



# FST Primary Schools Federation in collaboration with Langton Primary School



## Behaviour and Discipline Policy

*At Foston and Terrington Church of England Schools the Behaviour Policy is informed by our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity, which is rooted in the words of St Paul who wrote, 'The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control' (Galatians 5 v 22-23). Our core Christian values, love, joy, patience, and self-control are fostered in the pupils and staff building an ethos where all can flourish.*

*At Stillington Community Primary School the Behaviour Policy is informed by our commitment to promoting sustainability, affirming diversity, embracing community, and inspiring creativity is rooted in the core values of love, joy, patience, and self-control. These core values are fostered in the pupils and staff, building an ethos where all can flourish.*

*At Langton Primary School the Behaviour Policy is informed by the school values of excellence, creativity, respect, collaboration, nurture and resilience.*

Policy Reviewed: September 2024

Next Review: September 2025

## The Purpose

This policy has been drawn up in consultation with pupils, staff, parents and governors and is in line with current legislation. The Governing Body recognises that it is their responsibility to ensure that, through the head teacher, good behaviour and discipline are maintained at Foston, Terrington and Stillington Federation and Langton Primary School.

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. Our school culture ensures that pupils can learn in a calm, safe, and supportive environment and protect them from disruption.

### **Our Behaviour and Discipline Policy aims to:**

Create a positive behaviour culture by building a calm, safe, happy, engaging and supportive environment. This is underpinned by promoting a positive ethos of academic culture, high expectations of and set by all stake holders demonstrating: respect, tolerance and understanding of all protected characteristics driving towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptional behaviour to love, learn and grow together.

We strive to create an inclusive-school-communities that value: love, joy, self-control, patience, excellence, creativity, respect, collaboration, nurture and resilience to support learners to take ownership of their behaviour. We encourage pupils to value society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society. Our behaviour curriculum will be adaptable to meet individual needs including those with Special Education Needs and Disabilities. Please see the whole school provision maps for further information please see appendix 3.

We expect:

Readiness	Respect	Safety
<ul style="list-style-type: none"><li>• We arrive at school ready to start at 9am</li><li>· We wear the school uniform and come prepared for the day</li><li>· We take part fully in lessons and try our best to succeed</li></ul>	<ul style="list-style-type: none"><li>• We always listen to others</li><li>• We are polite and show good manners to everyone.</li><li>• We respect and celebrate our difference and know that we are all equal.</li><li>• We look after our equipment and share it.</li></ul>	<ul style="list-style-type: none"><li>• We follow instructions</li><li>• We do not tolerate bullying of any kind</li><li>• We walk and line up sensibly and quietly</li><li>• We know who to go to for help and support.</li></ul>

	<ul style="list-style-type: none"> <li>• We treat our environment with pride</li> <li>· We respect the law and the rules of school and society</li> </ul>	<ul style="list-style-type: none"> <li>• We stay safe online and outside school.</li> <li>· We use equipment safely</li> </ul>
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#### **As a community we will:**

- Build strong relationships
- Experience what it means to live as a member of an open, generous and forgiving community
- Benefit from a calm and secure environment
- Be fully involved in regular reviews of our behaviour policy
- Model forgiveness and the possibility of restoration and a new beginning in our relationships
- Clearly convey behaviour expectations

#### **We will promote Good Behaviour through:**

- We will have reflection areas focussing on the core values in school
- Values Champions are celebrated in special mention assemblies.
- Verbal praise and positive comments: Praise and positive comments etc. will be given readily. All staff will be encouraged to comment on good behaviour using our 'Values language' in order that children understand and relate their behaviour to our values
- Active communication with parents to celebrate success through planners / verbal conversations
- Half termly sharing assembly to celebrate consistent good behaviour / work

All pupils will have the opportunity to regularly link their experience with our core values of **love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control** through our RE curriculum, assemblies, PSHE curriculum and our restorative approaches.

## Roles and Responsibilities

### **A whole-school approach to behaviour**

We ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values of the school, how pupils are taught and encouraged to respond to their own and others behaviour through restorative approaches developing the relationships between staff, pupils and parents.

### **The Role of School Leaders**

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff to set, model and maintain the behaviour culture and an environment where everyone feels safe and supported. School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them.

### **The role of teachers and staff**

Staff have an important role in developing a calm, safe and trusting environment for pupils and establish clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through our behaviour curriculum and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

### **Pupil support**

Across the federation and collaboration there are designated staff who have the roles of supporting pupils with additional needs where those needs might be behaviour. These include:

**Our Pastoral Lead: Mrs Allon**

**Our SENCO: Mr Carlisle (Foston, Terrington & Stillington) Miss Stringer (Langton)**

Leaders will monitor behaviour incidents in school and put actions in place to prevent child-on-child abuse and will response to incidents of such abuse.

## **Systems Used and monitoring**

In school we use CPOMS Safeguarding software to log and monitor any behaviour incidents. It is the role of the DSL, DDSL, school-based DSL and pastoral lead to monitor these incidents in school. All staff are provided with a login to report incidents and will receiving training.

We will collect data from the following sources:

- behaviour incident data (CPOMs), including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders will then analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010 – DfE Behaviour in Schools, February 2024.

## **Staff induction**

School leaders will make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be allocated an induction mentor when they are first appointed at school and will receive support and guidance on the behavioural expectations within school. There will also be regular training for staff on behaviour. School leaders will also consider any appropriate training required for specific roles within school.

## **School systems and Social norms**

### **Behaviour curriculum**

In line with the updated guidance from the DfE February 2024, a taught behaviour curriculum has been implemented. Our exceptional behaviours are modelled, taught and regularly retrieved to ensure all pupils understand and uphold expectations. The curriculum is explicitly taught in the Autumn term to develop behaviours for learning and routines in, out and around school as well as understand their online presence. Across the year, this is then embedded through all curriculum areas, year groups

and schools following Rosenshine's principles of instruction 2019 which is upheld by all stake holders. Please see appendix 2 for the full behaviour curriculum.

### **School Rules**

Pupils are made aware of the school rules and are expected to adhere to them.

These are:

Be kind and respectful

Listen and learn

Be safe

Every new family receives a copy of our rules. Parents are expected to discuss the importance of this with their child/ren.

### **Restorative Practice (see appendix 1 for questions)**

This demands a positive policy encouraging appropriate attitudes through rewards and praise. We aim to prevent unacceptable behaviour rather than to react to it with restorative sanctions. The school uses restorative approaches to deal with any negative behaviour. This works by a neutral facilitator focusing attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the same questions and everyone given the same opportunity to speak. The controlled equality ensures the process is seen as fair. This encourages the truth and provides a safe environment so that responsibility can be acknowledged, and genuine remorse felt. It is this feeling of remorse drawn out by the process that creates accountability.

By looking at what harm has been caused it brings the participants together to develop a solution. This allows them to take ownership of their solution making it much more likely to succeed. It not only allows the "harmer" to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in any way by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future. This gives them a personal stake in the success of the contract. Through the use of restorative practices, participants:

- Develop - truth telling skills, responsibility, accountability
- Learn about - real impact of actions, consequences
- Are able to - make amends, show remorse, change behaviour, agree a way forward

## **Inclusion**

As a school, we understand that a child's behaviour may be a reaction to personal circumstance, a diagnosed condition, or a specific learning need. We actively seek to understand and support each and every child through giving behavioural targets, working with families and involvement of outside agencies where appropriate. Please see the whole school provision maps for further information (appendix 3)

## **Rewards and Sanction**

### **Whole School Approaches**

In each class there is a traffic light system in place that can be used by all staff members. The stages are as followed:

Rainbow – raffle ticket for a prize

Purple – sticker / house point

Green – daily starting point

Amber – warning (5 mins play)

Red – warning (10mins play)

If a pupil does fall below green, a restorative conversation takes place to try and encourage pupils to be reflective of their behaviour and improve this before the sanctions are enforced.

House points will be rewarded for good behaviour / hard work and totalled with the collaboration schools. A half termly celebration will be held for the winning house.

During our half termly celebration assemblies, a certificate will be awarded to a child from each class celebrating their behaviour. During this assembly, pupils who have received raffle tickets for exemplary behaviour will be entered into a prize draw. There will also be certificates given to celebrate children who have shown the school values on a weekly basis.

### **Individual Class Systems**

Each class can have their own reward systems running alongside the whole school system. These will be determined by the children and the class teacher e.g. beads in a jar, prizes for individual achievement or effort etc.

## Sanctions

Low level behaviours	Mid-level behaviours	High level behaviours
Chatting to classmates during lesson input, quiet work, assembly etc.	Ignoring a staff member's request	Persistent refusal to comply with a staff members request
Touching/playing with equipment at an inappropriate time	Hitting/pushing another pupil in response to being pushed first	Unprovoked violence towards anyone in school
Moving around the classroom at an inappropriate time	Calling another pupil names/shouting in response to provocation	Swearing
Pushing in front of peers in the line	Disrupting a lesson/game to the extent others cannot working/playing	Destruction or damage to property (schools or pupils)
Running in school	Deliberately misusing classroom equipment	Refusal to remove themselves to another classroom at a staff members request
Taking equipment from another pupil	Persistent misuse of playground equipment	Using racist or homophobic language or comments against disabled people
Calling another pupil a name	Persistent breach of playground rules	
	Not engaging with staff members attempts to resolve a problem/argument between pupils	

### Low-Levels of Behaviour

1. Verbal warning
2. Move the child's name to orange on the traffic lights
3. Move the child's name to red on the traffic lights
4. If pupil loses a whole playtime it is recorded on CPOMs and parents are informed
5. If pupil loses 3+ playtimes in any half term class teacher will invite parents in to discuss behaviour



### **Mid-Level Behaviours**

1. Verbal warning
2. Move a child to another class for the remainder of the lesson
3. Record the incident on CPOMs and inform parent
4. If pupil loses 3+ playtimes in any half term the pastoral lead and class teacher will invite parents in to discuss behaviour

### **High-Level Behaviour**

1. Immediately escorted to the EHT/HOS/Senior Teacher
2. Pupil given time to calm down
3. EHT/HOS/Senior Teacher will discuss the incident with the pupil using a restorative approach
4. Pupil will then work away from the other children for a fixed period of time as decided by EHT/HOS/Senior Teacher
5. Incident recorded on CPOMs
6. Parents informed and a behaviour plan reviewed or written with relevant risk assessment

### **Pupil transition**

The children are introduced to the behaviour systems, rules and routines at the start of each academic year. The checklist for routines can be found in Appendix 4. The whole school approach to behaviour will ensure this is integrated throughout the school learning environment. For children transitioning within the school year, these will be completed upon arrival.

### **Preventing recurrence of misbehaviour**

We will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations.

Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Systems are in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour. Examples of interventions schools can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- pupil support units
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care Plan (EHCP), early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where we have serious concerns about a pupil's behaviour, we will consider a multiagency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

### Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition. This will be recorded using our internal monitoring service, CPOMs.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- c) to allow the pupil to regain calm in a safe space.

### Use of Reasonable Force

In order to keep children and adults safe it may on occasion be necessary for staff to employ reasonable force strategies. This will only be carried out following the guidance published by the government entitled Use of Reasonable Force In Schools July 2013 published by the government. Examples of when reasonable force may be used are listed below:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

All occasions where reasonable force is used will result in the following:

- Be recorded on CPOMs with a description of the incident
- Parents will be notified
- If required a behaviour risk assessment be put in place if not already agreed with parents

Appropriate staff will undertake restraint training and refresh every 3 years and others will ensure compliance with the use of reasonable force guidance

### Absconding from the school site

If a pupil is suspected of leaving the school site without permission: -

1. The member of staff will alert the Executive Headteacher or, in their absence, the head of school and any second adult.

2. If the child appears to be missing but there is no evidence that he/she has left the site, a quick but thorough search of the site will be conducted before the parents/police are informed and the search widened.
3. If there is no doubt that the pupil has absconded, the school will contact the pupil's parent(s)/carer(s) to inform them and call the police unless a prior agreement is in place with parents. Staff will not chase the pupil as this could lead to the pupil wandering further afield, acting impetuously, or causing a traffic accident. However, professional judgement will be deployed, and consideration given to the age of the child, the given situation and the relationship between the child and adult as to whether they follow at a safe distance.
4. If the child is within an easy distance of the school, staff will use relevant strategies based on their knowledge of the child whilst being aware that that the child could be in a heightened emotional state. Parents will be called to come to school if required. If absolutely necessary, staff would use positive handling techniques to keep the child safe and return them to the school premises.
5. All parents will be informed at a time deemed suitable by school staff to ensure ongoing safety of all children. The police will be informed if there has been damage to school &/or neighbouring property.

Please also refer to the School Anti-Bullying Policy document, Equalities scheme and LEA Exclusion Policy documents.

Parents and pupils have been consulted and their views have been incorporated into the review of this policy.

### Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Please see the specific policy that can be found on the school website.

### Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;

- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. We will also collaborate with the local authorities to promote good behaviour on school transport.

## Mobile phones

Pupils are not permitted to bring mobile phones in to school in order to eliminate distractions, disruption and/or bullying. In special circumstance, where pupils require these for after school e.g if a pupil is walking home, pupils may bring a mobile into school and report to the school office giving it to a member of staff. Mobile phones will be stored in the school office and given to the child when they leave. Parental confirmation of pupils having a phone with them on site will require written acknowledgment addressed to the admin of the school. If a child brings a mobile phone into school, which does not fall into special circumstances, the phone will be confiscated and parents/carers informed. The phone will then be handed to parents/carers at the end of the school day.

## Banned Items

In school there are items which are prohibited and include: weapons, eg knives; alcohol; illegal drugs; stolen goods; tobacco products, eg cigarettes/vapes; indecent images; fireworks; anything that has been, or is likely to be, used to cause injury or commit an offence. The school doesn't need your child's consent to search them if they think your child has prohibited items. These can be confiscated, normally 2 members of staff should be present during a search.

## Malicious allegations

If a pupil/s is found to have made malicious allegations against school staff or other pupils, an investigation will take place by a senior member of staff who has not had allegations made against them. The school will follow the safeguarding policy, complaints procedure and notify the EHT/HOS, parents and relevant outside organisations. The school will seek support from outside agencies to support a pupil who has made a malicious allegation, in terms of safeguarding and mental health support.

In line with Equalities Act 2010

## **Appendix 1**

### **Restorative Questions**

What will happen?

What were you thinking at the time?

What do you think about it now?

What have you thought about it since?

How has this affected you?

Who has been affected and in what way? What has been the hardest thing for you?

How could things have been done differently?

What do you think should happen now?

## Appendix 2

### Behaviour curriculum

Teaching Opportunities						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Model/Teach/Practice/Apply Behaviour Curriculum – introducing concepts weekly/daily to include: <b>Routines and expectations in all curriculum areas</b> <b>Playground and lunchtime routines</b>	Praise/Review learning behaviours and expectations – <b>Half termly celebration of values</b>	Explicitly review learning behaviours and expectations – <b>Staff meeting</b> <b>COWO/Assembly</b>	Praise/Revisit learning behaviours and expectations – <b>Half termly celebration of values</b>	Explicitly review learning behaviours and expectations – <b>Staff meeting</b> <b>COWO/Assembly</b>	Praise/Revisit learning behaviours and expectations – <b>Half termly celebration of values</b>
COWO/Assembly Themes (4-year cycle)	Harvest Democracy Attitudes & Ambitions Road Safety Community Space Race – Healthy Competitions	Multicultural Britain Remembrance Bonfire Safety Advent & Christmas Traditions Diwali Qualities of a good Friend	New Year Perseverance All about me 10 commandments Well-being Fruit of your labour Good leader	Lent Easter Passover Bouncing Back International Happiness Day Quarrelsome Quails Sorry & Forgive	Ramadan World environment day Hate something, change something Charity Feelings & emotions Kind & generous	Sustainable development Changes Amazing you Wellbeing Memories Positive change The air we breathe
SMSC	British Value – Democracy and Mutual Respect	British Value – Individual Liberty	British Value – Equality	British Value – Mutual Respect	British Value – Tolerance of religions and cultures	British Value – Rule of Law
Safeguarding Curriculum	Introduce the safeguarding strategies in school	Fire Safety and light safety	E-Safety day	Review the safeguarding strategies in school	Clever never goes – Safety with strangers	Bikeability and Road Safety
PSHE Curriculum (2-year cycle)	Me & my Relationships	Respecting myself and others	Me and my future / Money and jobs	My healthy lifestyle	Keeping myself safe	Growing and changing / Media literacy and Digital awareness
Computing Curriculum	Online safety	Computing systems and networks	Programming	Creating media  Programming	Creating media	Data handling
Wider Community	Harvest Festival	Anti-bullying week  Remembrance Service  Christmas carols/ nativity	Children's mental health week	Easter Service	Mental health week  Swimming & Water Safety	Sports Day  School play/ choral speaking  Leavers Service

EYFS/ KS1				
Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> <li>Remember to always say please and thank you.</li> <li>Respond when spoken to</li> <li>Respect other peoples' opinions.</li> <li>Always tell the truth.</li> </ul>	<ul style="list-style-type: none"> <li>Wear correct school uniform, including PE kit.</li> <li>Put on your own coat and put it back on the correct peg or in your locker.</li> <li>Do not wear jewellery or smart watches.</li> </ul>	<ul style="list-style-type: none"> <li>Walk into collective worship/ assembly quietly.</li> <li>Sit with their legs crossed and hands in their laps.</li> <li>Look at the person who is talking and listen.</li> <li>Put their hand up silently to comment.</li> <li>Join in when singing songs.</li> </ul>	<ul style="list-style-type: none"> <li>Silently walk around school.</li> <li>Walk in a straight line.</li> <li>Know that we line up in our agreed line order.</li> <li>Respond if an adult talks to you.</li> <li>Pick up your coat or belongings if they are on the floor</li> <li>Knock on the door and wait for permission to enter.</li> </ul>	<ul style="list-style-type: none"> <li>Wash hands with soap before and after eating.</li> <li>Use a quiet voice and talk in a quiet voice to those on your table</li> <li>When eating, stay in your seats facing your food</li> <li>Try to use a knife and fork appropriately.</li> <li>Chew with your mouths closed.</li> <li>Say please and thank you.</li> <li>Put your hand up for adult attention.</li> <li>Clear your plate when you have finished eating your school dinner</li> <li>If you've had a packed lunch, take wrappers home.</li> </ul>
Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> <li>Try to attend school every day.</li> <li>Try to arrive at school on time every day.</li> <li>Know that attending school on time every day is important so that you don't miss important learning</li> <li>To aim to have an attendance of 95% or above.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a teacher's countdown in class.</li> <li>Respond appropriately to the stopping strategy out of class.</li> <li>When asked to stop, have nothing in your hands, be silent and pay attention.</li> <li>Have your equipment ready for learning.</li> <li>When sitting on a chair, I will have six feet on the floor at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Walk to the line sensibly, tucking chairs under the table.</li> <li>Line up in the order displayed in the classroom.</li> <li>Walk in a quiet and calm manner.</li> </ul>	<ul style="list-style-type: none"> <li>We are respectful of the learning environment.</li> <li>Know to take care of displays when lining up.</li> <li>Put all litter in a waste/recycle bin.</li> <li>Walk around school in a quiet and sensible manner.</li> <li>Pick up coats and place back on pegs.</li> </ul>	<p><b>We know how to set out our work in our books:</b></p> <ul style="list-style-type: none"> <li>Date – is on the top line next to margin in words (except for day number); 6 digit format used in maths books.</li> <li>Learning objective – miss a line after date and underline the objective with a ruler.</li> <li>Error correction – Green pen to be used to correct errors in their books. Ruled line through errors in maths.</li> </ul>
Playtime Behaviour		Lining Up	Behaviour outside of school	





<ul style="list-style-type: none"> <li>• Walk to the playground smartly and sensibly.</li> <li>• Keep hands and feet to ourselves and use equipment appropriately.</li> <li>• Do not 'play fight' because you may hurt someone by accident.</li> <li>• Be kind by including people in your games and sharing equipment.</li> <li>• When called, line up quickly and sensibly.</li> </ul>	<ul style="list-style-type: none"> <li>• Be ready for the lesson i.e you will have had a drink and been to the toilet at break time.</li> <li>• Walk to the line sensibly.</li> <li>• Place your chair under the table when leaving seat.</li> <li>• Walk in a quiet, calm manner around the classroom.</li> <li>• Treat equipment appropriately and with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Place your arms by your side.</li> <li>• Face forward.</li> <li>• Line up in silence.</li> <li>• Walk sensibly and in single file.</li> </ul>	<ul style="list-style-type: none"> <li>• When wearing your school uniform, you are representing the school community and must always behave responsibly and respectfully.</li> <li>• Be considerate of other people arriving and leaving school.</li> <li>• We know how to stay safe online and use technology sensibly and safely.</li> <li>• We know who to go to for help and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting expectations to be followed in all subjects – use a sharpened pencil.</li> <li>• Maths books – one digit or one sign per square</li> <li>• Worksheets are to be stuck in straight, and not overhanging the pages.</li> <li>• Take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages and folding books over etc.</li> </ul>
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KS2				
Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> <li>• Remember to always say please and thank you</li> <li>• Let any waiting adults through a doorway before walking through yourself.</li> <li>• Respond appropriately to everyone by looking in their direction when responding.</li> <li>• To know that if you respect someone, you have a good opinion of their character or ideas.</li> <li>• To know that being responsible means being able to be trusted to do the right things that are expected including when working independently without reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• Wear full uniform and ensure it is worn correctly.</li> <li>• Remove outdoor clothing once inside the building and hang them up appropriately.</li> <li>• Bring correct PE kit as appropriate.</li> <li>• Do not wear jewellery or smart watches.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk into / out of the classroom or hall sensibly.</li> <li>• Sit cross-legged with a straight back and hands still.</li> <li>• Face the assembly leader and with eyes forward.</li> <li>• Use silent hands-up to contribute.</li> <li>• Speak politely when contributing to a discussion or commenting.</li> <li>• Actively participate in the assembly, for example by joining in with the singing.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk around school quietly, sensibly and safely.</li> <li>• Walk in a straight line.</li> <li>• Line up in your agreed line order.</li> <li>• Be polite and courteous to everyone.</li> <li>• Pick up litter, coats and resources if on the floor or untidy</li> <li>• Knock on the door and wait for permission to enter a room</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands with soap before and after eating.</li> <li>• Use a quiet voice at your dining tables, and only talk to the children on your tables.</li> <li>• Line up quietly, in single file.</li> <li>• When eating, stay in your seats facing your food.</li> <li>• Use a knife and fork appropriately.</li> <li>• Chew with your mouths closed.</li> <li>• Say please and thank you.</li> <li>• Put your hand up for adult attention</li> <li>• Clear your plates after when you have finished eating.</li> <li>• If you have eaten a packed lunch, take your wrappers home.</li> </ul>

				<ul style="list-style-type: none"> <li>At the end of lunch, leave the dining hall quietly.</li> </ul>
<b>Attendance &amp; Punctuality</b>	<b>Ready to Learn</b>	<b>Moving to the line (In class)</b>	<b>Communal Areas</b>	<b>Presentation in Books</b>
<ul style="list-style-type: none"> <li>Know that you must try to attend school every day.</li> <li>Know that you must try to arrive at school on time every day.</li> <li>Know that attending school on time every day is important so that you don't miss important learning</li> <li>To aim to have an attendance of 95% or above.</li> </ul>	<ul style="list-style-type: none"> <li>Always respond to a teacher's stopping strategies.</li> <li>Have good sitting posture with 6 feet on the floor when working at a table.</li> <li>When asked to stop, have nothing in your hands. Be silent and pay attention.</li> <li>Keep the workspaces and resources tidy.</li> <li>Be punctual and ready for the lesson e.g., you've had a</li> </ul>	<ul style="list-style-type: none"> <li>Walk to the line sensibly</li> <li>Line up in the order displayed in the classroom</li> <li>Place chairs under the table when leaving seat</li> <li>Walk in a quiet, calm manner</li> </ul>	<ul style="list-style-type: none"> <li>Be respectful of the learning environment</li> <li>Put books back on the library shelves correctly</li> <li>Take care of displays when lining up</li> <li>Place all litter in a dustbin, do not walk past</li> <li>Walk around school in a quiet and sensible manner</li> <li>Pick up coats and place back on pegs.</li> </ul>	<p><b>We know how to set out our work in our books:</b></p> <ul style="list-style-type: none"> <li>Date – left hand side next to margin in words (except for day number); 6-digit format used in Maths books.</li> <li>Date underlined with ruler and sharpened pencil</li> <li>Learning objective – miss a line after date</li> <li>Error correction – ruled line through any errors</li> </ul>
<b>Playtime Behaviour</b>		<b>Lining Up</b>	<b>Behaviour outside of school</b>	

<ul style="list-style-type: none"> <li>• Walk from your classrooms to the playground, in a line smartly and sensibly.</li> <li>• Play safely without hurting anyone.</li> <li>• Do not 'play fight' because you may hurt someone by accident.</li> <li>• Be kind, by including people in your games and sharing equipment.</li> <li>• When called, line up quickly and sensibly</li> <li>• Try to resolve some friendship issues ourselves but tell the adult on the playground if we can't so it can be dealt with at the time.</li> </ul>	<p>drink, been to the toilet etc during break times.</p> <ul style="list-style-type: none"> <li>• Place chair under the table when leaving seat.</li> <li>• Walk to the line sensibly.</li> <li>• Line up in the order displayed in the classroom.</li> <li>• Walk in a quiet, calm manner around the classroom.</li> <li>• Treat equipment appropriately and with respect.</li> <li>• Return equipment to the play shed at the end of play time.</li> </ul>	<ul style="list-style-type: none"> <li>• Place your arms by your side.</li> <li>• Face forward.</li> <li>• Line up silently.</li> <li>• Walk in single file</li> </ul>	<ul style="list-style-type: none"> <li>• When wearing your school uniform, you are representing the school community and must always behave responsibly and respectfully.</li> <li>• Be considerate of other people when arriving and leaving school.</li> <li>• Use the 'stop, look, listen' strategy when crossing roads.</li> <li>• Know how to stay safe online and use technology sensibly and safely.</li> <li>• Know who to go to for help and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting expectations to be followed in all subjects – use of pen (if child has licence) or sharpened pencil</li> <li>• Maths books – one digit one square / one sign one square, margins to be drawn down left hand side of each page. Worksheets to be stuck in straight and unfolded.</li> <li>• Take pride in all your books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc.</li> </ul>
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## Appendix 3 - SEND – Whole School provision map

Foston CE, Terrington CE VA & Stillington Primary Schools Progression Map		
 'Love, Learn & Grow Together' <b>Whole School Provision Maps</b> 		
Communication and interaction (C&I)		
Quality First Teaching	Group interventions	Personalised Targeted Support
<ul style="list-style-type: none"> <li>Modelling high quality language</li> <li>Use of visual strategies</li> <li>Visual timetables</li> <li>Clear routine timetables in class</li> <li>Access to widget software</li> <li>Non-verbal symbols and gestures</li> <li>Use of ICT as access learning</li> <li>Clicker</li> <li>Peer support and talk partner work</li> <li>Task board</li> <li>Display labelling: image and written</li> <li>Magnetic letters</li> <li>Dictionaries</li> <li>Word banks and vocabulary mats</li> <li>Communication in Print</li> <li>Talk Cards and Dictaphones</li> <li>iPad's: voice recorders</li> <li>Makaton training</li> <li>Calm and neutral classrooms</li> <li>Quiet areas or reading corners</li> <li>Seating arrangements at the tables and carpet places- children are at the front or facing forwards.</li> <li>Little Wandle Phonics mats</li> <li>Knowledge organisers</li> <li>Use of whole class formative assessment strategies- whiteboards, thumbs up/down,</li> </ul>	<ul style="list-style-type: none"> <li>Roles to support group work</li> <li>Peer work</li> <li>PSHE</li> <li>Singing groups</li> <li>Ginger bear</li> <li>Time to Talk</li> <li>Talk Boost</li> <li>Socially speaking</li> <li>Socially speaking board game</li> <li>Narrative group</li> <li>Lego Therapy</li> <li>Circle of friends</li> <li>Talk about friendships</li> <li>Inference</li> </ul>	<ul style="list-style-type: none"> <li>Regular and close contact with parents</li> <li>Visual strategies based on TEACCH</li> <li>Individual visual timetables</li> <li>Visual task boards</li> <li>First / Then / Next approach</li> <li>Social Stories</li> <li>Support from outside agencies</li> <li>Support from specialists e.g. SALT</li> <li>Interventions recommended by SALT</li> <li>Social scripts</li> </ul>

Cognition and Learning		
Quality First Teaching	Group interventions	Personalised Targeted Support
<ul style="list-style-type: none"> <li>Home-school book</li> <li>Differentiated curriculum planning</li> <li>Increased visual aids</li> <li>Modelling and scaffolding learning</li> <li>Whole class visual timetables</li> <li>Checklists to support independence</li> <li>Illustrated dictionaries</li> <li>ACE Dictionaries</li> <li>Use of writing frames</li> <li>STEM Sentences</li> <li>Alternative Methods of recording</li> <li>Working wall displays</li> <li>Talk partner work</li> <li>IWB / paper – cream</li> <li>Clicker</li> <li>Practical resources</li> <li>Simplify instructions</li> <li>Clarify understanding of task</li> <li>Group Mind mapping techniques</li> <li>Pre-teaching knowledge and vocabulary</li> <li>Ongoing target discussions</li> <li>Alternatives to written recording</li> <li>Children's interests to motivate learning</li> <li>Makaton</li> <li>Concrete resources</li> <li>Numicon</li> <li>Key rings to support learning</li> <li>Individual timetables and task boards</li> <li>Calm and neutral environment</li> <li>Quiet areas or reading corners</li> <li>Seating</li> </ul>	<ul style="list-style-type: none"> <li>In class support</li> <li>Talking partners</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>Talk Boost KS1</li> <li>Inference Intervention</li> <li>Colourful Semantics</li> <li>Comprehension Groups</li> <li>Time to Talk</li> <li>Activate Literacy Kit</li> <li>Additional Guided reading</li> <li>Phonics interventions</li> <li>Collaborative Paired Writing</li> <li>Precision teaching</li> <li>Lego Therapy</li> <li>Thraxs</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>Numberbox</li> <li>Numicon Intervention</li> <li>Breaking barriers</li> <li>Talking Maths</li> <li>Numbers count</li> <li>Success@numbers</li> <li>Precision teaching</li> </ul>	<ul style="list-style-type: none"> <li>In class support</li> <li>Targeted interventions</li> <li>Gap Targets</li> <li>Individual workstations</li> </ul> <p>English</p> <ul style="list-style-type: none"> <li>Paired reading approach</li> <li>Choral reading</li> <li>Coloured overlays</li> <li>Outside agencies</li> <li>Modified Spellings</li> <li>Additional homework</li> <li>Individual phonics catchup</li> <li>Additional individual reading</li> <li>Reading Intervention</li> <li>Gap target intervention</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>Supporting Children with gaps in Mathematical Understanding</li> <li>Numicon intervention</li> <li>Precision teaching</li> </ul>

Social, emotional and mental health (SEMH)		
Quality First Teaching	Interventions & Booster Groups	Personalised Targeted Support
<ul style="list-style-type: none"> <li>Whole school behaviour policy based on a positive behaviour management system</li> <li>Whole school rules</li> <li>Individual class rules</li> <li>Class reward systems</li> <li>Head Teacher stickers</li> <li>Well-being check in</li> <li>Worry monsters</li> <li>Colour monster- feelings</li> <li>Seating plans and classroom layout</li> <li>Adaptation of classroom Seating plan</li> <li>Behaviour records: analysis of context and triggers</li> <li>Certificates / Celebration Assembly</li> <li>Children's interests to motivate learning</li> <li>Responsibility of school council groups</li> <li>Home / school contact through planners</li> <li>Task board</li> <li>Visual timetables</li> <li>Timers</li> <li>Use of rewards to work towards</li> </ul>	<ul style="list-style-type: none"> <li>Small group Circle Times</li> <li>Social Skills intervention and nurturing In class support</li> <li>Circle of friends</li> <li>Lego intervention</li> <li>Dealing with feelings</li> <li>Small, structured team games</li> </ul>	<ul style="list-style-type: none"> <li>Individual reward system</li> <li>Positive praise and individual targets</li> <li>Home – school communication</li> <li>Outside agencies including CAMHS, social care, Early help</li> <li>Sand therapy</li> <li>Drama Therapy</li> <li>Lego Therapy</li> <li>Social Stories</li> <li>Thrive assessment</li> <li>Therapeutic activities</li> <li>Mental health level 3 training</li> <li>Staff training: SEMH, de-escalation, react training</li> <li>5-point scale (physical cards to support)</li> <li>Soft landings</li> <li>ELSA Activities</li> <li>STAR Analysis to identify triggers</li> <li>Comic strip conversations</li> <li>Restorative discussions</li> <li>Communication passports</li> <li>Support from teaching assistants</li> </ul>

Sensory and/or Physical Needs		
Quality First Teaching	Interventions & Booster Groups	Personalised Targeted Support
<ul style="list-style-type: none"> <li>Flexible teaching arrangements</li> <li>Staff aware of implications of physical impairment</li> <li>Writing slopes</li> <li>Pencil grips</li> <li>Use of multi-sensory approaches</li> <li>Children can wear chewlery</li> <li>Specialist chairs and cushion</li> <li>Fidget toys</li> <li>Spinning dish and ball</li> <li>Loop scissors</li> <li>Designated quiet area e.g. tent</li> <li>Ear defenders</li> <li>Sunglasses</li> <li>Lycra</li> <li>Calm learning environments</li> <li>Neutral school environment</li> <li>Disabled toilet and changing bed (Foston)</li> <li>Yellow lines- handwriting</li> <li>Funky fingers</li> <li>Swiggle whilst you wiggle</li> <li>Dough disco</li> <li>Morning regulation check in for feelings-numbers in planners or colour monster approach</li> </ul>	<ul style="list-style-type: none"> <li>Keyboard skills</li> <li>Handwriting or fine motor programs</li> <li>Sensory stimulating activities</li> <li>Consideration of classroom layout to ensure access to equipment</li> <li>Ability to see whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>Individual support in class during PE and lunch time</li> <li>Adapted equipment and equipment</li> <li>Specialised equipment including standing and walking frames</li> <li>Advice from outside agencies including sensory and physical support teachers</li> <li>Physiotherapy programs interventions</li> <li>Occupational therapy interventions</li> <li>Alternative Methods of communication</li> <li>Sensory profile- regular sensory inputs</li> <li>Accessibility plan</li> </ul>

## **Appendix 4 – Checklist of Routines**

Have I taught the children a routine for:

- [ ] coming into and leaving the classroom at the start and end of the day?
- [ ] what to do during registration?
- [ ] what to do if they are late?
- [ ] showing that they are ready for learning at the start of the lesson?
- [ ] distributing and collecting resources?
- [ ] moving around the room?
- [ ] understanding the levels of noise expected for different activities?
- [ ] moving from one activity to another?
- [ ] what to do when they are stuck, before asking an adult for help?
- [ ] showing they need help from an adult?
- [ ] getting an adult's attention?
- [ ] getting work marked?
- [ ] what to do if they have finished an activity and have time to spare?
- [ ] asking to leave the classroom?
- [ ] asking to move to a quiet area if needed?
- [ ] clearing up?
- [ ] eating and drinking in the classroom?
- [ ] leaving the classroom at break or lunchtime?
- [ ] lining up at lunch time?

Other: