adaptations to support children in their emotional regulation and wellbeing, just as they do for their academic journey.

8. *Classroom management and the wider school environment*

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between adults in the class and children, strategies for encouraging positive behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children respond and how regulated they are in their environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage positive behaviour as well as effort and good work. Adults strive to link praise back to our whole school values, developing lifelong learning and positive citizenship.

When children are accessing the wider school environment – for example, the dining hall, the playground and corridors – all staff will ensure positive behaviour support is exhibited and reinforced. Moving around the school, for example, may require temporary pauses to ensure the whole line is showing meeting school's behaviour expectations, which will be made clear to the children. Adaptions will be made to enable key children to succeed in these less structured times and adults are aware of their role in positively supporting this.

Alongside this policy we have a one-page "Behaviour Blueprint" (see Appendix 1). This outlines the heart of our behaviour management and relationship ethos and is easy to access on a day to day basis. All staff are encouraged to reflect regularly on their classroom management and their role in the wider school day to support their behaviour management strategies.



9. *Rules and Procedures*

Our 'Golden Rules' have been adopted as our whole school, agreed, rules. They are displayed in each classroom and all children are aware of their importance and meaning. We also have agreed Safety Rules, which cover the safety aspects vital within school. We strongly believe that these rules are lifelong and support our whole school Values Ethos. They are used to communicate expectations and as a tool to reflect on any detrimental behaviours that may occur.

10. *Values*

Our school is a Values School. Our whole school ethos is based around 12 Values, on a 2-year rolling program. We aim for Values to be embedded in all areas of school life and lived by staff, pupils and parents. Our positive behaviour management is based around core values of Respect, Responsibility and Trust and these will always be referenced when discussing a child's behaviour.

11. *Rewards*

Our emphasis is on fostering positive relationships and showing deliberate 'botherdness' to reinforce positive behaviour. We believe that whilst rewards can have a motivational role, we are also aware of the power of day-to-day recognition by trusted adults. We aim to praise in the moment and recognise when behaviour and attitudes are 'over and above'. We continue this positivity by communicating, informally with parents, sharing positive moments from the school day wherever possible.

We do have some more formal rewards and celebrations which publicly recognise the 'over and above' behaviours. These recognise dedication to learning as well as living our school values:

- *Super Citizen Tea
- *Golden Good News Assembly
- *Headteacher's Special Work Assembly
- *Values Champions
- *Sharing of work with an adult of the child's choice for special achievement

12. *Quality Time*

Quality Time is a strategy used by all classes from Year 1 to Year 4. It works on the ethos and understanding that relationships need time to be nurtured and shared joy is vital for a positive climate within the classroom. Quality time is timetabled for the last 20 minutes of a Friday and enables the children and adults within the class team to come together to share a game, some mindfulness or other activities that promote community cohesion and togetherness. With this in mind, Quality Time is never removed from a child or used as a reward or sanction. The whole class team end the week with this positive experience and look forward to the next week ahead.

Some examples of these are: dizzy football, rock-paper-scissors hoop game, Just Dance, sewing, exploring the wildlife area, sharing favourite stories in the library, singing, sharing food.

13. *Consequences*

Although praise, positive relationships and coregulation are central to the encouragement of good behaviour, realistically there is a need for consequences to detrimental behaviour and to protect the security and stability of the school community. Staff are aware that it is vital to ensure that they have a full understanding of the whole picture surrounding a detrimental incident and investigate the possible reasons behind it. Positive staff / pupil relationships are key, meaning that staff know and understand their children, their lived experience and what their typical behaviour looks like. Incidents can then be unpicked and children can be supported to learn about how they might manage a situation differently in the future.



In an environment where respect is central, loss of respect, or disapproval, is a powerful tool. All consequences should be applied calmly, firmly and consistently.

Consequences range from expressions of disapproval, through withdrawal of privileges e.g. minutes of playtime (see above) and discussion with parents. Discussion with parents is key – especially in the case of regular, deteriorating or uncharacteristic detrimental behaviours. There may be times when staff feel that they need support to facilitate discussions and put appropriate consequences in place. In these cases, it is paramount that the class teacher / original member of staff remains in the discussion. Our ultimate aim is always to preserve and nurture the relationships of the children in our care and we therefore need to invest in every stage of behaviour management.

We do not believe it is acceptable to pass children up the hierarchy of the school management system, instead staff may request support from senior leaders to manage uncomfortable or difficult situations together “shoulder to shoulder”. In the case of extreme circumstances, the teacher should work with the Inclusion Team and create supporting documents e.g. Cause for Concern, A sensory screener, BOXALL Profile, Strengths and Difficulties Questionnaire, an Individual Behaviour Plan, an Individual Risk Assessment or SEND Plan that is shared with the parents and the child, as appropriate. These should be updated regularly as it is recognised responding to behaviour needs is a changing continuum and class teachers need to proactively respond to this. In very extreme circumstances and in consultation with the Headteacher (and the Chair of Governors), a consequence may be suspension or permanent exclusion (using the Exclusion Policy) however school and the class teacher must show that all possible adaptations and support has been made and offered.

Where highly dysregulated, persistently disruptive or aggressive behaviour is frequent there may be times when our core strategies are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from external agencies may be deemed appropriate.

Incidences of dysregulated behaviour, throughout the school, are documented by staff in a number of ways; including, but not limited to; Behaviour Logs / Risk Assessments / CPOMS.

14. Suspension / Exclusion

As a school, we are aware that suspension and or permanent exclusion should only be considered as last resorts. However, in line with our Exclusion Policy, there may be times when a child has made a breach of the behaviour policy by displaying Difficult Detrimental or Dangerous Detrimental behaviours. In these incidences the Headteacher (or the SLT member acting in their capacity) would investigate the situation, take witness statements from staff involved and where possible hear the child’s voice. If it is deemed that a child has breached the Behaviour Policy, a suspension may be issued under the following headings

- ❖ Assault on staff member
- ❖ Assault on child
- ❖ Persistent disruption
- ❖ Damage to property
- ❖ Other



15. *Communication and parental partnership*

We give high priority to clear communication within the school and to a positive parent partnership, since these are crucial in promoting and maintaining high standards of behaviour.

Where a child's dysregulation is giving cause for concern it is important that all those working with the child in school are aware of the concerns, and of the steps, which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Inclusion Lead and SLT so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of dysregulated behaviour. All staff endeavour to ensure that positive behaviour is communicated with parents through informal discussions and where necessary, phone calls home. Parents are also made aware through certificates awarded during our many celebration assemblies and reward schemes.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

There may be times when a child is significantly dysregulated that we call parents to inform them and invite them into school, to work as a team to ensure the safety of their child and to support coregulation. The aim is for the parents to support until the child is sufficiently regulated to return to their trusted team and continue their day in school.

16. *Recognising the impact of SEND on behaviour*

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of detrimental behaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of detrimental behaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on a behaviour incident will be made on a case-by-case basis.

When dealing with detrimental behaviour from children 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 causing any substantial disadvantage to a disabled child caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of children with SEND (Children and Families Act 2014)
- If a child 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, likely triggers of detrimental behaviour and put in place support to prevent these from occurring, in the form of reasonable adjustments. It may also be appropriate for a child to have an Individual Risk Assessment. This document outlines typical difficult and/or dangerous detrimental behaviours, possible triggers, deescalation strategies and crisis management. The document



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is written in conjunction with a member of the Inclusion Team and is read by all members of the child's team and read and signed by parents.

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits detrimental 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 child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Where a child has an EHCP, the school will co-operate with the local authority and other bodies to implement the provisions.

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

17. Reasonable Adjustments

Any preventative measures will take into account the specific circumstances and requirements of the child concerned. Examples of reasonable adjustments within our school include, but are not limited to;

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as Autism / Pathological Demand Avoidance
- Use of sensory spaces or areas for nurture, where children can regulate their emotions during a moment of sensory overload
- Increased adult support for times of dysregulation
- Use of SEND equipment such as chair bands, wobble cushions, writing slopes etc
- Adjustments to the daily routine e.g. having lunch at a slightly early slot so the lunch hall is quieter or coming in from a transition (morning / after play) to a soft start e.g. agreed, enjoyable, regulating activity to prepare for the next session
- In case of a suspension, a child's SEN needs may be taken into consideration and a reasonable adjustment made to the length of the suspension e.g. a typical child may have received a 3 day suspension, but considering SEN needs a suspension may be reduced to 2 ½ days

18. Complex Adjustments

There may be times when reasonable adjustments are not sufficient to meet more complex needs. These instances may occur when a child is undergoing formal assessments / diagnosis or awaiting a more specialist placement.

Examples of reasonable adjustments within our school **include, but are not limited to;**

- Higher adult to child ratio e.g. 2:1- this is temporary measure during significant dysregulation
- Use of space outside the typical classroom environment for sustained periods of time
- Bespoke curriculum, focused on individual needs and interests (not following class timetable)
- Removal of the class of regulated children to allow space and safety in times of extreme dysregulation

19. Permissible touch

As a school, we have a duty of care to make pupils feel safe and secure in their environment. On occasion, this would include some physical contact e.g. holding hands with pupil at front/end of line for assembly, comforting distressed



pupil, pupil being congratulated/praised, demonstrate musical instrument/PE technique, first aid. None of the aforementioned would be deemed as 'Reasonable Force', but instead as 'Permissible Touch'. Adults are encouraged to take sensible steps to minimise the risk of allegations and to make sure that children feel comfortable with these situations e.g. communicating with child, offering 'side hugs' (rather than body to body contact), ensuring other adults are present and / or doors are left open.

20. *Use of restraint and reasonable force*

This section should be read in conjunction with the school's Restraint and Reasonable Force Policy where further guidance can be found.

We always try to avoid using physical interventions and regard them as a last resort for a tiny minority of situations. Physical intervention is then our method of last resort, after all other approaches have been tried or in situations of clear danger or extreme urgency. We utilise only the minimum force required to resolve the situation safely and any intervention must be REASONABLE, PROPORTIONATE and NECESSARY. How we respond always has regard to the circumstances and to the age and understanding of the child or young person. This means that the definition of "reasonable force" will be dependent on individual circumstances, but must be the minimum necessary, i.e. proportionate.

A dynamic risk assessment is completed in real time. It involves stopping, thinking and evaluating the likely outcomes of the available options before deciding which to choose. A good rule of thumb is to ask yourself, "What would you want somebody else to do in similar circumstances if that was your child?"

Section 93 of the Education & Inspections Act 2006 enables school staff 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 an offence
- Causing personal injury to, or damage to the property of, any person, (including the person himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, whether during a teaching session or otherwise

This means that reasonable force can be used by all staff to prevent pupils hurting/damaging:

- themselves
- others
- property
- or if causing disorder

Although parental consent is not required, it is good practice to tell parents if reasonable force has been used unless to do so would place child in more harm. In that case, County/Social Services (where appropriate) must be informed. All incidents need to be written up on an official incident form which can be found in the Restraint and Reasonable Force Policy. It is agreed that this type of intervention would only be used in extreme circumstances, where all other avenues of positive behaviour management have been explored.

21. *Behaviour outside of school premises*

Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for detrimental behaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.



- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school. Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:
 - Could negatively affect the reputation of the school.
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
 - Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy. The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

22. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Restraint and Reasonable Force Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence; or to cause personal injury to any person, including the pupil themselves; or to damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.



The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Drug, Alcohol and Tobacco Policy and Child Protection and Safeguarding Policy.

All members of staff will consult a SLT member to discuss any concerns of the above and parents will be informed of any concerns due to the young age of our school pupils. Then we will work in partnership and identify any action and next steps as part of our working together for a safe school and adherence to this policy.

23. Review

This policy will be reviewed on a one year cycle. The written statement of behaviour principles will be reviewed annually.

BEHAVIOUR BLUEPRINT



FAIRFIELD PARK LOWER SCHOOL

VALUING CHILDREN, VALUING ACHIEVEMENT, VALUING OUR COMMUNITY

ADULT BEHAVIOURS TO SUPPORT POSITIVE RELATIONSHIPS - Supported by our whole school Golden Rules and Values Ethos

- Calm, consistent, fair
- Relentlessly bothered
- Recognise over and above
- Modelling by living our Values
- Remember the 'parent on the shoulder'
- Self reflection—all behaviour is communication
- Always give time find out the back story / bigger picture—be curious, ask yourself why?

MANAGING LOW LEVEL BEHAVIOUR (whole school—all staff, not just class based)

- Relationships—in depth understanding of the academic and social and emotional needs of our children
- High expectations, clearly articulated within our Golden Rules (sitting, dress code, respect for resources etc)
- Consistent and predictable routines
- Recognition Board— optional tool that can be used as a positive focus on one desired, whole class behaviour—positive reframing
- Non verbal praise / recognition (smiling eyes, thumbs up)
- Flooding classroom with positivity / passion for learning
- Limited choices— "you can put your pen on the table or in the pot"
- Reframing "when I look at you I see (positive), rather than (negative), lets think of how we can get back to the positive
- Take up time "When I come back I expect to see..." - walk away and return (if needed guide towards the positive choice)
- Expected compliance "Pens down...Thank you "

STEPPED APPROACHES (IN PRIVATE)

Numerous 'positive drive bys' will have taken place before any of these sanctions

- Reminder of rule
- Reminder with choices—support of how to make the correct choice / what it looks like
- Take up time (reduce confrontation)
- Restorative conversation
- If support is needed from a colleague—this must always be 'shoulder to shoulder' (not passed on—always protect the relationship)

QUALITY TIME—SUPPORTING RELATIONSHIPS AND CONNECTEDNESS

- Weekly time allocated to whole class enjoyable activity
- Quality time cannot be lost or gained
- Chance to share important things in our lives, connect, play, shared joy (based around community and family values)
- Dependent on class preferences—could be games, calm activities, singing, small food sharing etc.
- Note—Less structured time may be an opportunity for children to share worries / disclose sensitive information

SCRIPT TO REPAIR AND REBUILD

- What happened just before (use Choice Points method)
- What were you feeling at the time?
- What have you thought about since?
- Who has been affected by what you have done? And in what way?
- What impact has this had on you and others?
- What do you need to do to make things right?
- Is there any help you would like?

SCRIPT FOR HIGH LEVEL SITUATIONS (CHILD IN CRISIS)

- Trusted adult, with knowledge and relationship, wherever possible
- Positioning—beside child and at their level wherever possible—non-confrontational
- Play a game / read a book to distract / help coax children away from the reactive part of their brain
- "NAME...I can see something's wrong..." (avoid stating your perceived emotion e.g. I can see you are angry...)
- "Talk and I'll listen..."
- "How can I help..."
- "Come along..." begin moving and assume compliance
- Be curious "I am wondering..." allowing children to articulate
- Speak deliberately slower, lower and more quietly—think DE-ESCALATION

OVER AND ABOVE

- Super Citizen Tea
- Verbal praise 'noticing'
- Values Champion
- Special Assembly
- Celebrating with key people at home and at school e.g. Values WOW slips
- Learning on display to celebrate; visits to SLT or SLT invited to class

Golden Rules

We are gentle ✓

We don't hurt others

We are kind and helpful ✓

We don't hurt anybody's feelings

We listen ✓

We don't interrupt

We are honest ✓

We don't cover up the truth

We work hard ✓

We don't waste our own or others' time

We look after property ✓

We don't waste or damage things

Safety Rules



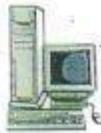
Walk in the classroom and around the school.



Use a quiet voice when walking sensibly around the school.



Take care in the corridors and playground. Think of others when moving around the school. Keep left!



Use all equipment and tools sensibly.



Pick up clothes and belongings and leave cloak areas tidy.



Keep the school clean and tidy. Classrooms, playgrounds, corridors.



Shut all fire doors in the corridors.



Hold open doors for all adults, children and visitors.



Line up sensibly and quietly.