

Mill Rythe Junior School Relationships and Behaviour Policy

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Signature (Chair of Governors):	
Date Ratified by Governing Body:	
<p>This policy was written and developing considering the following</p> <ul style="list-style-type: none"> • Education Act 1996 • School Standards and Framework Act 1998 • Education Act 2002 • Education and Inspections Act 2006 • Education Act 2011 • United Nations Convention on the Rights of the Child • DfE Behaviour in Schools – Advice for Headteachers and school staff July 2022 • DfE Suspension and Permanent Exclusion for maintained schools, academies and pupil referral units in England, including pupil movement January 2022 	

Mill Rythe Junior School Relationships and Behaviour policy

The Mill Rythe Way: Be Ready, Be Respectful and Be Safe

Introduction

Mill Rythe Junior School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values of kindness, aspiration, honesty, respect and responsibility with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Mill Rythe Junior School has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, honesty, respect, aspiration and responsibility.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure a consistent and calm approach to, and use of language for managing behaviour.

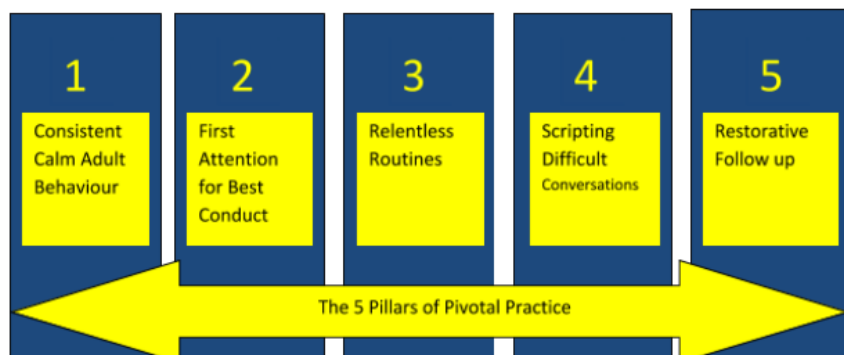
Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice

We recognise that clear structures of predictable outcomes have the best impact on behaviour and, as a result, our school's principles for behaviour follow the 5 Pillars of Pivotal Practice.



Adult Behaviours "When the adults change, everything changes" (Pivotal Education)

'The culture is set by the way the adults behave.'

Paul Dix, 2017

"I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration, I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person is humanized or de-humanized."

Haim Ginott

Consistent calm adult behaviour will lead to pupils consistently conforming to our expectations.

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Expectations of ALL Adults

We expect every adult to:

1. Meet and greet (teaching staff to welcome at the door).
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.
9. Engage with parents and carers via Marvelous Me!

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Marvellous Me, Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Marvellous Me or CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Our pupils want staff who will:

- Help them learn
- Be fair
- Have a sense of humour
- Make learning fun

Parents

Parents are expected to support the school's behaviour policy by reinforcing key messages at home. At Mill Rythe Junior School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour.

Senior Leaders and Governors

Senior leaders and Governors are responsible for supporting staff to implement the policy.

First Attention for Best Conduct

Recognition of good behaviour, achievement, attainment, kindness etc come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child. We aim to praise publicly and reprimand in privately.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- Name on the recognition board in the classroom. The target behaviours are linked to the Mill Rythe Junior School Values and/or linked to specific areas of need identified for the class. The aim should always be for the whole class to get on the board. In order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise.
- A badge on **Marvellous Me!**
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards, formally presented.
- **Above and Beyond Club** – children who consistently go above and beyond will be acknowledged on a weekly basis and will be invited to sit on the '**best seats in the house**' on the Monday and Friday SLT assemblies. They will also receive an Above and Beyond badge on Marvellous Me.
- **Learning Value Stars** Each week in our Friday celebration assembly, every class teacher will nominate a child who has exemplified one or more of our school values during the previous week. The children receive a certificate which they can share at home. They also receive a badge on Marvellous Me.
- **Great Citizens** Children who make a significant contribution to the school community or the wider community are celebrated by recognising them as 'Great Citizens.' Children who are recognised in this way have their achievements celebrated in the Celebration and Challenge Assembly, on the Great Citizens board, in the weekly newsletter and through the school's Instagram account (where consent has been given). Any member of staff can nominate a child to receive this award and parents are encouraged to share their children's contributions in the wider community with the headteacher, deputy and assistant head. At the end of the year, the Citizenship trophy is awarded to a child in year 6 who has made a significant and sustained contribution to the school and wider community.
- **Care: The Bear** In the Friday celebration assemblies a child can also be awarded the 'care' award for demonstrating kindness in caring for someone else.

In all classrooms a poster is displayed to show what demonstrating our school values might look like (Appendix A)

Our School Values

At Mill Rythe Junior School we are:

Kind

- Helping a classmate with their learning
- Looking after someone else when they're feeling sad
- Giving a thoughtful response in class
- Smiling and saying a kind word
- Doing jobs and being helpful to the teacher

Aspirational

- Showing a positive 'I can do it' attitude
- Working hard and concentrating in lessons
- Taking risks and trying new things
- Answering questions fully and in detail;
- Making sure my homework is completed fully and handed in on time
- Doing extra tasks at home to help with my learning

Responsible

- Ensuring I am ready, respectful and safe
- Working hard and making sure my work is the best it can be being trusted to do things for my teacher and others
- Approaching all tasks sensibly and maturely

Honest

- Talking to a trusted adult when we have a problem
- Asking for help when we need it
- Owning up when we make a mistake

Respectful

- Working hard in class and letting everyone else work hard too
- Following instructions given by the adults in school
- Listening well and not talking over others
- Looking after our school environment
- Using polite, kind words and having good manners
- Being kind to myself and others

Relentless Routines

All staff will be relentlessly bothered and insist on:

- Meet and Greet
- Transitions (in class and within lessons)
- Eyes on me...Eyes on X
- Lining up – pairs, silent
- Moving around the school – pairs and silent
- Assembly – pairs – silent, sit in classes. Drop off and collection by teachers
- Use of chimes

Managing Behaviour that Challenges- The Blue Print for the Mill Rythe Way (Appendix B)

For the vast majority of our learners at Mill Rythe Junior School, a gentle reminder is all that is needed. Although there are some occasions where it is necessary for a child to leave their classroom for a short period of time, however, the steps should always be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. We do not pander to connection seeking behaviour. All learners must be given 'take up time' in between steps. It is not possible to leap through accelerated steps for repeated low-level disruption.

The Mill Rythe Junior School Way

Our School Values

Kindness, Aspiration, Honesty, Respect and Responsibility

The Mill Rythe Junior School Rules

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Relentless Routines

Meet and Greet
Transitions
Eyes on me....Eyes on X
Lining up – pairs – silent
Assembly – pairs - silent
Use of a chimes

Microscript

I've noticed that...You know the school rules, be ready, be respectful, be safe. Can you remember when you ...*(time they did this really well)*...and how that made you feel? I expect you to... Thank you for listening.

Serious Breaches

Physical violence, swearing, racism, homophobia etc...
Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.
Persistent serious incidents may result in suspension(internal/external)

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise: "Over & Above Behaviour"
- Relentless routines

First Attention for Best Conduct

- Praise
- Marvellous Mel
- Recognition Board/ Values
- Star of the Week
- Celebration Assembly
- Above and Beyond Club
- Best seats in the house

Stepped Sanctions- In private

Re-focus Teachers can re-focus the children in terms of the behaviour they expect to see. Example – 'Eyes on me, thank you.' Or 'voices off, thank you.'

1. **Reminder of Rule**-repeat as necessary. Thank you for listening.
2. **Caution**: Clear verbal warning – use of microscript. I have noticed that... You are breaking our rule of xxx. If you chose to carry on, you will have to see me at breaktime/lunchtime etc... Do you remember when? That is who I need to see.
3. **Caution-Consequence microscript**. 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime/lunchtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.

10 minutes in reflection time next break/lunch and 5 minutes restorative conversation

4. **Time Out** 10 minutes in another class.
5. **Repair/Restorative conversation**-5 minutes with key adult (3 incidents in a week – class teacher informs). Children regularly receiving 3 or more – SLT meeting and weekly monitoring during lunchtime.

Repair: Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.

		Action and language
	Re-Focus	Teachers can re-focus the children in terms of the behaviour they expect to see. This will form part of the teacher's day-to-day behaviour management and can be used before starting on step one of the sanctions. Example – 'Eyes on me, thank you.' Or 'voices off, thank you.'
Step 1	REMINDER Gentle encouragement, a 'nudge' in the right direction.	I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice. Thank you for listening Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'
Step 2	CAUTION Acts like a final reminder.	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Speak to the pupil privately and give them a final opportunity to engage. I noticed you chose to (noticed behaviour). This is the second time I have spoken to you. If you choose to break the rules again you will leave me no choice but to ask you to stay in at break time Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you choose to carry on, you will have to see me at breaktime/lunchtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.' Then give the child some 'take up' time.
Step 3	CONSEQUENCE (10 minutes reflection time, 5 minutes restorative conversation – See Step 5)	If the caution is not heeded and the behaviour continues there is now a consequence. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time catching up with lost learning and will spend 5 minutes having a restorative conversation. Children will be expected to have a reflective dialogue with the class teacher during this time. IF the class teacher is on duty, then a member of SLT will cover this break duty. Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime/lunchtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.' For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break. Follow Step 5 for restorative follow up.
Step 4	Time out (max. 10 mins) This is when the behaviour displayed continues despite the consequence being imposed – classteacher needs to inform parents of the Time Out. On return, move to Step 5.	Time out might be a short time away from the classroom with another class e.g. the year group above/below/TA/nurture room/calm space. You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench etc) I will speak to you in 10 mins Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in xxxx classroom. I will come and speak to you when you return. Thank you for listening.'
Step 5	Repair (Restorative Follow Up)	Conversation 5 questions is usually enough from the following: <ul style="list-style-type: none"> • What happened? • What were you thinking/feeling at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
	Communication with parent/ carer	Persistent Poor Behaviour 3 Consequences in a week/term: <ul style="list-style-type: none"> • If a child has three incidents over a period of a week or over a half term, which results in a consequence, the class teacher must inform parents either via phone call or direct conversation. This conversation must be recorded on CPOMS. 1 Time Out <ul style="list-style-type: none"> • Children who receive a Time Out – results in parents/carers being notified by phone call or direct conversation. This should be recorded on CPOMS. 3 Time Outs or repeated consequences <ul style="list-style-type: none"> • SLT will call parents/carers and invite for a meeting to discuss the child's behaviour and impose sanctions as appropriate. • Moving forward, a member of SLT/Pastoral Team will have weekly monitoring meetings (during lunchtime) to discuss the child's behaviour and address any on going pastoral needs. Serious Breaches A serious breach will not follow the staged approach. Any serious breach will involve a member of SLT immediately. Parents/carers will be informed on the day and invited in to discuss the child's behaviour and the next steps. This could lead to the school imposing sanctions which are deemed more appropriate for the serious breach and may result in a suspension-internal/external and in the most extreme cases, exclusion.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Restorative Follow Up (See Appendix C)

Following incidents of poor behaviour, it is imperative that the teacher or member of staff who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

- What happened?
- What were you thinking/feeling at the time?
- What have you thought since?
- How did this make people feel?
- **Who has been affected?**
- How have they been affected?
- **What should we do to put things right?**
- How can we do things differently in the future?

Pupils with Special Education Needs

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IMBP.

Support agencies

If behavioural difficulties continue the Head, SLT or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include Primary Behaviour Support, Mental Health and Wellbeing Team and other agencies.

Persistent Poor Behaviour

Repeated poor behaviour (More than one time out in a day or three consequences in a week/half term) results in parents/carers being notified by phone call or direct conversation. This should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour-class teacher's will work in conjunction with parents/carers, SLT and the Pastoral Team to devise an individual support plan.

Sanctions

Examples of sanctions used at Mill Rythe Junior School may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- Consequence 10 mins: the setting of written tasks such as an account of their behaviour; this can be at breaktime, lunchtime and could include after school detention. If an afterschool detention is given, parents will be informed
- loss of privileges – for instance, the loss of a prized responsibility; school based community service, such as tidying a classroom, litter picking, clearing up, repairing
- Replacing the damaged items
- Having a home/school behaviour book in place
- Temporary removal from class (internal suspension)
- Temporary removal from school (suspension)
- Temporary removal from lunchtimes (lunchtime suspension)
- In the most serious of circumstances, permanent exclusion

Serious Breaches

All serious behaviour matters must be referred immediately to a member of the SLT. All serious incidents should be recorded on CPOMs on the same day.

Any of these behaviours will result in an instant move to Time Out as well as an additional sanction specific to the child and behaviour which will be decided by the Senior Leadership Team.

Serious breaches will always involve a phone call home or a face to face conversation between the parent/carer and class teacher and member of Senior Leadership by the end of the day. Serious Breaches will be regularly monitored by the SLT. As an absolute minimum, these behaviours will result in an internal lunchtime suspension.

Such incidents of serious breaches include but are not limited to:

- Violence (i.e. physical contact made with the intention to harm including to adults)
- All forms of bullying (including persistent taunting, teasing) and cyber bullying at school or out of school.
- Racist, sexist or homophobic or any other form of discriminatory behaviour
- Using abusive/offensive language and gestures such as swearing, including words or actions that are deemed offensive, name calling
- Physically striking adults.
- Any form of abusive behaviour
- False or malicious allegations against staff or pupils
- Bringing in items from home which could cause harm/injury or are banned (see Appendix D)
- Defiance / rudeness towards any adult who is making a reasonable request
- Stealing
- Spitting
- Truancy
- Any form of sexual harassment and/or sexual abuse
- Any form of inappropriate behaviour online at school or out of school
- Any form of child on child abuse in school or outside of school

Suspensions Fixed Term

Mill Rythe Junior School believes that, in general, suspensions are not an effective means of moving behaviour forward, however, the school will use them as a sanction. They will be used to ensure that all children achieve their maximum academic potential in the school and feel safe from physical and verbal aggression and disruption.

If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend a child, externally, for a fixed period. If this decision is taken, work will be set for the pupil to complete at home.

If this serious breach or persistent poor behaviour occurs at lunchtime, Mill Rythe Junior School reserves the right to suspend a child for the lunchtime period. This means that the child will not be permitted to spend lunchtime on the school site. This is treated in a similar way to a fixed term external suspension and is recorded as ½ day suspension.

Mill Rythe Junior school may decide that an internal suspension is most appropriate course of action. An internal suspension is when a pupil will spend a set amount of time (usually half a day or more), out of class, away from their peers. They will be monitored by a member of SLT and the child will receive their full curriculum entitlement at school.

Following fixed-term suspension, the pupil and parents/carers will meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Mill Rythe Junior School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Physical Restraint/Reasonable Force

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. Reasonable in these circumstances means 'using no more force than is needed'.

Ideally, only staff who have been trained in Physical Restraint (TeamTeach) should restrain a child, however, if there is a serious health and safety implication then staff do have the power to use reasonable force.

Incidents of physical restraint must:

- Always be used as a last resort.
- Only be by experienced, trained staff unless in exceptional circumstance
- 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 on CPOMS and in line with Local Authority.
- Reported to parents/carers

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Searching, screening and confiscating

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. (See Appendix D for List of Banned items). When searching, screening and confiscating, this will always be conducted with at least two members of staff and always alongside a DSL and/or DDSL. Staff will never search a child physically.

Monitoring & Evaluation

The Senior Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken

Appendix D: List of Banned Items

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school. In the majority of cases the application of common sense will easily determine what should not be brought in to school. The list below is not exhaustive but is intended as a guide.

Sanctions in this policy may be applied to any student found in possession of any banned item or any item that the school deems to be unsuitable and dangerous. The school reserves the right to suspend in extreme cases, or when students or parents have received warnings about banned items.

1. FIRE LIGHTING EQUIPMENT

- Matches, lighters, etc

2. DRUGS and SMOKING EQUIPMENT

- Cigarettes, E-cigarettes etc
- Alcohol
- Solvents
- Any form of illegal drug
- Any other drugs except medicines covered by the Prescribed Medicines Procedure, including legal highs

3. WEAPONS and OTHER DANGEROUS IMPLEMENTS or SUBSTANCES

- Knives or blades, including pen knives, craft knives, razors
- Catapults or guns of any kind, including replicas and BB guns
- Laser pens and LED torches (students who cycle are permitted to bring their lights but these must be kept in a bag and switched off)
- Studded arm bands, belts bracelets, etc
- Whips or similar items such as long chains
- Pepper sprays and gas canisters (e.g. CS gas)
- Fireworks or explosives of any kind
- Dangerous chemicals (e.g. strong acids and alkalis, bleaches, hair dyes, etc)

4. Items related to appearance

- Make up
- False nails
- Hair extensions
- Eyelash extensions and false eyelashes
- Dyed hair other than natural colours
- Piercings other than one stud in an ear
- Tattoos

5. Other Items

- Any form of liquid based correction fluid
- Chewing gum
- Energy drinks/Fizzy, sugary drinks
- Large quantities of sweets, biscuits, crisps and other unhealthy items
- Offensive material (pornographic, homophobic, racist etc)
- Any aerosol (other than essential medication) Note: students should use non-aerosol deodorants
- Cameras (Mobile phones should not be seen or heard in school whilst students are on the school premises, therefore the taking of images/video is strictly forbidden. (All mobile phones and other electronic devices MUST be handed in on arrival to school)

Appendix E: A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Send positive messages on Marvellous Me! – approximately 2-3 per week
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken and time is wasted. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.