GFJS Behaviour Curriculum and Culture

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive."

DfE: Behaviour in Schools Advice for headteachers and school staff, Feb 2024

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1. Ethos, Vision and Values

Our Vision

*We are a school community where **shared values** guide and **empower** every pupil to **achieve** their potential so that they can step **confidently** into their role as a **responsible, valuable** member of society.*

Our Ethos

At Geoffrey Field Junior School, we believe that all children learn best together in a positive and caring environment. An environment where they can feel safe, listened to, valued and treated with respect.

Our school motto is "all learning together". We have an ambitious, inclusive and tailored curriculum that meets the needs of all our pupils and that provides challenges for all children at a level that is appropriate for them. Our expectations are high and an emphasis is placed on pupils becoming confident and fluent in the foundational skills of Maths, English and oracy as well as the wider curriculum offered. We promote a growth mindset and model that everyone is constantly learning. Our mistakes are encouraged and shared as these are our opportunities to reflect and learn.

Every child is different and every child has the right to feel heard. Therefore, we prioritise the choices and opportunities we offer our pupils, helping to foster their interests beyond the curriculum. Our programme of school clubs, pupil groups and enriching curriculum experiences inspire, develop and empower our pupils. We aim to provide opportunities in which everyone can excel and feel success.

Our school is a vital step for all pupils in becoming successful and fulfilled members of our community. We are not only preparing them for their next school but for adulthood and life in the wider world beyond education. We want our children to be independent and confident life-long learners who can make responsible choices and take full advantage of the opportunities that life offers them both now and in the future. We are proud to be part of our Whitley community and this is encouraged in our localised curriculum.

To support our children in becoming confident citizens, our teaching and learning is underpinned by our five core values of kindness, responsibility, honesty, resilience and respect. These values are interwoven throughout our entire curriculum and you will see any member of our community modelling them daily when you are in school. Everyone is expected to demonstrate these values in their learning and social interactions with any peers, parents or staff.

Our Values

At the very core of everything we do at Geoffrey Field are our five key values. They underpin our teaching and learning and create a positive learning environment that prepares our pupils to play an active part in the wider world.

				
I will show kindness and care for everyone and everything.	**I will be honest and tell the truth at all times- even when it feels difficult.**	**I will show respect and good manners at all times.**	**I will be resilient and not give up. I can recognise it is ok to ask for help.**	**I will be responsible for my own learning, behaviour and actions.**

Through our school ambassadors, such as our school council, eco club and digital leaders, we focus on these values to create an environment where our differences are valued, celebrated and nurtured. No one should ever feel left out or like an outsider in our community. All members of our school family understand that they have a voice and we can all respectfully speak up and support the wellbeing of others. We are a school where bullying, discrimination, harassment or violence is never tolerated.

Our values are evident in the manner in which pupils and staff conduct themselves and interact with each other on a daily basis; however, we also build in opportunities to celebrate individual values. Each month we focus on a particular value linked to cultural, religious and world events that coincide. Whole school, area and class assemblies give pupils an opportunity to reflect on how we can all demonstrate the school value within their own actions.

We actively recognise and celebrate children who have demonstrated one of our school values each day and in our special fortnightly assemblies. Staff nominate up to two children who they would like to recognise for displaying one of our values. We will share this with you when your child is selected, as we believe developing our character and integrity is an achievement worth celebrating.

Allowing pupils opportunities to reflect on their own experiences and learning provides a crucial element of our school values. Therefore, pupils are given opportunities to reflect on how well they have demonstrated school values in the classroom, at home and through the wealth of extracurricular opportunities offered. This self-review gives pupils not only a good model for how to develop particular values within themselves, but at the end of the year, an opportunity to celebrate their own and others' achievements.

We are proud to be Geoffrey Field Junior School.

2. Teaching the Behaviour Curriculum



Children need to be taught behaviour expectations explicitly and routinely through every school year. This supports their growth and development and is central to an effective learning culture. Having clear expectations and common systems enables all children to feel safe and secure.

As with other curriculum content, this should be taught using explicit teaching based on the Walkthrus which are informed by the 'Principles of Instruction' set out by Barak Rosenshine. This includes regular quizzing to check and strengthen retention. Through using teaching techniques from the 'Walkthrus' project, teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these. For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime or playtime. It is expected that all pupils will know clearly the behaviour expectations for both in school and for attitudes to learning.

The process for teaching behaviour routines and expectations explicitly is as follows:

1. STATE what is expected and design your routines and signals.
2. MODEL each routine and signal numerous times.
3. RECORD it visibly for regular referral.
4. REHEARSE routines to provide more practice and embed automaticity.
5. REINFORCE routines and expectations in different contexts.

It is essential that all staff know the details of the values and expectations, teach it explicitly to pupils and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded.

3. Equity Vs Equality

Equity- At GFJS we are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same i.e. we focus on *what children need* to succeed and *not what they want*.



Equality is treating everybody the same.

Equity is giving everyone what they need to achieve success.

Therefore, some children require a differentiated approach with their behaviour or learning to ensure they all have what they need to achieve success.

4. **Zones of Regulation**

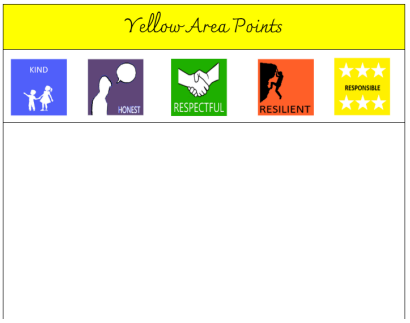
The zones of regulation are taught to children at GFJS to help them understand how their emotions affect their actions. In learning this they are supported to regulate their emotions and improve their wellbeing.





5. Reward Systems

Area Points- within your own areas you may use points such as table points etc to help in class behaviours. These can equal to area points that are tallied up at the end of each week by school council members and sent to an SLT member who will add them to the whole school display in the hall. Any staff can award an area point to a child that they see showing the school values and expectations around school. Children can add these to their area grid when they return to the areas. The first attempt should always be about positive behaviour management- praise in public, criticise in private.



Positive Reinforcement

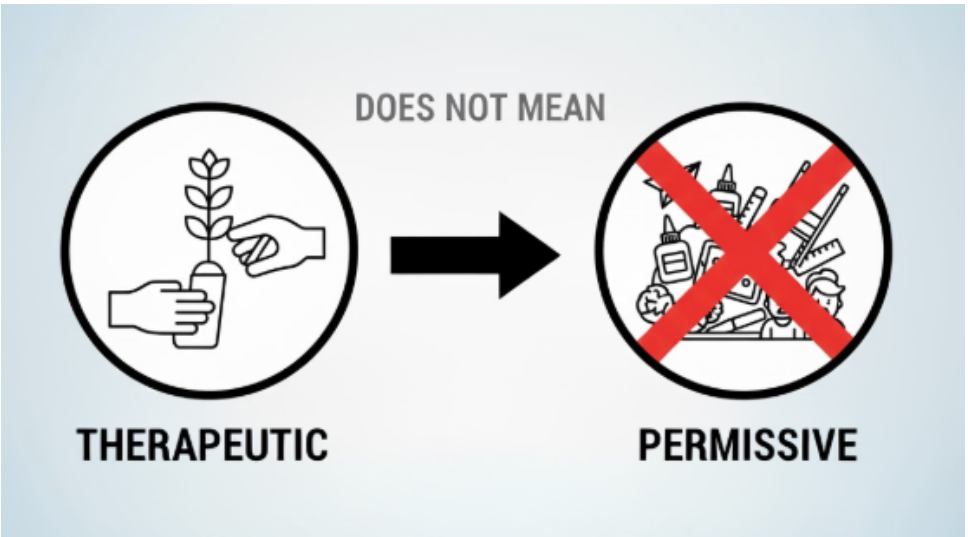
Positive reinforcement is at the centre of our shared approach. It focuses attention on children understanding how to behave and supports children's wellbeing and development. It empowers children through the development of positive relationships and is a crucial aspect of our school community. We praise in public, criticise in private- including conversations with parents.

We do this by:

- Giving descriptive praise, e.g. – " *I like the way you persevered with…, I can see you have really made an effort to…, etc"*
- *Offering indirect praise to avoid overwhelming known children, e.g. – "Oh wow! Look how neatly the pencils have been put away. I'm so grateful these are ready for the next activity."*
- Delivering precise feedback on learning both verbally and in writing, including specific unit targets in writing and maths
- Modelling effective learning behaviours, e.g. – "*I am thinking that...I know I need to…when I struggle I will…"*
- Making our expectations clear and specific, e.g. – "I need you to…"
- Sending the child to another member of staff, e.g. – the Headteacher for praise/ celebration assembly

6. Consequences:

When children show antisocial behaviour, there need to be logical consequences that are done for the child, not to the child. Remembering behaviour is communication and the issues are with the behaviour, not the child and should be discussed as such. **Therapeutic does not mean permissive of behaviours that do not support the learning or safety of the other children in our school.** If you have any concerns about behaviour needs in learning time, use the steps in the escalation process and support needs to be sought from our SLT in a timely manner before it escalates.



At Geoffrey Field Juniors, there are two types of consequences which are used in tandem:

1. **Protective consequences-** Removal of, or limited, freedom to manage harm or impact

2.**Educational consequences-** The learning, rehearsing or teaching so the freedom can be returned

When staff think about educational consequences, they give consideration to these questions-

- What does the child need to learn?
- How will I teach them?
- How long will the consequences need to last?
- How will I know that they have learnt / that the problem has been solved?

Protective and educational consequences may include:

Protective	Educational
• Increased staff ratio • Limited access to outside space • Escorted in social situations • Restricted off site activities • Differentiated teaching space i.e. a change in group dynamics • Exclusion	• Completing tasks • Rehearsing and practicing • Assisting with repairs or the planning for repairs to damaged property/belongings • Educational opportunities • Research of the real world implications • Constructive conversation and exploration

7. De-escalation:

All staff need to know how to promote prosocial behaviour and manage difficult or dangerous behaviour and to have an understanding of what behaviour might be communicating. Use of Signal-Pause-Insist, whilst positive praising, to refocus the situation. As a school we focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

Key principles:

• Staff should always speak to children in a way that quickly reduces conflict and leads by example. Imagine they were a child in your family, would you be happy if they came home and reported how they were spoken to or supported?

•We should always help children to try to reduce conflict and to avoid escalating any situation- this includes avoiding inflammatory language in front of other children e.g. kicking off, trashing the place etc.

•The importance of using a calm stance and de-escalation script in a conflict situation

•'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for 'Reflect, Repair & Restore'.

•An individual risk management plan should be completed for any child for whom there is 'foreseeable' risk that they may behave in a way that will cause harm to themselves, others or property. This will be completed by the SENCo/ link other SLT as appropriate and with the class teacher.

•The importance of handling children in a safe way
https://www.geoffreyfieldjuniorschool.co.uk/attachments/download.asp?file=321&type=pdf

•The importance of being proactive in managing children's behaviour

•The importance of recording incidents and the harm caused by them

The **de-escalation script** can be used when a child is trying to engage adults or others in conflict. This should be used to support the child positively in moving away from the situation. The script staff use is:

- Child's name

- I can see something has happened.
- I'm here to help.
- Talk and I'll listen.
- Come with me and …..

8. Behaviours that Challenge



Approaches and responses for staff:

When dealing with any behaviours that challenge remember the 3R'

- **Regulate**, take a moment, pause, take a breath before responding
- **Relate**, think of what the behaviour is communicating, from the pupil's perspective
- **Reason or respond**, provide support and guidance and more socially acceptable way of communicating any potential anxiety

Use the PACE model to support pupils who have experienced trauma:

- **P**layful, the use of a light-hearted tone reduces anxiety and when used strategies to divert, distract and engage the pupil creates a positive atmosphere, but without disregarding the behaviours
- **A**ccepting, that the pupil may need to have some time out of class, and this is not a reflection of the practitioner, helps staff to reconsider what provision would work better
- **C**urious, rather than asking why he is leaving the room, suggest ideas or hypotheses as to why the adult thinks he might be leaving the room. "Did I make a mistake about the task?" "Was the room too noisy?" etc
- **E**mpathetic, recognising that for the child, the classroom can be an overwhelming space and that they may well need time out occasionally and that that is ok and will help him to feel accepted and respected.

Declarative language is about making statements, comments or observations. Declarative scripts will focus on an object, a choice or the teacher themselves/other people, anything other than what the pupil should do. It helps create a more open and less pressured environment, allowing the pupil to feel more in control and less anxious.

Cross talk is another means of non-direct language which shares thoughts and plants ideas for the pupil to reflect on and enables them to feel a degree of control.

9. Restorative debriefs- Reflection Time:

'An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.' Professor George Wright

Restorative debriefs are about how we will talk to a child after an incident so that it doesn't happen again. This may be completed on their reflection form which is sent home to parents.

Restorative debrief for discussions or support in completing a reflection form:

- Tell me the story in your own words
- What were you thinking before, during and after the incident?
- Who has been hurt or upset?
- How can this harm be repaired?
- Can we plan for a different response to the same experiences or feelings? Next time you feel_____, what are you going to do? When I'm starting to feel a little bit_____, I will.
- Do there need to be protective/educational consequences?

Differentiated resources staff may use:

- Supported thinking
- Social stories
- Role-play with dolls/teddies/animals/pets
- Comic strip conversations
- Signing or signalling
- Emotion cards
- Complete a Therapeutic Tree with the child
- Reflective support
- Lego/drawing and talking/ ELSA



10. **Our School Values- Behaviour Expectations**

All Learning Together	
	I will show **kindness** and **care** for everyone and everything.
	I will be **honest** and tell the **truth** at all times- even when it feels difficult.
	I will show **respect** and **good manners** at all times.
	I will be **resilient** and **not give up.** I can recognise it is **ok to ask for help.**
	I will be **responsible** for my own learning, behaviour and actions.

Value	Rule	Right	Responsibility	Action
	**I will show kindness and care for everyone and everything.**	It is my right to feel cared for, looked after, safe, heard and to be accepted for who I am.	It is my responsibility to model kind behaviour to others and myself.	We give each other space. We are kind. We use gentle words. We share. We help each other. We ask for help.
	**I will be honest and tell the truth at all times- even when it feels difficult.**	It is my right to be in a school where I can trust everyone to be honest with me.	It is my responsibility to be honest, own my mistakes and learn from them.	We tell the truth. We admit when we make mistakes. We help friends be honest. We share our true feelings. We learn when things go wrong.
	**I will show respect and good manners at all times.**	It is my right to be respected and treated fairly by all adults and peers.	It is my responsibility to respect and value everyone and everything.	We value everyone's ideas. We care for our school. We listen when others speak. We walk quietly so others can learn. We stop when asked.
	**I will be resilient and not give up. I can recognise it is ok to ask for help.**	It is my right to feel supported and to be taught how to keep going when things feel a struggle.	It is my responsibility to work hard and to learn techniques to help myself when things are tricky.	We use the power of "yet"! We try with a positive attitude. We use our Zones to stay calm. We ask friends and teachers for help. We use resources to help us learn.
	**I will be responsible for my own learning, behaviour and actions.**	It is my right to be taught to take ownership of my choices and how to reflect on my actions.	It is my responsibility to complete my learning, to the best of my ability, and follow the school rules.	We ask for help and support. We act in a safe way. We make the most of opportunities. We follow expectations everywhere. We look after our resources.

11. Behaviour Ladders-

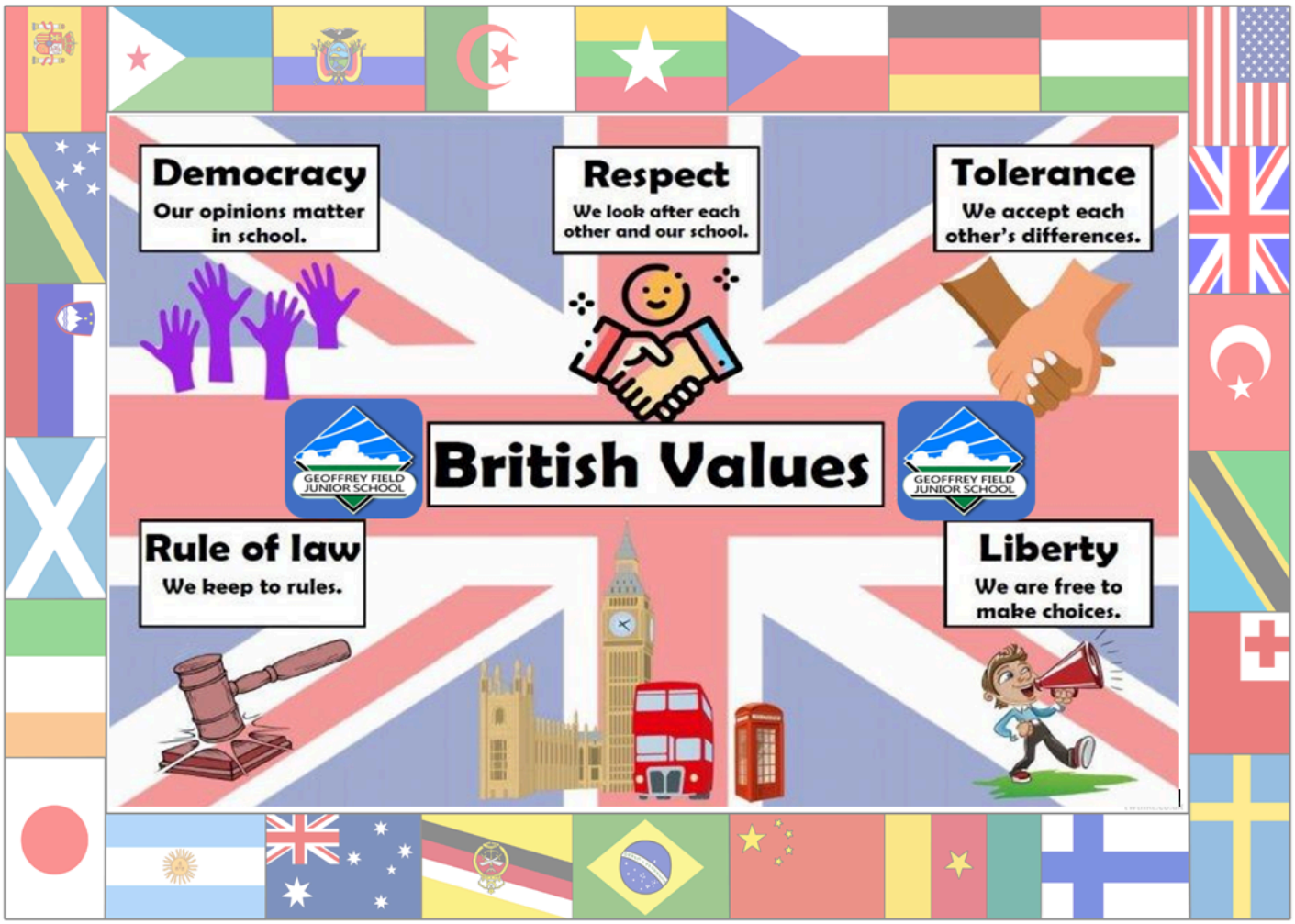
Level	Behaviour Examples	Possible Words by Staff	Possible Actions by Staff	Possible Consequences
1 **Low level**	• Talking when asked not to be • Out of seat • Noises • Calling out • Not completing work set by choice • Unkind remarks • Bad language (one off) • Answering back e.g. questioning a situation • Improper use of school equipment	**Statement of reality:** *"Charlie, you're making a noise with your pencil. Show me how you can put it down."* *"Thank you to everyone who has put their pencils down"* Don't ask why they are doing it. It is confrontational and you don't actually need to know why they are doing it – they just need to stop. **Positive phrasing:** ___(name)___thank you. *"Charlie put down your pencil thank you."* **Statement of limited choice:** *"Charlie you can give the pencil to me or put it down over there. Pencil to me or over there."* *"Charlie you can give the pencil to me or put it down over there. 5 seconds to get it done…countdown"* **Praise** a choice when it's made e.g. thank you for giving the pencil to me. **Also:** • Being close and whispering a firm reminder • Name/pause technique • Praise of other children • Reminder about behaviour and value they are not following e.g. 'Can I just remind you that one of our values is ….' 'The class expectations says….' • A quiet word • Quiet unobtrusive 'What should you be doing?' or 'Are you ok?'	• Eye contact • 1st verbal warning and reminder of expectation • Body language • Gentle touch on the shoulder to recenter • Direct to seat • Clear expectation set • Signal Pause Insist • Praise • Distraction • Use of a timer to focus in a given time	• Asking them to sit elsewhere in the class • Have a lining up order for assemblies/transition times • Items removed from reach • Missing some break time to complete work not finished or completed to an unacceptable standard • Conversation with adult in class/on playground with focus on impact of behaviour on others
2 Moderate level	***Persistent and/or sustained level 1 behaviour*** **or** • Refusal • Pushing • Hurting another person either physically or emotionally • Serious misuse of school equipment e.g. scissors • Dangerous play	**As above, then:** • Child spoken to with clear expectation- time to make the right choice. • Verbal reminder of expected behaviour and positive praise of those in class who are modelling it	**As above, then:** • 2nd verbal reminder- consequence • Time limit set by teacher for appropriate behaviour to resume	• If continue after 2nd verbal warning, send to a different teacher/TL within the area with work- *teachers must inform parents via phone call or email if a child is sent out of class and why- add to CPOMS* • Lose minutes from break time- cases discussed with TL/ SLT to decide on length • Sent to Reflection at break/ lunchtime, recorded on CPOMS

				through office adding reflection form • Restorative justice e.g. clean an area or repair damage • Complete learning with a parent outside of school hours • Parents to be informed by class teacher via phone call or email- not in front of other parents
3 **Serious**	***Persistent and/or sustained in relation to behaviours listed under level 2*** **Or** • Persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching • Throwing/kicking objects that could cause harm • Vandalism • Inciting other children to misbehave • Swearing (intentionally) • Possession of inappropriate materials/objects • Leaving the classroom without permission or refusal to return to the classroom	**First:** • Send a child for support from SLT member or Family Worker.. **Script:** • To request help: 'Please could we have some help in ____' • To request a specific person: 'Ms Brown, please can you come to_____' • To request immediate support: 'I need help now in _____' **Attempt to de-escalate whilst waiting for support using: Statement of reality** **Positive phrasing** **Statement of limited choice** **Calmness – it is just as contagious as fear** • **Appear calm and self-assured** • **Maintain neutral facial expression** • **Allow the child personal space** • **Lower your voice and keep your tone even** **Distraction and diversion** When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Behaviour is communication. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground. *Note: Humour will only work if you have a very good relationship with the child and you are sure that it will work. Staff are not to use sarcasm or humiliate the child.*	• Work out of class- either different year group or with SLT member for rest of the lesson • Sent to Reflection at lunchtime, incident recorded on CPOMS by teacher and parents informed via reflection form emailed home • Enter incident onto CPOMS • Restorative justice e.g. clean an area or repair damage • Fixed term playground exclusion • Internal exclusion (to be decided by SLT/HT) • Individual behaviour/ support plan may be required

4 **Very serious**	**Persistent and/or sustained in relation to behaviours listed under level 3** ● Deliberate and persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching ● Children excluding each other because of looks, colour, race, belief, gender or disability ● Any form of repeated bullying ● Swearing to cause upset ● Stealing ● Serious injury to someone else with intent ● Verbal abuse to an adult (of any sort) ● Incidents of a sexual nature	**In this instance, other actions are automatically by-passed. Child is dealt with by HT/SLT immediately.** **Script:** ● To request help: 'Please could we have some help in_____' ● To request a specific person: 'Ms Brown, please can you come to_____' ● To request immediate support: 'I need help now in _____'	● Send to Headteacher/SLT informed ● Parent meeting with child ● Possible exclusion – internal or external ● Possible reduced timetable ● Enter incident onto CPOMS (HT/SLT) ● Restorative justice e.g clean area, repair damage ● Possible intervention/involvement from other agencies, eg. police, social workers etc. ● Possible intervention from Governors ● Behaviour/ Support plan put into place ● Possible withdrawal from next trip/event
5 **Extreme**	**Persistent and/or sustained in relation to behaviours listed under level 4** ● Possession of harmful substances or weapon ● Extreme danger or violence ● Very serious challenge to authority – persistent and dangerous ● Physical abuse to any staff	**In this instance, other actions are automatically by-passed. Child is dealt with by HT/SLT.** **Script:** ● To request help: 'Level 5 incident- Please could we have some help in ____' ● To request a specific person: 'Level 5 incident- Ms Brown, please can you come to_____' ● To request immediate support: 'Level 5 incident- I need help now in _____'	● Fixed term exclusion ● Possible permanent exclusion ● Acts relating to radicalisation, covered within the 'Prevent' agenda ● External agency involvement- police, social care etc.

Note– children can jump levels according to the behaviour type. Persistence in lower level behaviours can result in a higher level. The safety and education of the children is paramount in all situations.

Promoting British Values



Culture in Action – what we believe - what it looks like – what you won't see

What we believe	What this looks like	What you won't see
We aim for every pupil to fulfil their potential, no matter what their needs. We are committed to equity and justice.	Provision that is tailored for individual needs. A drive to ensure representation of all members of our community in positions of authority.	The same support given to all learners. Discrimination against any protected characteristics. Whole-group punishments for poor learning behaviours.
Children flourish when they feel safe.	Visual timetables, explicitly taught routines, including transitions. Safe spaces for children, easy access to pastoral support from classroom staff and pastoral staff. Protective consequences where necessary to ensure safety (removing a child or the rest of the group from a situation where any member of our school is in danger) Children are heard and listened to. Inclusive classrooms and environments.	Unpredictable responses from adults such as shouting in classrooms. Dismissal of children's request for help. *I don't care.* The safety of children and adults not considered in inclusion planning.

All members of our community have equal importance.	Respectful relationships between children and peers, adults and colleagues and between children and all adults.	A hierarchy of respectful treatment of children or adults.
The school's culture is most successful when it is lived by all members of the school community. Consistency and coherence at a whole-school level are paramount	Common language used by all – *Responsible, Respectful, Ready; I wonder if…, I imagine…, I noticed that…; I need you to* Consistency of expectations from every member of staff and consistency of expectations across the whole site. Specific behaviour and values are clear and taught across the school.	Adults 'walking by' poor behaviour or congregating around a dysregulated child. Different expectations inside and outside classrooms. Adults reprimanding children in a humiliating manner. *Of course you would do the wrong thing…*
Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff	Positive relationships with home and an understanding of a child's context. Understanding of how connection seeking behaviours can be responded to with PACE. Staff working together to support safeguarding – everyone's responsibility Sensitive sharing of key information between stakeholders. Named staff to be identified as points of contact for key children as required, e.g. – on the playground.	The same responses to and expectations of all children regardless of their context. Punitive consequences not linked to the actions of the child and not focused on reducing future incidents. Use of inflammatory phrases such as *he is kicking off again.*
Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning. Teachers should encourage pupils to be self-reflective of their own behaviours and mindful of a child's developmental stage.	Children's learning scaffolded appropriately to access the curriculum, with for instance: word lists, concept maps, sentence starters, prompts, worked examples. Consistent use of the Zones of Regulation across school to support all children to manage their emotions and mental health.	Children developing a reliance on an adult and disengaging because they can't access the work.
Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression.	Routines are consistent and clear. Adults building positive relationships with pupils. Skilled use of support staff A consistent, calm and ordered environment. Staff providing co-regulation, co-adventuring or co-exploration to scaffold self-reflection if a child is overwhelmed or lacking in their intrinsic developmental scaffolds. Clear expectations that are explicitly taught and revisited, including the different zones of regulations and techniques used to calm and improve wellbeing. Staff modelling calm reassurance when children are dysregulated and supporting de-escalation. All staff	Challenging behaviour ignored. Reports of bullying not followed up.

	members are responsible for leading and managing behaviour in their classrooms and across the school – *catch them being good.*	
Universal behaviour systems are unlikely to meet the needs of all your students For pupils with more challenging behaviour, the approach should be adapted to individual needs	Clear expectations that all children will work hard and behave well, because that is the right thing to do for everyone's well-being. Teachers may have individual reward-base systems for children who still require them and a class target e.g. improving transitions, to which a reward may be attached (normally linked to an agreed class activity choice, e.g. – a craft activity).	Whole class sanctions. Children's names noted for action. Generic class-based systems such as area points..
In order to build children's character, we define the behaviours and habits that we expect children to demonstrate. We want to support our pupils to grow into adults who are polite, respectful and appreciative, and who consider the needs of others. We aim to equip our children with the skills and knowledge to do what they know is right without extrinsic rewards or threats of punishment.	Staff will actively teach the values, Zones of Regulation and model high expectations through teaching, practising and revisiting as appropriate. Attendance/uniform concerns and persistent behaviour breaches to be raised to the class teacher at first instance. Stepped approach with concerns – Class teacher, Team leaders, SLT and Headteacher will support as needed. Personalised targeted support for persistent concerns.	Inconsistency of expectations and different approaches Extrinsic rewards used generally. Whole class punishments for individual behaviour issues. Staff skipping the stepped approach.
Walking around school-	All staff positively reinforce the expectations. *Thank you for walking…can I see some walking feet?* Children and adults walking on the left side up the stairs, single file. All the staff actively praising children around school.  	Children running inside the building. Teachers not leading or following the line to check for expectations. Children pushing. Staff not picking up on the expectations if children are not in their class or area.

Dining Room Expectations



Walking Around School



HOW WE COME IN:
GUIDES FOR WALKING IN!

SINGLE FILE LINE



Walk one behind the other.
Follow the leader!

VOICES OFF



Use your quiet inside voice.
Be calm & peaceful!

WALK ON THE LEFT HAND SIDE



Keep to the left.
Leave space for others!

BE KIND & RESPECTFUL



Be friendly & polite.
Help your friends!
Share a smile!

Yellow Area Points











Blue Area Points











Red Area Points











Green Area Points









