

Behaviour Policy and Statement of Behaviour Principles



Approved by: [Name]

Date:

Last reviewed on: [Date]

Next review due by: [Date]



PLANTATION PRIMARY SCHOOL



Behaviour and Rewards Policy

'Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils.' – DFE Behaviour and Discipline in School Jan 2016

Our policy is based on the beliefs that:

- Good behaviour is essential condition for effective teaching and learning to take place.
- Children and staff have the right to work in an environment that is safe, friendly, peaceful and fair.
- High esteem promotes good behaviour, effective learning and positive relationships.
- Most effective promotion of good behaviour arises from emphasising potential, rewarding success, giving praise for effort and achievement rather than focusing on failure.
- It is the responsibility of parent(s)/carer(s) to support with the school in helping their child to behave well and to tackle issues that arise (refer to Home School Agreement).
- Good behaviour is not automatically learned. It needs to be taught.
- Classroom behaviours can change; teachers can assist children to manage their behaviour more effectively.

We believe good behaviour means that everyone holds and demonstrates our Super Values:

- Respect
- Determination
- Kindness
- Honesty

Aims

- For staff to project themselves as good role models, co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to display and set high behaviour expectations for themselves and our pupils.
- For staff to raise the levels of children's self-esteem.
- To support children to develop into caring and thoughtful people showing mutual respect towards all members of the school community and by valuing the feelings, opinions, beliefs, differences and property of others.
- To ensure pupils understand and respect the rule of law in our society and our school values.
- To provide a broad and balanced curriculum that is both engaging and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of the pupils.
- To provide a high-quality learning environment that will engage the pupils and encourage good behaviour.
- To track pupils, set challenging tasks and targets and support pupils with their work so that children know their efforts are valued, and that making progress matters and is valued.
- To encourage children to take responsibility both in and outside of the classroom for their behaviour and work with the purpose of promoting independence, resilience, co-operation, self-discipline and trustworthiness.

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- To create a happy working environment by promoting the pastoral care of children with staff providing support and guidance to each child.
- To create an atmosphere of support and trust between children and teachers so that they will come to a teacher when there is an issue.
- To work consistently and fairly in the positive management of behaviour.
- To work alongside parents to encourage our children to develop socially, morally, culturally, spiritually and academically. This will prepare them to play a positive role in modern day Britain.

Our purpose is:

- To maintain good levels of behaviour.
- To provide a consistent approach in rewarding good behaviour.
- To provide a consistent approach in responding to unacceptable behaviour.
- To ensure that behaviour does not inhibit learning or impede potential.

The Governing Board's role

- The governing board is responsible for reviewing and approving the written statement of our beliefs, aims and purpose for behaviour and rewards.
- The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher's role

- The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's beliefs, aims and purpose. The headteacher will also approve this policy.
- The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Reference Appendix 1 for key principles.

The Teachers' role

- To establish consistent levels of good behaviour with the support of parents, senior leaders and governors.
- To model good behaviour and show respect to all through their interactions with adults and children across the school.
- To make every child feel valued.
- To be fully aware of vulnerable children across the school community seeking out support and advice when necessary.
- To demonstrate good manners.
- To uphold the school's high expectations for behaviour, and to recognise when a child has gone over and above.

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- To ensure praise and rewards are used regularly and consistently (following agreed school procedures) to boost children's self-esteem.
- To provide effective conditions for learning by building a positive classroom environment and delivering a balanced and engaging curriculum for all children.
- To always challenge unacceptable behaviour from all children in our school and not just those in their class.
- To develop a positive relationship with parent(s)/carer that will provide mutual support, providing regular updates on behaviour and progress in school.
- Recognise that behaviour and the child are different things - criticise the behaviour and not the child.
- Handle confidential information with sensitivity and discretion.
- Reference Appendix 2 a teacher checklist.

The Children's role

- To be aware of and follow the Super Values.
- To be aware of and accepting of any consequences linked to poor behaviour.
- To regularly reflect upon their behaviour both when good and poor.
- To celebrate all their success in school.
- To work with the teacher to develop their self-esteem.
- To understand and accept their responsibilities for their behaviour in school.
- To demonstrate good manners.
- To develop resilience and strategies to deal with situations when children fall out or things are not as they would like them to be.
- To speak to their teacher regarding any concerns or issues they may have over their own or others behaviour. We are a talking school.
- To show respect to all children and adults within our school community.
- To work hard to improve behaviour, with support from teachers and parents, when necessary.

The Parents' role

- Support their child in understanding and following the school's Super Values.
- Support the school with implementation of any consequences relating to poor behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Super Values

At Plantation we have devised four Super Values following work with children throughout school. These are:

- Respect
- Determination
- Kindness

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- Honesty

These Super Values are referenced through the school day and displayed throughout the school. They have been linked with other words and phrases with similar or linked meanings in order for the children to make connections and to become familiar with what the values mean. These can be seen in Appendix 3.

Code of Conduct

The Code of Conduct (Appendix 4) is part of our Home-School Agreement and provides parents and children more detail about behaviour expectations in our school with links to our Super Values.

Classroom Work

Children are expected to work hard in class and always try their best to complete their work. Refusal to complete work will result in consequences in line with this policy.

Additional School Rules

We have specific additional school rules that are in place on the grounds of health and safety, and to allow smooth running of the school so that as much time as possible can be dedicated to lessons and learning.

Food and Drink –

We believe in the importance of promoting healthy food and drinks for children in order to promote their current health and to educate them in the importance of eating and drinking healthily for their future wellbeing.

In Nursery and Reception children have access to a snack table at specific times so should not bring in additional snacks. They are also provided with free milk. Water is available in EYFS at all times so children do not need water bottles except in hot weather.

Year 1 and 2 children are provided with a healthy morning snack, usually fruit, so they should not bring in any additional snacks. They are also provided with free milk. Parents are encouraged to send in a water bottle with the children each day (not flavoured – even sugar free varieties) to help them understand the importance of keeping hydrated throughout the day. In order to avoid unnecessary spills, water bottles should have a sport top that children can open and close unaided.

Year 3 to 6 are allowed to bring in a healthy snack for morning break times. Due to the confusing nature of 'healthy' snacks and the deliberately misleading advertising pursued by some companies, we have decided to keep it simple. Snack should only be:

- Fruit
- Toast
- Plain biscuit – no chocolate

Parents are encouraged to send in a water bottle with the children each day (not flavoured – even sugar free varieties) to help them understand the importance of keeping hydrated throughout the

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day. In order to avoid unnecessary spills, water bottles should have a sport top that children can open and close unaided.

Throughout the school, sweets and fizzy drinks are not permitted and this includes in packed lunches where every effort should be made to provide a healthy meal. Advice on this can be found on many internet sites but the following guidelines will help:

- Healthy sandwiches or alternative – pasta, salad etc
- Only one packet of crisps
- Only one biscuit bar/small 'treat'.
- Avoid cakes
- No fizzy drinks
- Avoid Flavoured water
- Aim for 'pure' juice drinks or smoothies.
- At least one piece of fruit/vegetables

If it is felt that a child needs to bring in a cough or throat lozenge then this must be reported to the school office. The lozenges will be handed to the office staff who will pass them on to the teaching staff. The children will only be allowed a lozenge at a safe and suitable time e.g. break time in class when they can sit in their seat. This is to ensure that the child is safe and that a situation is not created that could result in a choking incident. Children must not take in any cough or throat lozenges to class themselves.

School Uniform

School uniform plays an important role in creating a school identity that helps support the behaviour ethos of our school. Full details of the school uniform and dress code requirements can be found on the following link:

<https://www.plantationprimary.com/page/school-uniform-and-dress-code/16776>

Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property brought into school. Toys, games and sports equipment must not be brought into school unless it is for a specific 'treat' day. Children should never bring money into school. Any payments for school dinner or trips is done via Arbor.

Coats are the responsibility of the child to look after. Sometime coats can go missing so we advise not sending in your child with a particularly expensive coat.

Pencil cases including pencils rubbers etc are not needed in school as they can cause a distraction from learning. We provided all that the children need in order to complete their lessons. If a child does bring a pencil case in, they are responsible for it and its contents. It may be held in a central store in the class to avoid distractions during lesson times and will be handed out if the class teacher feels they can be used in a particular lesson i.e. art. Again, we advise against bringing in anything the

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child regards as valuable whether this is monetary value or for personal reasons. The school cannot be held accountable for lost or missing items.

Mobile phones are not allowed. Older children (usually Year 5 or 6) may bring a phone in if the parent feels it is necessary due to the child walking home alone. If this is the case, they must be switched off as soon as they enter the school grounds and handed into the class teacher where they will be stored. They will not be able to be used during the school day. Again school cannot be held accountable for lost or missing phones.

Behaviour Guidelines Rewards

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failures.

Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public and/or in private; it can be awarded to individuals or to groups; it can be earned for the maintenance of high standards as well as for achievements or improvements.

General Rewards

- Verbal praise. The power of positive praise should never be overlooked.
- Favourable comments, stickers and stamps entered on pieces of work.
- Written School reports comment favourably on good work, behaviour, involvement in and general attitude to school life.
- Assemblies will celebrate success of the children for a variety of reasons both in and out of school.
- Children's work should be displayed as much as possible both in the classroom and corridors of the school.
- A visit to the head teacher and/or deputy head teacher for praise and rewards.
- Special privileges can be awarded to individuals /groups of children – Prefects, Head Student (these can be removed for poor behaviour).
- Opportunities for giving children greater responsibility in school will be fostered and encouraged.
- Praise and encouragement in and out of lessons will be used as much as possible.

Whole School Reward Systems

As well as the rewards listed above, the school has designed and adopted a consistent approach for rewarding and encouraging the following:

- good behaviour
- high quality work
- effort and resilience
- improvements with work and behaviour
- displaying a caring and kind attitude to others

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- showing good manners
- listening well and following instructions
- being helpful

EYFS Stage

In EYFS, we recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude and appropriate behaviour. In Reception we give Pupil of the Week certificates for good behaviour and work and challenges are set by staff linked to targets relating to work and/or behaviour. When a child has been awarded 5 challenges they receive a prize.

Year 1 to Year 6

Plantation Tokens

Plantation tokens can be obtained if the class achieve the following:

- Whole class going over and above.
- Outstanding behaviour as a class.
- Outstanding work all week by the class.
- Outstanding work on a particular theme/project i.e., Bully Busters, equality and diversity week.
- Winner of the weekly lunchtime Superstar sticker draw (see below)

The number of class tokens each class has will be displayed in the hall and class. A class will decide which of the rewards they want to work towards. These rewards may change throughout the year depending on feedback from the children. Plantation tokens will be introduced to Reception classes during the summer term of 2022 and then it will be adopted from September for the school year 2022-23.

Lunchtime Star Stickers

Lunchtime supervisors will give out Superstar stickers rewarding good behaviour. A record of these children will be kept and each week a draw will take place with the winning pupil earning a Plantation Token for their class.

Recognition Board

Recognition Boards will be used to focus on a class short term target. At the end of the day, there will be a big round of applause for those who made it onto the board and it resets for the next day. This could be same target or new one.

Individual class systems

Classes may have additional rewards systems in place. Any rewards system in class will not focus on individuals doing well and therefore others not doing well and will avoid visual reminder of this.

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Examples are table points (a group reward); a reading challenge focused on effort reading; and raffle tickets rewards that allow all children to be successful. All rewards will be linked to the values.

Attendance

Good attendance is vital for children to make as much progress as possible and to achieve their potential. To encourage good attendance, we operate a number of rewards and incentives for the children throughout the year.

End of Year Award Afternoons

At the end of the school year, Years 1 to 6 will have an Awards afternoon where children will be selected to achieve awards for a range of awards across the curriculum and for personal development.

Good News Postcard

When a child has shown behaviour that has been 'over and above', a Good News Postcard will be sent home with parent(s)/carers receiving prior notice via an e-mail sent by the teacher. The children may not always receive a full postcard straight away, but they will be able to build up to earn a full one. Parents will then be notified, and a postcard sent home.

Pupil of the Week

Children will receive pupil of the week certificates to recognise great work or behaviour or improvements in school. It could be linked to work completed, improvements made (with work or behaviour), a particular incident or by being a great role model by living our Super Values.

Our Restorative Behaviour Approach.

At Plantation we believe in a behaviour culture that is rooted in kindness and respect. This gives the children a clear expectation and understanding of how we do things here. We implement a consistent approach built around our Super Values and restorative reflection when there are behaviours that need challenging.

Super Values

At Plantation, we follow our Super Values, which were created in consultation with the children. These Super Values are our behaviour and our rewards. They are displayed across the school and are referred to throughout the school day by all members of staff so that all behaviours are linked to the values. In EYFS, staff have their Golden Rules, supported by pictorial representation (appendix 5). These are linked throughout the year to our Super Values with additional work being completed in preparation for transition into Year 1.

Restorative Chats

Poor behaviour will always be challenged by adults in school. Often this will be the class teacher but not all the time. Other adults in school, are expected to challenge poor behaviour whenever they encounter it. Challenging behaviour can be done in different ways but will follow a graduated

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response with any consequences being appropriate and proportionate. Sometimes the child and adult will have a restorative chat to discuss the behaviour, its affect on themselves and others and what can be done going forward to improve the situation. This chat will be tailored to meet each child's needs and be delivered in a calm, controlled manner based on the CPD staff have received.

Restorative chats will always take place as near to the behaviour incident as possible. However, this will depend on whether the child is ready to reflect on their behaviour and the time of day when the incident happens.

Consequences.

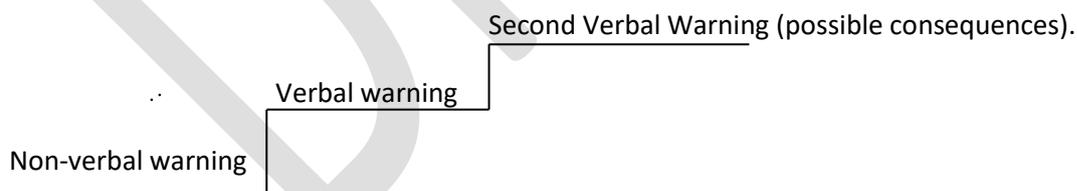
Sometimes it is important for children to understand the consequences of their behaviour both for themselves and for others. It may be that following the restorative chat, further consequences are needed. This could be finishing work at break time, further work on emotions, time outs, or taking home the work to be completed. All staff have received CPD training linked to our restorative behaviour approach so we can have a consistent whole school approach to consequences. Any consequences will consider the individual child's needs and circumstances and will always have a supportive element.

Support for the child

Poor behaviour is a child's way of trying to communicate something to adults. As a school, we always challenge poor behaviour but also offer support to the child and if required, their family. Teachers, TAs, department leads, the deputy head and head teacher will all be available to support the child in tackling any poor behaviour. Additional support may take place via the school Blossom Suite and additional agencies such as Family First or our Behaviour Outreach Team.

Graduated Response

In school we used a graduated approach to dealing with any behavioural issues. This may be thought of as a staircase.



This response should not be seen as a straight jacket as each incident is individual and it may be necessary to move to a different part of the staircase depending on what is happening at the time.

Time outs.

Each classroom has a breakout table or area that children can go to in order to calm and take time out. Sometimes children will do this on their own, other times they will be directed there by staff members. Usually, these tables will be in the class area but there may be additional areas for time outs in quieter places such as corridors. This will be adapted to meet the needs of the child.

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In some cases, children may be sent to another classroom or teacher in school, with work, to allow them to calm and give the teacher a chance to reflect and prepare the restorative chat. The child's behaviour will not be discussed here, this will be done with the member of staff affected by the poor behaviour.

Internal, fixed term and permanent exclusions.

Serious behaviour issues may result in an internal, fixed term or permanent exclusion. During an internal exclusion the pupil will work independently with a member of staff present and will be isolated from peers including at break and lunchtimes. They will miss out on any extra curriculum activities planned for the class for that day including sports events, trips etc.

A fixed term exclusion will mean the pupil will not be able to attend the school for a set period of time. Work will be provided for the child to complete at home.

A permanent exclusion means the pupil will no longer be able to attend Plantation Primary school.

Dfe guidelines are followed for any exclusion with only the headteacher having the power to exclude a child.

Bullying

At Plantation we use the Anti-Bullying Alliances definition of bullying as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Put simply, this means situations where a child is being deliberately and repeatedly hurt by other people and they find it hard to defend themselves.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Playtimes and Lunchtimes

Incidents that happen during break time and/or lunch time may result in a child missing some or all of their break and/or lunch time. Younger children may be required to stay with an adult for a period of time and have a 'walking play' or to stay in. This may be extended to following days depending on the nature of the incident or the needs of the child. Alternatives to the usual break and lunchtime may also be sort if deemed to be in the best interests of the child and/or other children. As part of consequences for poor behaviour in class children may also miss some/all of their break or lunchtimes when work has not been completed. Children will never be kept in for break and lunchtimes when they have tried hard but not been able to finish unless they request extra time to finish.

Use of Responsible Force/ Team Teach – Dfe 'Use of Responsible Force' July 2013

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

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Reasonable force may be used in the following circumstances:

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

Staff in school are Team Teach trained and follow their ethos of de-escalation and positive handling whenever possible.

Behaviour Outside of School

School staff may discipline a pupil for misbehaviour outside of school when the child is:

- Taking part in any school organised or school related activity
- Travelling to or from the school
- Wearing the school uniform
- In some other way identifiable as a child at the school

Whether or not the above conditions apply, staff may also discipline a child when:

- It could have repercussions for the orderly running of the school
- Poses a threat to another child or member of the public
- Could adversely affect the reputation of the school.

Confiscating items

Teachers will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after school directly or via the deputy or head teacher. When appropriate discussion with parents will be sort and items may only be returned to parents. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation – see Dfe 'Searching, Screening and Confiscation' January 2018.

Supporting SEN and/or Vulnerable Children

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil whether for SEN or a child who is vulnerable.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute

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needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

All children will receive support in addressing any behaviour issues and the school will work with and support parents in dealing with any issues that may arise. If deemed appropriate to the situation, support and advice from outside agencies may be sort.

Transition

To ensure a smooth transition to the next year, pupils have a transition day with their new teacher. Children moving from EYFS to Key Stage one will have several afternoons with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is transferred to relevant staff. Information on behaviour issues will be shared with new settings for those pupils transferring to other schools including those moving onto secondary schools so that school can put appropriate support mechanisms in place.

Children with additional needs may have additional days or time with their new class teacher in order to prepare them for their new environment.

Malicious allegations

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the child will be disciplined in accordance with this policy and pastoral support will be provided for the child. Please refer to our Child Protection and Safeguarding Policy, and Allegations Management Policy for more information on responding to allegations of abuse. The head teacher will also consider the pastoral needs of staff accused of misconduct.

Staff CPD

Our staff are provided with training ongoing managing behaviour training, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development (CPD). Regular behaviour learning walks will take place with the findings shared with staff. Staff are encouraged to speak to SLT if they require any advice or support regarding behaviour and rewards in our school.

Monitoring and Evaluation

This policy will be reviewed annually by the head teacher, staff and governors. The policy may be amended or updated as it is considered necessary to ensure the policy meets the needs of our children at Plantation Primary.

Communication

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. The policy will be published on the school website. The Code of Conduct will be in the Home School Agreement and is part of a handbook for new starters.

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Other Relevant Documents

- Health and Safety Policy
- Lunchtime Policies and Procedures document.
- Playtime Policies and Procedures document.
- Behaviour Guidelines – Movement
- Behaviour Guidelines for staff
- Use of reasonable force guidance (Schools) – Dfe July 2013
- Bullying Policy
- Child Friendly Bullying Policies
- Learning environment policy

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Appendix 1 - Key principles for headteachers to help improve school behaviour.

Policy.

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display super values are clearly in classes and around the building. Staff and pupils should know what they are, and they should be referenced regularly in conversations.
- Display the values and rewards in each class.

Leadership

- Model the behaviour you want to see from your staff.

Building

- Visit the lunch hall and playground, and be around at the beginning and the end of the school day.
- Ensure that other Senior Leadership Team members are a visible presence around the school.
- Check that pupils come in from the playground and move around the school in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and consequences given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils.

Individual pupils

- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

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Appendix 2 – Checklist for teachers.

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils at the door when they come into the classroom.
- Display values in the class - and ensure that the pupils and staff know what they are.
- Have a system in place to follow through with any consequences and restorative chats.
- Display values and rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of all children in the year group.
- Have a plan for children who need additional behaviour support.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing as well as challenging behaviour that are not desirable. Use PIP and RIP when appropriate.
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

Parents

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the challenging ones.

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Appendix 3

Respect		
Tolerance	Friendship	Justice
Liberty	Responsibility	Equality
Democracy	Freedom	Rule of Law

Determination		
Perseverance	Resilience	Optimism
Independence	Self-belief	Positively
Courage	Bravery	

Kindness		
Cooperation	Empathy	Happiness
Humour	Compassion	Love
Caring	Forgiveness	Humility

Honesty		
Engagement	Trust	Reflection
Self-regulation	Patience	Peace

Appendix 4 – School Code of Conduct

Children’s Code of Conduct

Always:

- Talk to someone if you are unhappy about something. We are a talking school – Respect
- Kind hands and feet – Respect and Kindness
- Be proud of your school – Respect
- Always try your best – Determination
- Never give up – Determination

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- Own up if something goes wrong – Honesty
- Treat others the way you would like to be treated – Kindness
- Support others with their learning – Kindness
- Walk sensibly when inside and use indoor voices indoors – Respect

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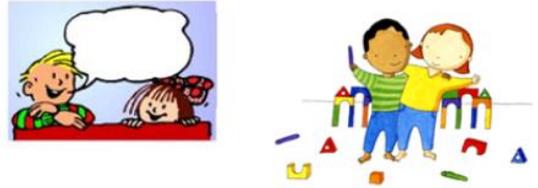


Appendix 5 – EYFS Code of Conduct and visual prompts

We are good listeners.



We are kind and helpful.



We look after property.



If we play, we tidy away!

We are honest. We always tell the truth.



We are gentle.



We always try our best.



We walk sensibly in school.



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