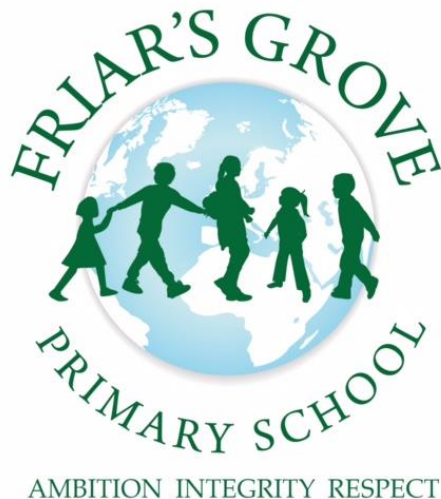


# Behaviour Policy

## Friar's Grove Primary



Approved by:	The Full Governing Body	Date:
Last reviewed on:	September 2024	
Next review due by:	September 2025	

# 1. Aims

This policy aims to:

- Describe the positive culture of our school that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Explain our whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Define what we consider to be positive behaviour, negative behaviour and serious negative behaviour.
- Set out the consequences of behaviour choices, including positive recognition, rewards and sanctions.

# 2. Statement of Behaviour Principles

- Every pupil has the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Positive relationships are important in ensuring children want to behave well
- Staff members make judgements about behaviour based on the voice of all children involved, their training on Trauma Perceptive Training and the approaches outlined in this policy
- Bullying, discrimination, violence and other serious behaviours are not tolerated and will lead to more serious sanctions
- Behaviour issues will be improved when school and families work together positively.

# 3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools 2022](#)

[Use of reasonable force in schools](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

# 4. Roles and responsibilities

## The Governing Body

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

## **The Headteacher**

- Reviewing this policy in conjunction with the Governing Body
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with negative behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that data from behaviour incidents is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

The Head Teacher will be aided in these responsibilities by the Deputy Head and Senior Leaders.

## **Teachers and support staff**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Having high expectations of pupil behaviour and challenging pupils when these behaviours are not displayed.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Respond to behaviour incidents according to this policy.
- Establishing full facts from all parties before deciding on next steps
- Recording behaviour incidents promptly on CPOMS

The Senior Leadership Team (SLT) will support staff in responding to serious or persistent behaviour incidents.

## **Parents and carers**

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following negative behaviour (for example: attending reviews of specific behaviour interventions)
- Communicate positively with school regarding behaviour and sanctions & ensure a partnership between school and home to address behaviour issues effectively.

## **Pupils**

- Ambition – be ambitious in own learning and show positive behaviour in the classroom, which allows all children to learn effectively
- Integrity - know the school's values, what they mean and show positive behaviour at all times.
- Respect - be positive and respectful with my words and actions to children, adults and the school environment

## 6. Responding to behaviour

### Responding to positive behaviour

<p>If you:</p> <ul style="list-style-type: none"><li>• Listen attentively, follow instructions, concentrate on work and allow others to learn.</li><li>• Are kind, friendly and respectful</li><li>• Have good manners</li><li>• Tell the truth</li><li>• Look after property</li><li>• Move quietly around the school</li><li>• Wear the correct school uniform</li></ul>	<p>Positive behaviour will be recognised with:</p> <ul style="list-style-type: none"><li>• Verbal praise, thanks and recognition</li><li>• Class Dojo points, which will lead to rewards</li><li>• Whole class rewards</li><li>• Positive communication home</li><li>• Spotlight nomination, Star Learner certificate</li><li>• Above and Beyond nomination and exclusive use of the outdoor climbing equipment</li><li>• Head Teacher Award</li><li>• Positions of responsibility</li></ul>
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### Recognition

#### Class Dojo points

There will be the opportunity to spend achieved Class Dojo points in the last week of every term. Children can choose whether to spend their points every term or whether to save their points for a greater reward. The totals will be cleared and re-started each academic year.

#### Class Dojo points can be redeemed for:

50 points – 15 minutes extra play time

75 points - 45 minutes Golden Time

100 points - A week of first lunch

125 points – Non-uniform day

150 points – Movie or Sports or Arts afternoon

Spotlight A child is selected at the beginning of each school day to be under the 'Spotlight'. Classes are not aware of who the child is but the class staff members are watching all day to see if the child is making the correct choices linked to our values of Ambition, Integrity and Respect. If the child achieves the Spotlight point for the day they come to the Headteacher's Office, write their name and receive verbal praise. At the end of each half term, the class(es) who achieve the most Spotlight points are revealed in assembly and the class gets to choose their own reward.

Whole class rewards The children agree a class reward of their choice if they achieve Spotlight or a whole class target set by their teacher.

Star Learner Each week a child is selected from each class to receive a Star Learner certificate. This is a child who has shown ambition, effort or achievement in their work that week. The work and the reason are shared in a Key Stage Celebration assembly where the child is awarded with their certificate.

Above and Beyond Staff nominate a child who has gone 'Above and Beyond' their expectation linked to one of school values that week. This is not a guaranteed award and is only given when a child stands out for doing more than expected in relation to our values. This is celebrated in the assembly, a sticker is given showing that the child has gone 'Above and Beyond' and they, alongside a friend of their choice, can have exclusive use of the climbing equipment with any other Above and Beyond children.

Head Teacher Award Each term the teacher selects two children who have consistently displayed our school values in terms of learning, effort and behaviour. They are secretly nominated to achieve a Head Teacher award and parents are secretly invited to attend the assembly. On the day, the children will receive their award and information about the reasons they have achieved the award in the assembly with their Key Stage and parents.

Positions of responsibility Children in UKS2, who demonstrate the correct behaviour at all times, will be selected for additional roles of responsibility such as play leader, representing the school at events, mentoring and jobs around the school i.e. librarian.

## Responding to negative behaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of negative behaviour.

<p>If you:</p> <ul style="list-style-type: none"> <li>• Distract others from learning</li> <li>• Ignore or refuse to follow a reasonable instruction</li> <li>• Put no effort into work</li> <li>• Call people names or say unkind things</li> <li>• Swear</li> <li>• Exclude someone from a group, spread rumours and other unkindness</li> <li>• Lie</li> <li>• Throw or break something</li> <li>• Run or move noisily around school</li> <li>• Goad others</li> <li>• Hurt someone</li> </ul>	<p>Negative behaviour in the classroom:</p> <ul style="list-style-type: none"> <li>• A verbal reminder of the expectations of behaviour</li> <li>• Moving to a different seat in the classroom</li> <li>• Completing work at break or lunchtime</li> <li>• Moving to a different classroom with work to complete</li> </ul> <p><b>If negative behaviour in the class continues:</b></p> <ul style="list-style-type: none"> <li>• Referring the pupil to a senior member of staff</li> <li>• In KS2, time in Reflection at lunchtimes</li> <li>• Message or phone call home to parents</li> <li>• Loss of privileges – e.g. the loss of a responsibility, not being able to represent the school or missing a week of an extra-curricular club decided by Deputy/Head</li> </ul>	<p>Negative behaviour in the playground:</p> <ul style="list-style-type: none"> <li>• A verbal reminder of the expectations of behaviour</li> <li>• Time out (on a bench or walking with an adult)</li> </ul> <p><b>If negative behaviour in the playground continues:</b></p> <ul style="list-style-type: none"> <li>• Referring the pupil to a senior member of staff</li> <li>• In KS2, time in Reflection at lunchtimes</li> <li>• Message or phone call home to parents</li> <li>• Loss of privileges – e.g. the loss of a responsibility, not being able to represent the school or missing a week of an extra-curricular club decided by Deputy/Head</li> </ul>
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Staff will aim to create a safe and predictable environment by always challenging negative behaviour, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviour will always be addressed fairly.

Negative behaviour will usually be dealt with by the staff member supervising the child at the time (e.g. teacher, HLTA, LSA or MDA) and, where possible, outside of learning time. All staff members are able to address behaviour equally, unless the matter is serious and needs to be escalated.

Each incident will be investigated fully and all pupils will have the opportunity to have their voice heard before any next steps and sanctions are issued.

When dealing with behaviour, staff members will remain calm, consistent and non-judgemental. Staff will avoid shouting at, threatening or blaming the pupil. All conversations taking place must avoid labelling a pupil e.g. as 'naughty' and will focus on the incorrect choices made and understand that behaviour is a form of communication. Staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Either at the point of the behaviour being dealt with, or later on, the child will be supported to:

**Reflect:** what happened and what should have happened, who was affected and how did it make people feel?

**Repair:** how can you put right what happened? This could be making an apology, having a restorative conversation with another pupil and agreeing how to behave around each other going forward, mending or clearing up any damage caused.

**Restore:** positive relationships are restored with the staff member dealing with the behaviour. Do you remember when you helped tidy the classroom? - that's the pupil I want to see going forward.

Behaviour incidents which lead to actions under 'if negative behaviour continues' will be logged on CPOMs. This will allow us to see any patterns of behaviour and ensure next steps are taken for persistent negative behaviour.

## Responding to serious negative behaviour

<p>If you:</p> <ul style="list-style-type: none"> <li>• Repeat any negative behaviour regularly</li> <li>• Bully someone</li> <li>• Discriminate against someone (e.g. racism, homophobia, sexism)</li> <li>• Vandalise or steal</li> <li>• Pre-meditated hurting or hurting which leads to more serious injury</li> <li>• Fight</li> <li>• Possess any items deemed offensive or dangerous by the school</li> <li>• Behaviour which affects the safety of others</li> <li>• Are out of the control of the school staff</li> <li>• Any other negative behaviour deemed serious by the school.</li> </ul>	<p>Sanction and next steps:</p> <ul style="list-style-type: none"> <li>• Communication with parent</li> <li>• Agreeing a behaviour contract</li> <li>• Lunchtime Plan</li> <li>• Putting pupil 'on report'</li> <li>• Loss of privileges – e.g. not being able to attend extra-curricular clubs, represent the school or additional school events, such as the disco.</li> <li>• Internal exclusion – pupil is in school and supervised individually to complete work</li> <li>• Suspension at lunchtimes</li> <li>• Suspension from school</li> <li>• Permanent exclusion, in the most serious of circumstances</li> </ul>
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Children should be given time to regulate, if needed, before behaviour incidents are investigated or sanctioned. During the time of a child being angry or upset, secondary behaviours should not be given their own sanctions, unless serious or dangerous.

The SLT member will have the final decision on the appropriate sanction based on a full investigation and considering all circumstances of those involved.

We will not usually disclose to other children or families of sanctions that we give to a child, however, everyone should be confident that sanctions and/or next steps, although they may not be visible to others, will have taken place and behaviour issues recorded.

In order to support staff when dealing with behaviour, the following escalation process will be followed for behaviour:

- Classroom adult with support from other adults in the classroom
- Rainbow Room or Sunbeam Room to help the child regulate and listen to the child's viewpoint
- Involve the member of SLT linked to their year group
- Involve another member of SLT
- Escalate to Deputy Head teacher
- Escalate to Head teacher

## 7. Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is: repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include (DfE): physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger).

Bullying can sometimes be mistaken for relational conflict. The differences are summarised here (Essex Schools Infolink)

Relational conflict	Bullying
<ul style="list-style-type: none"> <li>• Happens occasionally</li> <li>• Accidental</li> <li>• Equal Power</li> <li>• Remorse</li> <li>• Effort to solve problem</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated hurtful behaviour</li> <li>• Deliberate</li> <li>• Imbalance of power</li> <li>• No remorse</li> <li>• No effort to solve problem</li> </ul>

Please see our Anti-Bullying Policy for more information.

## 8. Discrimination

We take discrimination seriously and will not tolerate comments which are negative about another child's race, religion, culture, gender or sexuality. Please see our Equality Information for more details.

## 9. Online negative behaviour

The school can issue behaviour sanctions to pupils for online negative behaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

## Mobile Phones and other technology

Pupils must not use their phones in school and it is not expected that phones are brought into school unless the pupil is in an older class and travels to and from school unaccompanied. Any phones brought into school must be turned completely off and handed to the school office. The school cannot be held responsible for any loss or damage to these items if they are brought into school.

No other technology is permitted to be brought into school, including Smartwatches and handheld game consoles.

## 10. Off-site negative behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means negative behaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has shown negative behaviour off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school.

## 11. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils should report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be proportionate, considered, supportive and decided on a case-by-case basis.

## 12. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Please see the Physical Intervention Policy for more information.

## 13. Confiscation and searches

Searches and confiscation are conducted in line with the DfE's latest guidance on [searching, screening and confiscation](#). We do not screen children.

## 14. Suspension and permanent exclusions

The school 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.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. At all times we work to the framework of national government guidance which can be found online:

<https://www.gov.uk/government/publications/school-exclusion>

Only the Headteacher can suspend or permanently exclude a pupil. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

The Headteacher takes into consideration any protected characteristics, groups vulnerable to exclusion, any SEN/disability and whether school has taken steps to meet any social and emotional needs.

When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher applies the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher accepts that something happened if it is more likely that it happened than that it did not happen.

The Headteacher will take into account the views of the child. Parents, the Chair of Governors and the Local Authority are always informed of a suspension or permanent exclusion. Parents receive a letter, based on a Local Authority 'model' letter.

For the first 5 days of a suspension or permanent exclusion, work is set for the child to complete at home.

Where suitable, **internal exclusion** may be used, where the child has no contact with their peers and is supervised by an adult one-to-one in school.

**Suspension:** The child will be suspended from school for a period of time set by the Headteacher. There is no list of set behaviours for which a pupil can and cannot be suspended, and the decision to suspend lies with the Headteacher. Headteachers can only suspend a pupil for a disciplinary reason (e.g. because their behaviour violates the school's behaviour policy or threatens the safety of the child themselves, an adult or other children).

Following a suspension the child will attend a reintegration meeting, to which parents are also invited, and approaches to support the child in following behaviour expectations going forward will be discussed.



**Permanent Exclusion** will be used:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success.

### **Lunch time Exclusions**

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day.

### **The role of Governors and the Local Authority in Suspensions & Exclusions**

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test. Further guidance on Governor roles and what parents can do if they are unhappy with the decision to exclude, can be found in the publication above. The LA are informed of all suspensions and exclusions.

## **15. Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of negative behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with negative behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of negative behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school may decide to 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 external agencies, such as inclusion partner, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute 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.

### **Pupils with an education, health and care plan (EHCP)**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

## **16. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's negative behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection Policy for more information.

## **17. Supporting pupils following a behaviour incident**

Following a behaviour incident, the school will consider strategies to support all children who have been involved in or affected by a behaviour incident. These strategies may include:

- Additional monitoring and checking in
- Regulation Plans put in place (see forms below)
- Rainbow Room pass
- Whole class approach to help understanding, resilience and better choices
- Pupil logs
- Talk Time / Thrive in the Rainbow Room
- Counselling
- Changes to the school day, such as a lunchtime plan
- Referral to an outside agency
- Support to understand consequences of their behaviour and importance of better choices
- Clear messages about expectations going forward
- Regular communication with parents
- Any other appropriate strategies which the school consider would be useful in the circumstance.

## **18. Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour data.

## **19. Links with other policies**

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Child Protection Policy
- Physical Restraint Policy

## Adult's Co-regulation Plan

<b>Window of Tolerance</b> What the child is like when regulated, calm and engaged?	How best to support and maintain this and support regulation:
<b>Dysregulation</b> What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate:
Where this stress behaviour leads to next - What we are trying to avoid	
<b>Hyperarousal</b>	Interventions necessary to support, co-regulate and keep everyone safe:
<b>Hypo-arousal</b>	Interventions necessary to support, co-regulate and keep everyone safe:

## Child's Self-Regulation Plan

Stress Level	Strategy to Support
Hyperaroused Red emotions Feeling afraid, angry, annoyed	How to best soothe myself
Yellow emotions Feeling worried, disappointed, silly	How to best to soothe myself
<u>My window of</u> <u>Tolerance</u> Green emotions Calm, happy, proud	How best to maintain
<u>Hypo-aroused</u> Blue emotions Feeling sad, low, sleepy	How best to re-energise and give myself hope

**Friar's Grove Expectations - classroom**

	<b>What do we expect in the classroom?</b>	<b>What do we not expect in the classroom?</b>
<b>Ambition</b>	<ul style="list-style-type: none"><li>• Try your best and work hard.</li><li>• Clear desks – just what is needed for that lesson.</li></ul>	<ul style="list-style-type: none"><li>• Don't give up, complete small amounts of work, get noisy, distract others.</li><li>• Don't fiddle (unless a fiddle toy has been agreed with Mrs Copp).</li></ul>
<b>Integrity</b>	<ul style="list-style-type: none"><li>• Stay in seat or carpet space - unless an adult asks you to move around.</li><li>• All legs of chairs and tables on the ground.</li><li>• Use the T sign to let adults know you need to go to the toilet.</li><li>• Show good manners.</li></ul>	<ul style="list-style-type: none"><li>• Don't wander around the classroom without permission.</li><li>• No swinging on chairs or tables.</li><li>• No children in the toilet in groups without permission. No time-wasting in the toilet. No unacceptable behaviour in the toilet.</li></ul>
<b>Respect</b>	<ul style="list-style-type: none"><li>• Listen attentively to adults and children when they are speaking.</li><li>• Respect the ideas of others and share views in an appropriate way.</li><li>• Be kind – use appropriate words, tone and facial expressions.</li><li>• Respect the classroom environment – own property, property of other children and school property.</li></ul>	<ul style="list-style-type: none"><li>• No calling out, interrupting, chatting to others or showing any other form of disruptive behaviour.</li><li>• No arguing, shouting or disrespect.</li><li>• No unkindness. No inappropriate words or phrases.</li><li>• No Touching or using things without permission. No Breaking things. Using things in an inappropriate way.</li></ul>

### Friar's Grove Expectations – around school

	<b>What do we expect around school?</b>	<b>What do we not expect around school?</b>
<b>Ambition</b>	<ul style="list-style-type: none"> <li>Always follow school rules and be the best version of yourself around school.</li> </ul>	
<b>Integrity</b>	<ul style="list-style-type: none"> <li>Voices off. Walk calmly and quietly in the corridors and when going in and out of the school building.</li> <li>Hands by your side.</li> <li>Eyes forward. Look where you are going.</li> <li>Line up and enter assembly silently. Remain silent throughout assembly.</li> </ul>	<ul style="list-style-type: none"> <li>No running, shouting or coming inside without permission.</li> <li>No touching of walls, displays or other people.</li> <li>No chatting, fiddling or distracting others in assembly.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Follow adult instructions.</li> <li>Respect the school environment and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>No rudeness, answering back, carrying on when asked not to do something.</li> </ul>

### Friar's Grove Expectations – at playtime and lunchtime

	<b>What do we expect around school?</b>	<b>What do we not expect around school?</b>
<b>Ambition</b>	<ul style="list-style-type: none"> <li>Always follow school rules and be the best version of yourself at playtime and lunchtime.</li> </ul>	
<b>Integrity</b>	<ul style="list-style-type: none"> <li>Remain visible on the playground or field.</li> <li>Walk calmly and quietly in the corridors and when going in and out of the school building.</li> <li>When using the toilet, go to the toilet calmly and quietly, wash hands and then straight back outside.</li> <li>Walk into the lunch hall quietly, use indoor voices, remain in seats and do as asked by lunchtime staff.</li> <li>Pick up food if we drop it accidentally.</li> <li>Line up quietly alphabetically as soon as you hear the whistle on the playground. Go into the classroom as soon as you are asked.</li> </ul>	<ul style="list-style-type: none"> <li>No going behind the bushes or inside where adults are unable to see you.</li> <li>No running, shouting or coming inside without permission.</li> <li>No messing around in the toilet, being in there in large groups or without permission.</li> <li>No running, shouting, or moving seats.</li> <li>No food on the floor that we haven't picked up or reported to an adult.</li> <li>Not continuing to play or standing in groups rather than lining up. Not wasting time on the playground.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Wait patiently for an adult to take you to the playground at break and lunchtimes.</li> <li>Kind behaviour (games and language) around school and on the playground.</li> <li>Show respect to lunchtime staff by listening to what they are saying and following instructions.</li> <li>Respect the indoor and outdoor school environment.</li> </ul>	<ul style="list-style-type: none"> <li>Don't run ahead of adults or being on the playground unsupervised.</li> <li>No inappropriate language, no rough games, no playing with items that may hurt others e.g. sticks, stones.</li> <li>No rudeness, answering back, carrying on when asked not to do something.</li> </ul>

		<ul style="list-style-type: none"><li>• No littering, damaging equipment. Only Yr 6 prefects to be in the shed to get equipment out.</li></ul>
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