



Behaviour Strategy

This strategy must be read in conjunction with the
Twynham Learning Behaviour Policy.

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1. Ethos and Values

The school's statement of ethos and values emphasises the importance of building a caring community in which "everyone feels safe and secure" and also where "we take responsibility for our actions." In stating our aims and objectives, we recognise that there is no simple or complete solution for every child. Behaviour is a complex area but agreed procedures and high expectations lead to a positive approach and excellent standards of behaviour.

At Christchurch Junior School we aim;

1. In our classroom practice, to provide high quality, engaging teaching and fair, consistent management to encourage positive behaviour including the teaching of the behaviours we expect.
2. To make positive behaviour in and around school an expectation and responsibility of all adults and children.
3. To build positive relationships and partnerships with parents by welcoming them into school through our 'open door' policy. Parents are also made aware of their role in shaping those attitudes which produce good behaviour in school.
4. To communicate our approach fully and clearly to all adults and children, and manage it in a fair and consistent way.
5. To give children responsibilities to encourage them to make a positive contribution to the school community. This personal development work can be seen in many roles, including Anti-bullying Ambassadors and Upstanders, Eco Councillors and Play Leaders.

The research behind this approach is strongly linked to Behaviour Curriculum research (Appendix 1).

2. School systems

a. School Charter

We believe that good behaviour is essential in unlocking potential, supporting all students' personal development and promoting positive mental and physical well-being. Our school charter brings together five elements of the school's values (Appendix 2) which will support pupils to behave appropriately within our school community and beyond. We therefore believe that it is important to teach students what good behaviour looks like and place utmost importance on teaching certain core characteristics, expecting that:

- We include everyone and we respect differences.
- We are a caring school where everyone feels safe and secure.
- We try our best.
- We understand everyone's right to be individual.
- We take responsibility for our actions.

We expect all Christchurch Junior School students to demonstrate these values at all times when representing the school (Appendix 3). These statements provide an excellent context through which we can discuss behaviours with pupils.

b. Behaviour curriculum

- The behaviour curriculum (Appendix 4) focuses on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g., Walk in a quiet, calm manner around the classroom. Students are expected to follow these routines. This will be taught to pupils during their transition to Christchurch Junior School and reinforced regularly through assemblies, tutor time and by all staff.

c. Rewards

Christchurch Junior School recognises and celebrates student's hard work. We are proud of our students' achievements and believe that rewards are essential to promote a positive, inclusive and successful culture across the school and to celebrate successes. Staff will utilise the rewards and incentives as listed in Appendix 5.

- Rewards will be issued in line with the Twynham Learning Behaviour Policy.

3. Pupil support and designated staff

Staff will use a range of initial intervention strategies to help pupils manage their behaviour as outlined in the TL Behaviour policy.

School specific support may include:

- Class teacher, Year leader to meet with parents
- Class teacher and parents to meet with a Senior Leader
- Parents meeting with SENDCo, Pupil and Family Support Worker or Welfare Officer
- Pastoral support plans
- Individual student behaviour plan/risk assessment

We also have a number of staff roles within school whom students can ask for help and support with their behaviour:

Role	Responsibility
Class teacher	Every pupil has a class teacher who they register with each day. The class teacher is the first point of contact for pupils and parents.
Year Leader	Every year group has a Year Leader who are there to help should a pupil or parent not feel able to talk to their class teacher for any reason, or for more complex support.
Pupil and Family Support Worker (PFSW) and Welfare Officer (WO)	Mrs Lisa Sykes (PFSW) and Miss Kate Byles (WO) Staff who run and oversee support for pupils who need additional pastoral support or who are working with external agencies and professionals.
SENDCo	Mrs Fiona Utley Our Special Educational Needs and Disability Co-ordinator and attendance manager
Strategic Leadership Team	Headteacher – Mr Sam Fuller Deputy Headteacher – Mr Ben Croton Assistant Headteacher – Mrs Cath Cook SENDCo -Mrs Fiona Utley

If you wish to speak to any of the above staff, please contact them directly via phone or email office@cjsdorset.org

4. Managing behaviour

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

Records of all reported incidents will be kept on Arbor to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems, as well as supporting pattern-spotting which can then be addressed. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour reoccurring. After an initial incident of negative behaviour, sanctions will be considered, with staff using the stepped approach to their professional judgement and experience to determine what is appropriate and reasonable.

Christchurch Junior School will issue sanctions in line with the Twynham Learning Behaviour Policy.

a. Classroom behaviour

Teachers' professional judgement will be employed in their use of the sanctions system.

Parents will be contacted regarding sanctions, as detailed below:

- After school detention phone call to parents
- Internal Exclusion phone call to parents
- Break or Lunchtime detention phone call to parents

b. Other occurrences of misbehaviour

Staff may also issue a range of other sanctions, where appropriate. These sanctions may include, but are not limited to:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets a required standard
- The setting of written tasks as a sanction, such as writing a letter of apology
- Detention at break time, lunchtime or after school
- Loss of privileges – for instance the loss of a responsibility, such as being a school council representative, or not being able to participate in a school event
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; or removing graffiti – restorative element to these tasks
- Completing learning in another classroom
- Removal from a lesson or a series of lessons
- A period of time for reflection or completing learning with a member of the Senior Leadership Team

- Suspension or permanent exclusion, in line with the TL Suspension and Permanent Exclusion policy

c. Support systems for staff

Support must be available for all staff who feel they need it. Initially this would be provided by a Year Leader. More serious incidents will involve a member of the Strategic Leadership Team. A Leadership Team member is 'on call' at all times should the need arise. Regular CPD on behaviour and attendance is provided, particularly to new staff who are appointed to the school, so that consistency is maintained.

5. Removal from the classroom

In our school we all have the right to feel welcome, safe, cared for and happy so that we can learn and do our best. Therefore, we all have the responsibility to be kind, gentle, polite and help others as well as show respect to all children and adults in our school. The Seven Step approach is used to manage inappropriate behaviour in the classroom and the flow chart (Appendix 6) guides staff through steps to take when supporting children with their behaviour and the potential removal of a pupil. This can be used in conjunction with the reflection poster (Appendix 7). Sanctions need to be reasonable and proportionate, and may include lunchtime or even after school detentions or isolation. Obviously, it would be impossible to include every type of behaviour and staff will use their professional judgement as well as consulting with colleagues and senior leaders when dealing with individual children and behaviours.

6. Banned items and mobile phone use

Under the *DfE (2022) Searching, Screening and Confiscation* guidance, Headteachers and staff they authorise have the right to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited or banned item listed below.

If pupils are found to have a banned item, the school will decide on an appropriate sanction, which may include any of the full list of sanctions detailed in this strategy or the TL Behaviour policy, including permanent exclusion. The same may apply to pupils who are caught with others who are using a banned item, for example, a pupil found in the presence of another pupil who is using a lighter or matches as it is reasonable to assume that the pupil is condoning the use of this banned item.

The following items are allowed on school site, but are banned for use on school site and must be kept away in bag for the duration of the school day. If seen or heard by staff they will be confiscated:

- mobile phones, or other alternative electronic communication devices;
- ear phones/pods or similar devices (unless directed use by staff);
- hoodies and gilets
- any clothing or jewellery not permitted under the school uniform rules
- chewing gum

Students are banned from bringing the following prohibited items on to school site:

- tobacco, cigarette papers, all forms of vapes and e-cigarettes, lighters, matches, or any smoking related paraphernalia
- knives and weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- 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, or damage to property of; any person (including the pupil)
- fireworks; and
- pornographic images.

7. Specific behaviour issues

Specific behaviour issues will be dealt with using the behaviour steps outlined in Appendix 8.

8. Trips and Visits

Students will be expected to follow the TL Behaviour Policy and this behaviour strategy when attending all trips and visits. Should a pupil's behaviour be deemed a concern to staff, then a risk assessment will be completed to judge if it is safe for the child to attend the trip or visit. Where reasonable adjustments can be made to accommodate a pupil, this will be done.

9. Appendices

1. Behaviour curriculum research paper
2. Christchurch Junior School Values
3. School Charter
4. Behaviour curriculum
5. Rewards and incentives
6. Behaviour Steps
7. Behaviour Flow Chart
8. Reflection Poster

Core Principles for a Behaviour Curriculum

*"Excellence then, is not an act, but a habit."*¹

All Twynham Learning schools have an approach to behaviour which is based on the following core principles and underpinned by the research set out below:

1. Leaders and teachers need to 'make the weather'
2. Senior leaders are highly visible, leading from the front
3. Expectations are established
4. Teach – don't tell – behaviour
5. Practice makes permanent
6. 'Negative good behaviour' is not accepted
7. Consistency is the foundation of all habits

1. Leaders and teachers need to 'make the weather'²

"Culture is set by the way that the adults behave"³, and it is therefore essential that staff **intentionally focus on the positive** and outwardly, and purposefully, create the atmosphere within the school. If staff appear stressed or in a bad mood, this will certainly spread to the students, whereas a staff member who is positive, enthusiastic and energetic, who sets relentless high expectations with compassion and warmth, will encourage students (and colleagues!) to do the same.

2. Senior leaders are highly visible, leading from the front

Leaders do not, "wait for misbehaviour to occur", and, "hope that it doesn't rain"⁴. Instead they are proactive and adopt a 'fire prevention model'⁵, with high visibility and presence across the school. Leaders are in corridors, visiting classrooms and address every inappropriate behaviour, no matter how small, wholeheartedly believing that **"the standard you walk past is the standard you expect"**⁶. Leaders are explicit with staff and students that behaviour is never done and that it takes relentless energy and drive to set and maintain standards. Norms are over communicated at every opportunity and students are "immersed in a [school] where good conduct is heard, seen, demonstrated, encouraged and expected all the time. They should be surrounded by constant displays of what good behaviour looks like."⁷

3. Expectations are established

High expectations are established and clearly codified by leaders in line with the Twynham Learning Statement of Intent for Behaviour. Leaders understand that you **'establish what you establish'** and that, "if, in practice, you tolerate mediocre work, poor punctuality and off-task talking, you have established that this is the norm and so this is what you will get. On the other hand if you establish that you will not tolerate these things and will take actions to address them, students learn to function within those higher expectations. Whatever you establish and sustain becomes the norm"⁸.

¹ Durant, W (1991) *The Story of Philosophy, The Lives and Opinions of the World's Greatest Philosophers*

² Bennett, T. (2020) *Running the Room*: 50

³ Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 2

⁴ Bennett, T. (2020) *Running the Room*: 43

⁵ Bennett, T. (2020) *Running the Room*: 44-45

⁶ Taken from a transcript of a speech delivered by Chief of the Army, Lieutenant-General David Morrison in 2013

⁷ Bennett, T. (2020) *Running the Room*: 56

⁸ Sherrington, T. (2020) *Teaching Walkthrus, Five Step Guide to Instructional Coaching*: 38-39

4. Teach – don't tell – behaviour⁹

Leaders do not assume that students know how they want them to behave, in fact, they assume that students do not...yet. They understand that, “all students will have a different starting point with their behaviour, and they aim to level the playing field”¹⁰. This does not mean that students simply need to be taught ‘to behave’ – this in itself is an, “impossibly dense concept which could mean anything”¹¹. Instead we should break all good behaviour into its smallest pieces. How do we line up? How do we sit in a classroom? In other words, students are taught what good behaviours look like through **deliberate practise of precise routines**.

Leaders should:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

5. Practice makes permanent¹²

Routines are not simply a poster on the wall but a lived experience by every member of the Twynham Learning community. These routines are, ‘**not just practised till students get it right...but until they can't get it wrong**’¹³. Routines are positively framed with leaders using language which tells students *what to do* rather than what *not* to do. Leaders think about, ‘improving behaviour **when things are going well**, not only when there are problems to fix’¹⁴. They look for opportunities to reinforce the behaviours students have demonstrated well and emphasise how they achieved this: ‘Thank you for coming into the classroom quickly and quietly and for sitting up straight in your chair. This shows me you are ready to learn’.

In classrooms, teachers use Rosenshine's ‘*Principles of Instruction*’ as a way to build behaviour routines into their day-to-day classroom practice¹⁵.

6. ‘Negative good behaviour’¹⁶ is not accepted

Leaders believe that good behaviour is much more than just the absence of misconduct and understand the difference between the **compliance of boredom and quiet focus**¹⁷. Negative good behaviour (or passive compliance) is robustly challenged and all stakeholders have a strong, shared understanding of what ‘positive good behaviour’ look like in the classroom.

7. Consistency is the foundation of all habits

Underpinning our whole approach to behaviour is the notion that **consistency is key**; “When adults *really* know the rules, you hear them referenced in every interaction on behaviour”¹⁸.

As Bennett surmises, “Habits only last as long as they are performed. As soon as we stop practising, we start to lose the habit”¹⁹.

*Somebody has to be responsible for keeping watch!*²⁰

⁹ Bennett, T. (2020) *Running the Room*: 170

¹⁰ Forrester, A. (2022) *The Complete Guide to Pastoral Leadership*: 32

¹¹ Bennett, T. (2020) *Running the Room*: 174

¹² Lemov, D., Woolway, E. and Yezzi, K. (2012) *Practise Perfect, 42 Rules for Getting Better at Getting Better*

¹³ Lemov, D cited in Bennett, T. (2020) *Running the Room*: 178

¹⁴ Taylor, C. cited in Bennett, T. (2020) *Running the Room*: 147

¹⁵ Rosenshine, B. cited in Bennett, T. (2020) *Running the Room*: 173-175

¹⁶ Bennett, T. (2020) *Running the Room*: 39

¹⁷ Bennett, T. (2020) *Running the Room*: 17

¹⁸ Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 163

¹⁹ Bennett, T. (2020) *Running the Room*: 279

²⁰ Dix, P. (2017) *When the Adults Change Everything Changes, Seismic changes in school behaviour*: 16

Appendix 2

School Values





Christchurch Junior School

Belonging - Achieving - Growing

SCHOOL CHARTER

Our school values of Belonging, Achieving and Growing underpin the culture of Christchurch Junior School, helping everyone in our community to succeed.

Our school charter brings together five elements of these values which will support pupils to behave appropriately within our school community and beyond.

BELONGING—We include everyone and we respect differences.

BELONGING—We are a caring school where everyone feels safe and secure.

ACHIEVING—We try our best.

GROWING—We understand everyone's right to be individual.

GROWING—We take responsibility for our actions.

This school charter was drawn up with the support of all pupils and staff in 2023, with our school council playing a pivotal role in shaping this outcome.

BELONGING—We include everyone and we respect differences.


BELONGING—We are a caring school where everyone feels safe and secure.

ACHIEVING—We try our best.

GROWING—We understand everyone's right to be individual.

GROWING— We take responsibility for our actions

Twynham Learning Behaviour Curriculum

Our Culture	Our Trust Principles	<p>Equality - that everyone deserves a great education; whatever their social background and wherever they live.</p> <p>Humility - that, as individuals or as an organisation, we are not the finished article; that we still have much to learn and that there is always room for improvement</p> <p>Community - that we should work collaboratively for the greater good...whether that's within a school, between Trust schools, with other learning organisations and with our communities more generally.</p>			
	Our Fundamental Principle for Behaviour in Schools	All teachers have the right to teach and all students have the right to learn in an environment that is safe, highly focused and productive and absolutely free from low level distraction and disruption.	A research-led Approach	<p>Our behaviour curriculum is underpinned by the following research principles:</p> <ul style="list-style-type: none"> • Leaders and teachers need to 'make the weather' • Senior leaders are highly visible, leading from the front • Expectations are established • Teach – don't tell – behaviour • Practice makes permanent • 'Negative good behaviour' is not accepted • Consistency is the foundation of all habits 	

Creating our Culture	The process for explicitly teaching behaviour routines	<ul style="list-style-type: none"> • IDENTIFY the behaviour we expect • Explicitly TEACH behaviour • MODEL the behaviour we are expecting • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour 	SEND	<p>While this curriculum is for all students it will be applied differently in different year groups depending on students' ages and may be applied differently depending on individual students' SEND needs. For example, students who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults.</p>
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Maintaining our Culture	Our classroom behaviours	<ul style="list-style-type: none"> • Good behaviours are explicitly and regularly refreshed to ensure all students understand the expectations of them. • The Key Stage Curriculum Maps set out clear parameters for behaviour routines so that we have a shared and consistent language of expectations across our schools. • The curriculum is taught and retaught explicitly during the first week of every half term and at all other opportunities throughout the year. • The responsibility to teach these routines lies with every staff member. • Teachers will demonstrate these behaviours and ensure students have many opportunities to practise these (particularly in the first week of each half term). It is expected that all students will be able to demonstrate these routines.
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Behaviour Curriculum Map – Early Years Foundation Stage (EYFS) and Key Stage 1

Our students will be taught the following routines:

Manners	Uniform	Moving around School	During Lessons	Dining Area
<ul style="list-style-type: none"> Say ‘please’ and ‘thank you’ when asking and receiving something Be kind by opening doors for others Politely greet others Be respectful by being kind and listening to the opinions, beliefs and ideas of others Be responsible by being trusted to do the right thing, even when no one is watching 	<ul style="list-style-type: none"> Respect the full uniform and wear correctly at all times Independently remove outdoor clothing and place neatly on your peg. Wear correct PE kit as appropriate 	<ul style="list-style-type: none"> Walk around school calmly and quietly so as not to distract others Keep the school safe and tidy (pick up litter or belongings) 	<ul style="list-style-type: none"> Start all activities when directed by the adult You put your hand up, when needed, quietly. Sit on your seat with all four floor chair legs on the floor and back to seat, where possible (correct posture). Respond to the ‘ready to learn’ visuals 	<ul style="list-style-type: none"> We know that we wash hands before eating Sit (where possible) when eating snack Know that we use a quiet voice and talk to the children around us Know that when we are eating, we stay in our seats facing our food and eat over our lunchboxes/trays Know that that we use eating implements correctly Be polite and chew with your mouths closed Know that when we eat lunch, we put our waste in the correct bin Clear away your table space and leave tidy Know that we do not swap our food
		Whole Class Transitions <ul style="list-style-type: none"> Walk on the left when moving around school as a class, led by an adult At the end of playtime/lunchtime, a whistle signals tidy up time and a bell signals line up in silence. Place chairs under the table when leaving seat Line up – one behind the other Sit in rows when sitting in a class 		
Attendance	Assembly	Communal Areas	Social Time Behaviour	Outside of School
<ul style="list-style-type: none"> Attend school every day, unless you are too ill to attend Arrive on time every day 	<ul style="list-style-type: none"> Enter and exit calmly and in silence (including adults) Sit in rows when sitting in a class Sit when instructed by the adult Sit with a straight back and hands in laps Track/listen to the speaker Use silent hands-up to contribute Use manners when speaking Participate actively – clapping, singing etc. 	<ul style="list-style-type: none"> Be respectful of the learning environment Take care of all displays Place all litter in a dustbin, do not walk past Pick up lost property, dropped items and place in designated lost property area 	<ul style="list-style-type: none"> Be kind by including people in your games and conversations and sharing equipment Know we must play safely using kind hands and kind feet Listen to the end of playtime signal and respond accordingly Move calmly and quickly at the end of social times so that you are punctual 	<ul style="list-style-type: none"> When you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully Be kind, courteous and considerate of other people when arriving and leaving school. For example, walking not running, Know to be as polite online with friends, as you are in person We know who to go when we are feeling unsafe or worried.

Behaviour Curriculum Map - Key Stage Two

Our students will be taught the following routines:

Manners	Uniform	Moving around School	During Lessons	Dining Area
<ul style="list-style-type: none"> Say 'please' when asking for something Show gratitude by saying 'thank you' when receiving something, or someone does something nice for you Let anyone waiting through a doorway before walking through yourself Say 'Hello' or something similar to others when greeted Be polite and give eye contact to the people you talk to Be respectful by being kind and listening to the opinions, beliefs and ideas of others Be responsible by being trusted to do the right thing, even when no one is watching 	<ul style="list-style-type: none"> Wear the full uniform correctly at all times Independently manage wearing the appropriate uniform for specific lessons Bring in and wear correct PE kit as appropriate 	<ul style="list-style-type: none"> Walk around school calmly and quietly keeping your hands to yourself Be polite and courteous to adults / other children with a greeting Open doors for others Pick up litter, coats and resources if on the floor or untidy Knock on doors and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) 	<ul style="list-style-type: none"> Be ready for the lesson e.g., had a drink, toilet break. Start all activities when directed by the adult You put your hand up, when needed, quietly. Place chairs under the table when leaving seat Sit on your seat with all four floor chair legs on the floor and back to seat, where possible (correct posture). Sit with eyes to the front, ready to engage. Walk in a quiet, calm manner around the classroom Treat equipment appropriately and respectfully Respond to the sound visuals Have all your equipment ready for the lesson Keep your workspace tidy 	<ul style="list-style-type: none"> Wash/sanitise hands before eating Line up quietly – one behind the other. Wait patiently for food service. Know that we use a quiet voice and talk to the children around us Know that when we are eating, we stay in our seats facing our food and eat over our lunchboxes/trays Know that that we use a knife, fork and spoon correctly Be polite and chew with your mouths closed We encouraged not to speak with our mouths full Know that when we eat lunch, we put our waste in the correct bin Clear away your table space and leave tidy During any transition at lunch, remember to walk calmly and quietly.
Attendance <ul style="list-style-type: none"> Attend school every day, unless you are too ill to attend Arrive on time every day Take responsibility after breaks and lunches to be on time, ready to learn 	Assembly <ul style="list-style-type: none"> Enter and exit calmly and in silence Sit in rows in classes Sit when instructed by the adult Sit with a straight back with your hands still Track the speaker Use silent hands-up to contribute Use manners when speaking Participate actively – clapping, singing etc. 	Communal Areas <ul style="list-style-type: none"> Be respectful of the learning environment Take care of all displays Place all litter in provided bins Pick up lost property, dropped items and hand to a member of staff 	Social Time Behaviour <ul style="list-style-type: none"> Be kind by including people in your games and conversations and sharing equipment Act safely without hurting anyone Understand that we do not 'play fight' because we may hurt someone by accident Know that someone who is kind behaves in a kind and helpful way towards other children and adults Move calmly and quietly at the end of play and lunchtimes so that you are punctual and ready to learn 	Outside of School <ul style="list-style-type: none"> When you are wearing your uniform, you are representing the school and must always behave responsibly and respectfully Be kind and polite towards other people when arriving and leaving school, considering the needs others Know that being considerate means thinking about other people's needs, wishes and feelings Know that when we are online, we know how to stay safe online and use technology safely We know who to go to when we are feeling unsafe or worried

Behaviour Curriculum Map - Key Stage Three and Four

Our students will be taught the following routines:

Manners	Uniform	Moving around School	During Lessons	Dining Area
<ul style="list-style-type: none"> Say 'please' when asking for something Show gratitude by saying 'thank you' when receiving something, or someone does something nice for you and at the end of the lesson Let anyone waiting through a doorway before walking through yourself Say 'Hello', or something similar, to others when greeted Be polite and give eye contact to the people you talk to Be respectful by being kind and listening to the opinions, beliefs and ideas of others Be responsible by being trusted to do the right thing, even when no one is watching 	<ul style="list-style-type: none"> Wear the full uniform correctly at all times Remove outdoor clothing (coat, hats, gloves, scarves etc.) when in a classroom Ensure no items are worn which are not part of the school uniform Bring the correct PE kit as appropriate Prefects must wear their lanyards at all times. 	<ul style="list-style-type: none"> Walk around school calmly and sensibly, talking quietly, and keeping your hands to yourself Line up outside of classrooms and wait for a teacher to arrive Be polite and courteous to adults / other children with a greeting Open doors for others Pick up litter, coats and resources if on the floor or untidy Knock on doors and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) 	<ul style="list-style-type: none"> Be ready for the lesson e.g., had a drink, toilet break etc. Enter calmly and quietly when given permission by staff Show STAR behaviours Sit up straight with feet on the floor Have all your equipment on the desk ready for the lesson Start all activities immediately Keep your workspace tidy Use silent hands-up to contribute Place chairs under the table when leaving seat Walk in a quiet, calm manner around the classroom Treat equipment appropriately and respectfully At the end of a lesson, close windows and put away any equipment used e.g., whiteboards / text books 	<ul style="list-style-type: none"> Wherever possible, wash hands before eating Line up and don't push in front of others Talk quietly and calmly and don't shout across the room When eating, sit at a table, when available Use cutlery appropriately Be polite and chew with your mouths closed Collect your own rubbish and put in the bin Clear away your table space and leave tidy Walk calmly and quietly Be polite and respectful to canteen staff Do not use or take equipment from the canteen without permission
Attendance	Assembly	Communal Areas	Social Time Behaviour	Outside of School
<ul style="list-style-type: none"> Attend school every day, unless you are too ill to attend Arrive on time every day Arrive on time for every lesson or activity Apologise for any lateness 	<ul style="list-style-type: none"> Enter and exit calmly and in an orderly manner Ensure full uniform is worn correctly and outdoor clothing removed No eating or drinking Respect the speaker Sit according to seating plans Sit up straight Track the speaker Use silent hands-up to contribute Use manners when speaking Participate actively when required – clapping etc. Take responsibility for their own chair 	<ul style="list-style-type: none"> Be respectful of the learning environment Take care of all displays and do not cause damage Place all litter in a dustbin, do not walk past it Pick up lost property, dropped items and hand to a member of staff Do not sit on tables Sit appropriately on the chairs and respect the furniture in the room 	<ul style="list-style-type: none"> Be kind by including people in your games/conversations and sharing equipment. Act safely without hurting anyone Understand that we do not 'play fight' or 'take down' others because we may hurt someone by accident Only play ball games in designated areas Act in a gentle, caring and helpful way towards other people Move calmly and quickly at the end of social times so that you are punctual to lessons 	<ul style="list-style-type: none"> When you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully Be kind and considerate of other people when arriving and leaving school. For example, walking not running, giving people plenty of space, using a quiet voice not shouting, following cycle safety rules

Behaviour Curriculum Map - Key Stage Five

Our students will be taught the following routines:

Manners	Dress code	Moving around School	During Lessons	Dining Area
<ul style="list-style-type: none"> Say 'please' when asking for something Show gratitude by saying 'thank you' when receiving something, or someone does something nice for you and at the end of the lesson Let anyone waiting through a doorway before walking through yourself Say 'Hello', or similar, to others when greeted Be polite and give eye contact to the people you talk to Be respectful by being kind and listening to the opinions, beliefs and ideas of others Be responsible by being trusted to do the right thing, even when no one is watching 	<ul style="list-style-type: none"> Remove outdoor clothing (coat, hats, gloves, scarves etc.) when in a classroom As directed by the uniform policy Wear lanyard at all times 	<ul style="list-style-type: none"> Walk around school calmly and sensibly, talking quietly and not on your mobile phones Be polite and courteous to adults / other children with a greeting Open doors for others Pick up litter Knock on doors and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) 	<ul style="list-style-type: none"> Be ready for the lesson e.g., had a drink, toilet break etc. Have all your equipment on the desk ready for the lesson, wearing your lanyard Phones should not be visible Start all activities immediately Keep your workspace tidy Use silent hands-up to contribute Place chairs under the table when leaving seat Walk in a quiet, calm manner around the classroom Treat equipment appropriately and respectfully At the end of a lesson, close windows and put away any equipment used e.g., whiteboards / text books 	<ul style="list-style-type: none"> Wherever possible, wash hands before eating Sit appropriately being aware of other students in the room Collect your own rubbish and put in the bin Clear away your table space and leave tidy Walk calmly and quietly Be polite and respectful to canteen staff Do not use or take equipment from the canteen area when unsupervised
Attendance	Assembly	Communal Areas	Social Time Behaviour	Outside of School
<ul style="list-style-type: none"> Attend school every day, unless you are too ill to attend and inform CG/HoY Arrive on time every day for registration Arrive on time for every lesson or activity Apologise for any lateness Swipe at lunchtimes if no P5 If you choose to leave site in the day time you must register appropriately on the iPad Sign back in on return If unwell during the day see CG / medical or HoY before leaving the site 	<ul style="list-style-type: none"> Enter and exit calmly and in an orderly manner No eating or drinking Respect the speaker Use manners when speaking Participate actively when required Take responsibility for their own chair 	<ul style="list-style-type: none"> Be respectful of the learning environment in relation to other students Take care of all displays and do not cause damage Place all litter in a dustbin, do not walk past it Pick up lost property, dropped items and hand to a member of staff Do not sit on tables Sit appropriately on the chairs and respect the furniture in the room 	<ul style="list-style-type: none"> Be kind by including people in your games/conversations and sharing equipment. Act safely without hurting anyone Understand that we do not 'play fight' or 'take down' others because we may hurt someone by accident Only play ball games in designated areas Act in a gentle, caring and helpful way towards other people Move calmly and quickly at the end of social times so that you are punctual to lessons 	<ul style="list-style-type: none"> During the school day you are representing the school community and must always behave responsibly and respectfully No vaping / smoking should take place in sight of the school Students who drive to school should park and drive considerately, respecting the local neighbourhood Be kind and considerate of other people when arriving and leaving school. For example, walking not running, giving people plenty of space, using a quiet voice not shouting, following cycle safety rules

Appendix 5

Our Rewards and Incentives

Positive feedback

- verbal praise
- written comment
- stickers/stamps

Public recognition

- work displayed, name on the wall of excellence
- sent to Year Leader/Deputy Headteacher/Headteacher to share success
- Good Assembly each Friday
- shared in the school news letter

Awards

- Times-table badges
- House point certificates
- trophies
- special privilege
- Inform parents special letter/phone call home/ communication via Dojo (may include photograph of learning)

Greater responsibility

- peer mediators, librarians, sports leaders, School Council representative, Anti-bullying Ambassadors, Anti-bullying Upstanders, Play Leaders

Health and Safety Busters, Eco Council representatives.

- Dojo points
- team rewards e.g. mufti day

Appendix 6

Behaviour steps Christchurch Junior School

At Christchurch Junior School, we have high expectations regarding standards of behaviour and presentation. Our children are expected to be considerate towards both their peers and adults, showing patience, care and respect. We think these qualities are very important, not only in other people but also in ourselves. Through our School Charter we;

- We include everyone and we respect differences.
- We are a caring school where everyone feels safe and secure.
- We try our best.
- We understand everyone's right to be individual.

We take responsibility for our actions. Behaviours that do not follow these school expectations will be responded to in a stepped approach as follows:

Step 1 – Low level behaviours	Response/Consequences	Recording
<ul style="list-style-type: none"> • Wandering around class • Calling out/ interrupting others/ making noises in class • Pushing in the line • Swinging on chairs/ fidgeting which distracts others • Running in corridors • Rough play • Cycling/scooting on school premises • Not following end of playtime rules • Playing with/ on school equipment before or after school 	<p>Positive behaviour management/ redirection strategies as outlined in policy, e.g. rule reminder, tactical ignoring, proximate praise etc.</p> <p>Warning of Step 2 if behaviour persists.</p>	<p>Not recorded</p>

Step 2 – Less serious behaviour incidents	Response	Recording
<ul style="list-style-type: none"> Using unkind words, e.g. name calling, teasing (single incident) Hurting someone, e.g. kick, push (single incident) Distracting others from their learning Failure/ refusal to complete work set Interrupting/ answering back to an adult Damaging property e.g. breaking a ruler Throwing stones in the playground Allegation of bullying <p>Repeated Step 1 behaviours</p>	<p>Follow class behaviour flow chart</p> <p>Loss of up to 15 mins play/ social time (ideally same day, supervised by class teacher.)</p> <p>Children who have not responded to behaviour flow chart approach, will be given time out in a different class. A red card during a lesson. This means that they will be required to spend time out of class in isolation, in the first instance (SLT to supervise)</p>	<p>Class teacher records on Arbor.</p>

Step 3 – Moderate behaviour incidents	Response	Recording
<ul style="list-style-type: none"> Physical harm to others – leaving a mark Threatening another pupil Spitting Swearing Intentional damage to property Theft Leaving classroom without permission Persistent Failure/ refusal to complete work set <p>Repeated Step 2 behaviours more than twice</p>	<p>If poor behaviour persists after use of behaviour flow chart on return to class, they will be given a red card and be required to spend time out of class in isolation, in the first instance (SLT to supervise)</p> <p>Class teacher directs child to attend Lunchtime detention. (see detention room rota)</p> <p>Class teacher informs parent in person by end of school day or by phone.</p> <p>Class teacher arranges a meeting to set up a behaviour plan with specific targets and rewards agreed.</p>	<p>Class Teacher records on Arbor.</p>

Step 4 – Serious behaviour incidents	Response	Recording
<ul style="list-style-type: none"> • Bullying • Racist or homophobic insult • or insult related to disabilities or protected characteristics • Swearing directly at an adult • Dangerous acts of vandalism • Throwing objects at others • Overturning furniture • Extreme (unprovoked – possibly) aggression to others <p>Repeated Step 3 behaviours more than twice</p>	<p>Internal Exclusion from class for up to 3 sessions, supervised by SLT.</p> <p>SLT use 7 step Anti-bullying Plan.</p> <p>SLT to contact parents with a request they attend a meeting to plan next steps. This may include referrals to outside agencies.</p> <p>SLT/ Class teacher arranges a meeting to set up Behaviour plan.</p> <p>Behaviour plan with specific targets and rewards agreed/ Individual and Behaviour Risk Assessment agreed.</p>	<p>SLT records internal exclusion on Arbor.</p> <p>Record of Serious Incidents form completed & shared with parents by SLT</p> <p>Documents uploaded to Arbor by SLT</p> <p>Incidents requiring positive handling (restraint) handwritten in Bound book</p> <p>Health and safety (RIDDOR) form completed.</p>

Step 5 – Very serious behaviour incident	Response	Recording
or repeated serious incidents		
<ul style="list-style-type: none"> • Extreme behaviour or violence which harms the safety of others • Physical abuse to any member of staff • Two Step 4 serious behaviour incidents in a half term 	<p>Fixed term exclusion issued.</p> <p>Following a fixed term exclusion SLT will lead a reintegration meeting with parents and child which covers:</p> <ul style="list-style-type: none"> - Reasons for exclusion - Expectations on return to class - Social story of expectation in class - Strategies for child to use - Reparation/apology with anyone hurt. <p>SLT/Class Teacher arranges a meeting</p> <p>Individual Behaviour Plan and risk assessment agreed. PSP – for pupil at risk of permanent exclusion</p>	<p>Legal fixed term exclusion paperwork completed by HT/ Office manager.</p> <p>Where necessary, HT liaises with Lab to seek advice and records discussion notes.</p> <p>Incidents requiring positive handling (restraint) handwritten in Bound (HT's office).</p> <p>Health and safety (RIDDOR) form.</p> <p>SLT record on Arbor</p>

Appendix 7 – Behaviour Flow Chart

In our school we all have the right to feel welcome, safe, cared for and happy so that we can learn and do our best. Therefore, we all have the responsibility to be kind, gentle, polite and help others as well as show respect to all children and adults in our school.

CONSISTENT

PERSISTENT

Behaviour management steps

1. Verbal reminder of correct behaviours expected



2. Warning



3. Second Warning



4. Time out in class



5. Consequence



6. Time out in a different class to reflect



7. Removed from the class

Note for teachers

Step 7 - Isolation - the child is to be escorted to Mr Fuller or Mr Croton with work to be completed.

If Mr Fuller and Mr Croton are not available, the child is to be escorted to the following year leader

- Y3 - Y6 , Y4 - Y5 and vice versa. It is the responsibility of the class teacher to communicate this isolation to the child's parents with a detailed and clear explanation.

Appendix 8 – Reflection Poster

In our school we all have the right to feel welcome, safe, cared for and happy so that we can learn and do our best therefore we all have the responsibility to be kind, gentle, polite and help others as well as show respect to all children and adults in our school.



**Why have you been asked to sit here?
What other choice could you have made?
What can you do to re-join your classmates?**