



**Courage Hope Love & Friendship**

# Behaviour for Learning Policy

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To be reviewed	Headteacher, Staff and Governors
Authorised by	Headteacher

## Policy statement

*"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. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."*

*(Behaviour in Schools, DfE, 2024)*

At St Nicholas C of E Primary School we aim to develop a positive behaviour culture in which children can feel safe and learn. KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn which this policy aims to support.

The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;

St. Nicholas C of E Primary 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 for Learning Policy guides staff to teach self-discipline and regulation rather than forced compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct (e.g. preventing either themselves or others from accessing learning) and dynamic interventions that support staff and learners.

Our Behaviour for Learning Policy supports our school vision of enabling excellence and life-long learning and our Christian values of Hope, Courage, Love and Friendship because it encourages;

A safe environment which is conducive to effective learning.

Everyone to treat one another with dignity, kindness and respect,

Positive reinforcement (and proportionate consequences) to be central to daily life, supporting the whole-school culture.

A behaviour curriculum that defines the expected behaviours in school, centred on what successful behaviour looks like and defines it clearly for all parties.

## Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all staff have the skills and knowledge to support children to make positive behaviour choices.
- To be inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong.
- 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 behaviour choices.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour and empathy for others.

- To promote community and British values through positive acceptance and understanding.
- To be supportive, ensuring that excellent behaviour is a minimum expectation for all.
- To be consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members.
- To be accessible and easily understood: clear and easily understood by pupils, staff, parents and governors.

### **Purpose of the policy**

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

- Enable an effective and consistent behaviour for learning climate across the school.
- Recognise positive behaviour.
- Positively reinforces positive behaviour.
- Promote self-esteem and self-regulation.
- Teach appropriate behaviour through positive interventions.

### **Whole School Implementation**

This Behaviour for Learning Policy promotes consistency across the whole school. Crucially the whole staff work as a team to support each other in the promotion of positive behaviour for learning. Throughout this policy, references to 'Teachers' are taken to mean all staff working with children including Mid-Day Supervisory Assistants, Teaching Assistants, Office Staff, Coaches and Volunteers. Our SENDCo will work with staff and parents to address how any additional needs may impact on the behaviour a child displays and how this should be managed effectively.

The Bromham Behaviour Blueprint (Appendix 1) gives details of the whole school approach.

### **Consistency in practice**

The key desirable behaviours of Learning Listening, Wonderful Walking, Legendary Lining Up and Tremendous Transitions are detailed in the Bromham Behaviour Blueprint and the escalation steps visual in Appendix 2 provides guidance for consequences of meeting the expectations. All teachers will be regularly trained to use the concise summary of expectations from children for each of these behaviours. This enables;

- **Consistent language:** All teachers use the same language based upon our values and the steps given below.
- **Consistent response:** All teachers give first attention to positive behaviour, acknowledging those children who are behaving well. However, all teachers are responsible for consistent follow up in relation to less desirable behaviour.
- **Prompt response:** Low level or small examples of off-task or negative behaviours will be picked up live with a brief interaction except where a child with additional needs has a separate behaviour plan which may contradict this.
- **Consistent follow up:** All teachers take responsibility for behaviour interventions, seeking support but not delegating. All children understand that inappropriate or negative behaviour will be followed up.
- **Positive reinforcement:** All teachers develop and use routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- **Consistent consequences:** All teachers understand the consequences which are defined, agreed and applied at the classroom level as well as established structures for more serious, inappropriate behaviour.
- **Consistent, simple rules/agreements/expectations:** All teachers use these across the school to promote desired behaviour.
- **Consistent respect from the adults:** All teachers maintain their respect for all even when dealing with disrespectful and challenging behaviour.
- **Consistent models of emotional control:** All teachers model emotional restraint as well as teach it; teachers are role models for learning and behaviour.
- **Consistently reinforced rituals and routines for behaviour:** All teachers will demonstrate consistency throughout the school building – all areas, in classrooms, playgrounds, hall and corridors.

- **Consistent environment:** Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners and their work in an age appropriate manner.

**In addition to following the Bromham Behaviour Blueprint and consequences flow chart, teachers will;**

1. **Meet and greet** learners at the door and discuss any issues before entering the class to ensure a calm entrance.
2. **Model** positive language, behaviour and build relationships.
3. **Notice** excellent behaviour (class and whole school rewards used).
4. **Plan** well-paced lessons that engage, challenge and meet the needs of all learners.
5. Are **calm** and give 'take up time' when going through the steps. Prevent less desirable behaviour before consequences.
6. **Follow** up every time positive behaviour expectations are not met (except where particular needs have previously been identified and are managed differently), retain ownership and engage in reflective dialogue with learners.
7. **Never ignore** or walk past learners who are making poor behaviour choices.

*All of the below should be undertaken in the spirit of this Behaviour for Learning Policy: that of always praising the good, NOT focusing on less desirable behaviour.*

**Rewards and reinforcement**

Anything which recognises that children have achieved what is expected or asked of them is desirable. There are a number of ways in which we approach this:

- Constant acknowledgement of desired behaviour, this includes: recognition boards, non-verbal praise: wink, thumbs up, sharing good work with another class, stickers etc.
- Verbal praise – acknowledgement of success with both curricular learning and social behaviour is an important motivator for pupils.
- Teachers will award certificates encouraging positive learning behaviour as well handwriting & presentation each week in Friday Celebration Worship.
- The Kindness Cup is awarded at the end of each week to a child who has demonstrated kindness and empathy towards others during that week (supporting our Bible verse: 'Love your neighbour as yourself').
- House points, which will be collected up each week by Year 6 monitors and count towards a weekly celebration of success and a termly reward activity.
- The use of 'child of the day' (e.g. Soaring Eagle/Wobbly Bob) may be used to celebrate consistent good behaviour choices in Holly and Willow Class (not compulsory).
- Whole school themed awards which may vary across the year eg Examples have included Wonderful Walkers, Golden Writers, Marvellous Manners.
- Positive feedback to parents at the end of the day or by text where children have excelled in an aspect of learning or behavior.

**Steps to take in the classroom**

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder to adopt the expected behaviour is all that is needed. The following steps should always be gone through with care and consideration, taking individual needs and feelings into account. All learners must be given 'take up time' in between steps and adults should not respond to secondary behaviour (except where safety is a concern).

**Make class expectations clear** – at the beginning of the year, term, week, day or lesson teachers may need to remind children of the school expectations for positive Behaviour for Learning (consistent across the school).

**Praise the expected behaviour** – first pay attention to exemplary conduct. Children seeking attention through negative behaviour should be dealt with quietly in order to not bring that behaviour to the attention of the rest of the class.

This system is used throughout school (although adaptations for children with specific needs may be made):

**1) Warning 1**

Redirection – gentle encouragement, ‘nudge’ in the right direction, small act of kindness, a warning look or sign. Reminder of “Learning Listening” for example.

**2) Warning 2**

Succinct and specific reminder of required positive behaviour eg “voices off”.

**3) Think Card**

Quiet reminder of the relevant desired behaviour (e.g. a ‘think card’ placed on a desk) and a positive statement concerning the desired behaviour. Reminders may be repeated if necessary. De-escalate and decelerate wherever reasonable and possible. This is delivered privately to the learner wherever possible. The teacher makes them aware of their behaviour. The learner has the choice to do the right thing and Think cards can be removed during lessons if behaviour is corrected and positive behaviour for learning is re-established.

**4) Thinking time in class**

Microscript. The member of staff goes through the microscript with the child:

I have noticed that...

At school we... (reminder of the specific required behaviour patten)

Because of ‘...’ you need to...

Remember the time when... (framing behaviour) you were brilliant/really impressed me. I need to see ‘...’ again.

This is a 30 second reminder not a debate or conversation. Teachers will adopt a gentle approach, personal, non-threatening, side on, eye level or lower. They will state the behaviour that was observed and which rule/expectation/routine it contravenes eg safety, others’ learning, their own learning. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour. Walk away from the learner; this allows time for the child to decide what to do next. If the child makes comments, as the teacher walks away these will be written down and followed up later. We will avoid endless discussions around behaviour and spend our energy returning learners to their learning, praising the desired behaviour we expect to see.

**5) Thinking time in another class** (which class may be dependent on a child’s own class, siblings or other relationships but usually Willow and Holly will go to Thorn and Thorn to Willow).

Children should be removed for at least 5 minutes and for a maximum of the remainder of the lesson.

Removal from the classroom is considered a serious consequence.

Thinking time in another class or at a break or lunch time should also be recorded on CPOMS.

**6) Visit by or to the Headteacher**

If a child has returned to their classroom and hasn’t settled to productive learning behaviour they will be asked to visit the Headteacher or the Headteacher may be asked to visit the classroom depending on the circumstances. The focus will be on resetting the behaviour to the expected standard and may involve the Headteacher accompanying the child in class for some settling time to enable successful re-engagement.

**7) Thinking time at break or lunch time**

This may involve completion of work not completed in class where possible or appropriate. Children will always be given the opportunity to eat their snack or lunch and visit the toilet

before returning to class at the normal time with their peers. Parents will be informed (this can be by email or text but preferably in person or by phone conversation (unless a parent has requested that there are merely periodic updates instead). Detention outside of school hours will not be issued but in serious cases, a Thorn Class child who usually walks home alone may be kept after school to wait for a parent to collect them in order to have a behaviour related conversation. This would be the decision of the Headteacher.

- 8) **Reparation**, this could include: completing the work at home and/or a restorative meeting with the member of staff (and maybe children) concerned. This is a core part of ensuring that the trust between the teacher / Headteacher and the child is not lost. Demands for children to apologise are not made as it is more effective when pupils offer to apologise and to change their behaviour. This may include a community service task such as tidying. Loss of privileges such as Year 6 responsibilities or privileges is an option for teachers with Year 6 children.

## **Consequences**

The use of consequences may be needed for behaviour that cannot be minimised in normal situations.

We focus on the act not the child. When consequences are used, care is taken to avoid damaging relationships and the pupil's self-esteem. There is a clear distinction between major and minor offences and an indication of which consequences are likely to be appropriate for which offences. Consequences applied to the whole group as a result of the behaviour of a few individuals will be avoided as it is unfair and breeds resentment.

Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Persistently demonstrating less desirable behaviour or poor behaviour for learning may result in regular reporting with a positive stance eg a tick chart for each lesson or day or part thereof.

## **Supporting children following a consequence**

Following or towards the end of a consequence, a conversation about strategies should be considered to help all pupils to understand how to improve their behaviour and make positive behaviour choices.

These might include:

- a targeted discussion with the pupil, including explaining the mistake they made, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- an opportunity to rebuild any relationships with peers or adults where appropriate.
- some form of re-integration such as a reminder of the rules, routines and behaviour systems (consequences and rewards).

A teacher can decide that the consequence is followed by;

- a phone call with parents except Thinking Time in another class or during a break or lunchtime which should always be communicated to parents;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school including the SENDCo and / or Headteacher;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the current support for behaviour management being provided remains appropriate and whether specialist support from the SENCo is required.

**Serious breaches** can include: intentional physical or verbal aggression, bullying, discrimination and damage to property. In this case the child will be sent or escorted to the Headteacher (or in her absence a teacher) for time-out/cool down prior to the restorative process. For a serious breach the parents of the victim and the aggressor will be informed by telephone that day. The child(ren) concerned will be required to make suitable reparation. Such incidents will be reported on CPOMS by the adult initially dealing with the behaviour.

Where serious concerns are developing around an individual's behaviour over a period of time, the Headteacher will contact with the child's parents to put together a joint behaviour support plan. The aim of this plan will be for the school and family to work together to help the child improve their behaviour. This may include developing targets for improving behaviour.

**Child-on-child abuse** would be considered to be a serious breach and the same process will be followed.

### **Exclusion**

At St. Nicholas Primary School we believe that all behaviour is a form of communication. Where children are not behaving well we will seek to support and develop the appropriate behaviour in an assertive but caring way. We want all children to believe that they matter to the whole school community, that we respect them as individuals and will help them and guide them. We want children to feel that they belong no matter what. Whilst we will not tolerate poor behaviour, we will support and help our children to make better choices. Exclusions from St. Nicholas Primary School are extremely rare.

However, in extreme situations the Headteacher may exclude a child. Only the Headteacher is able to do this. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. The exclusion procedures as outlined by the Department for Education and the Local Authority (LA) will be followed in the event of an exclusion arising. Governors recommend where pupils display continuously disruptive behaviour a multi-agency assessment will be carried out.

### **Use of Restrictive Physical Intervention**

St Nicholas School views the use of Restrictive Physical Intervention (RPI) as part of a broad range of interventions with the main focus being on preventative approaches which always focus on de-escalation as the primary method. Wherever possible, the use of force should be avoided. Physical restraint will not be used unless a child is in danger of harming him/herself or another child/adult.

In extreme cases, when the use of reasonable force is necessary, it must be used in a way that maintains the dignity and safety of all concerned. Positive behaviour management and the use of preventative measure is always preferable.

The long term aim of adults supporting young people whose behaviours are considered challenging, must be to manage their behaviours with greater independence and to present themselves in a more socially acceptable way.

Any use, training undertaken and reporting of RPI will be within the current guidance provided by Wiltshire Council.

### **Screening and Searching**

Given the overriding need to keep children safe, the school will utilise their powers to search in order to keep individuals from harming, or further harming, themselves or others when and if required. These may include sharp implements, fire starting equipment, firearms, chemicals or other poisonous matter.

**Mobile phones** are a feature of contemporary life so we have a regularly updated Mobile Phone Policy which should be referred to.

### **Playground**

The same system is used throughout the school, at all times during the day to promote consistency and understanding. It may be appropriate for members of staff on duty to request that children stay with them or stand at the side of the field or playground in order to provide a time for the individual

to have some time out with the aim of avoiding further escalation instead of in another class. The adult who deals with the initial issue will be the person responsible for dealing with the behaviour unless a serious breach has happened in which case the procedure above will be followed.

### **Conduct outside the school gates**

Subject to this Behaviour for Learning policy, staff may use consequences to address pupils' misbehavior, including online, when the child is:

- taking part in any school-organised or school-related activity,
- travelling to or from school,
- wearing school uniform,
- in some other way identifiable as a pupil at the school.
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

### **Staff induction and training**

When teachers join our school (permanent or temporary employees, supply staff, coaches, volunteers), they will be asked to read this policy including the Bromham Behaviour Blueprint and consequences ladder, and introduced to the key ideas. Staff will have regular refreshers and any relevant training or coaching to support the consistent implementation of the policy together with training and advice on specific needs of children within our school community.

### **Leadership monitoring**

School leaders will monitor information and data relating to;

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation;
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

### **Parents**

Parents have an important role in supporting the school's Behaviour for Learning policy and should be encouraged to reinforce the policy at home as appropriate. This might be done through newsletters, 1:1 conversations, awareness raising of policy contents.

### **Governor oversight**

Headteacher reports to every LGB on attendance, exclusions, bullying and child on child abuse incidents.

Governors will make observations of the Behaviour for Learning policy in action and discuss patterns of behaviour with the Headteacher.

### **Related Documents**

Anti-bullying Policy

Attendance Policy

Child Protection and Safeguarding Policy

Mobile Phone Policy

Searching, screening and confiscation: advice for schools 2022 (Ref: DFE-00034-2014 - [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](#))

Behaviour in Schools: Advice for Headteacher and School Staff 2024 (DfE - [Behaviour in Schools 2024](#))

Reducing the Need for Restraint and Restrictive Intervention HM Government 27 June 2019 - [Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](#)

NB This policy has been reviewed and meets the stated aims of The Equality Act (2010); Schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

# Bromham Behaviour Blueprint

March 2025

# Bromham Behaviour Blueprint

## Introduction

St Nicholas Church of England Primary School, Bromham is committed to creating an environment where exemplary behaviour is at the heart of effective learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. At St Nicholas, we develop children's character through the 'Bromham Behaviour Blueprint' curriculum, underpinning the specific subject curriculum.

In order to build character and ensure the adoption of positive learning behaviours, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful and grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and others and, in turn, how other people perceive them.

The Bromham Behaviour Blueprint is based on the work of Paul Dix (*When the adults change, everything changes*) whose ideas our school has drawn from for some time. Good behaviour is recognised sincerely, rather than just rewarded. Children are praised publicly and reminded of expectations quietly. Our inclusive approach has been shaped by our understanding of sensory and cognitive load ensuring that learning is optimised through our carefully considered approach. Our approach to adopting growth mindsets is based on the work of Carol Dweck which has influenced adults in our school for many years.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum content	Explicit teaching of the Bromham Behaviour Blueprint – particular focus on being <b>kind</b> (self, others, the world), <b>careful</b> and <b>courageous</b> and what these mean. Introduce Wonderful Walking, Learning Listening, Legendary Lining up, Marvellous Manners, Tremendous Transitions.	Ongoing revision of content – particular focus on Wonderful Walking and Learning Listening.	Longer recap of Bromham Behaviour Blueprint with illustrative examples of good practise – particular focus on Legendary Lining up.	Explicit re-teaching of the Bromham behaviour blueprint Particular focus on Learning Listening and Marvellous Manners	Ongoing revision of content – particular focus on Tremendous Transitions	Longer recap of the Bromham Behaviour Blueprint linking to moving on and lifelong learning and behaviours

Alongside work on our school's Christian values, the Bromham Behaviour Blueprint curriculum is taught explicitly during the first weeks in the Autumn term in addition to the traditional National Curriculum subjects. Children

should learn the content of the curriculum so that they can recall the information and act upon it. Our approach fosters the belief that there are no 'bad' children, just 'poor' choices and mistakes. It encourages pupils to recognise that they can and should make good choices as well as promoting self-esteem and self-regulation. It promotes the importance of adults understanding that all behaviour is communication and to consider the iceberg analogy (behaviour is the visible aspect of what is going on for a child and there is a need to look beneath the surface) and Siegel's flipping the lid when reflecting on any negative behaviour observed. At the start of each term, the Bromham Behaviour Blueprint curriculum is revisited with pupils and will continue to be reinforced throughout the year as shown above. As with other curriculum content, this should be taught using explicit teaching based on the agreed St Nic's Quality Teaching and Learning principles including regular quizzing to check and strengthen retention of knowledge. Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise exemplary behaviour (particularly in the first few days of each term). For example, a consistent 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 this content.



It is essential that all staff know the details of this curriculum, 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 a calm environment, and where teachers are free to teach unimpeded. While this curriculum is intended for all pupils, it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, some pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye contact with adults. Sensitivity must be applied at all times when teaching the behaviour curriculum.

## Curriculum to develop Relentless Routines

Staff take time to welcome each individual pupil into school at the start of the day, never walking past or ignoring pupils that are failing to meet expectations and follow the rules. Adults will always redirect pupils by referring to 'Be Kind, Be Careful, Be Courageous' principles to be covered in depth each Autumn Term.

Our Bromham Behaviour Blueprint principles are to;

- Be kind
- Be careful
- Be courageous.

Everyone should know the following examples of these principles;

<b>Be kind</b>	<b>Be careful</b>	<b>Be courageous</b>
<p>Be kind to ourselves, others and the environment / the world. Kind hands, feet, words, expressions. Allowing others to learn (Learning Listening, Marvellous Manners). Understand we all have different needs and strengths. Feel good about our successes (quietly). Notice when others need help. Consider other people's feelings and act in ways that enable others to be happy, safe and secure. Treat our resources, school and local environment with respect. Consider our actions on the world environment eg recycle, save water.</p>	<p>Careful use of words and language. Taking time to complete tasks and pause for thought before acting. Neat and tidy presentation in books. Neat and tidy personal presentation. Treating school resources and other people's possessions respectfully. Be careful to treat everyone, whoever they are, with respect. Safe conduct (including Wonderful Walking, Legendary Lining-up, Tremendous Transitions).</p>	<p>Adopt a have-a-go attitude to learning activities. Stand up for ourselves and others (courageous advocacy) politely. Speak out politely when we feel something is wrong. Know that mistakes can be built on / learned from. Use this to know we can take risks / accept challenges in our learning and wider lives.</p>

Know that if you are being kind, you show others you care in a variety of ways which will include good listening to what they say, thinking about how they are feeling by looking at their facial expressions and body language, thinking about how your words or actions will impact on others, recognising we all have different needs, strengths, experiences and families, being polite, sharing and taking turns.

Know that being careful means you show care to others and show that you care about your work, environment and the impact of your actions on these. Know that courageous means that we recognise when we are scared or are finding something difficult. Courage can be about bravery but also being willing to try something new or to take a risk in our learning as well as defending our idea or thoughts politely. Courageous advocacy can be having the courage to politely stand up for others we know and those elsewhere.

Adult behaviour directly related to teaching and learning will follow this Blueprint.

## Bromham Behaviour Blueprint routines

<p>Moving around the school</p>	<p>Know that when moving around the school we use <b>Wonderful Walking</b>. Know that we use <b>Wonderful Walking</b> to make sure everyone is safe and that others who are working are not disrupted. This means; Facing forwards with hands out of pockets. Walking on the left. Walking calmly at a steady pace. Walking as a class should be done in silence. Know that we always pass the open door to the next person.</p>
<p>Lining up</p>	<p>Know that we show <b>Legendary Lining up</b> when preparing to enter the building, the hall or to leave our classrooms. Know that <b>Legendary lining up</b> is calm and efficient to make sure everyone is safe, to make the most of our learning time and to avoid disturbing others' learning. Know that we line up without leaning against anything. Know that when we line up outside, it is in alphabetical order for all classes (indoors as well for Holly and Willow). Know that we have a lining up order to prevent any debate and help with <b>Legendary Lining up</b>.</p>
<p><b>Relentless</b> (Classroom) <b>routines</b></p>	<p>Know that classroom routines are there to ensure everyone is able to do their best learning and to use the learning time well. Routines will include the distribution of books or resources, seating plans, drinks, movement and toilet breaks, timetables and support from adults.</p> <p>Know that we use <b>Tremendous Transitions</b> within and between rooms. This may be moving sitting space, changing groups, moving rooms but also when changing the equipment or books and resources we use in class. Know where our seat or carpet space (where used) is. Know where and how we store our equipment and clothing. Know the routine for handing out or returning books and equipment. Know that we should aim not to miss learning time to go to the toilet by aiming to go during breaks.</p>

	<p>Know that we take responsibility for getting the correct equipment ready for lessons and that we look after it. Know that any deliberate damage to equipment will incur a consequence.</p> <p>Know that adults will be relentless in insisting on these agreed classroom routines.</p>
<p>Good listening</p>	<p>Know that we use <b>Learning Listening</b> in class.</p> <p>Know that we use <b>Learning Listening</b> so that everyone can learn without distractions.</p> <p>Know that <b>Learning Listening</b> is;</p> <ul style="list-style-type: none"> <li>- Facing forwards (or towards the speaker / speaker in sight).</li> <li>- Hands still.</li> <li>- Sitting up straight and alert with the chair legs all on the floor (stable).</li> <li>- One voice at a time, never interrupting.</li> </ul> <p>Know the signals for listening to the adult when in large group situations. These will be chosen by the adult from;</p> <ul style="list-style-type: none"> <li>- Silent hand up / folded arms with exaggerated straight back,</li> <li>- Clap pattern / response,</li> <li>- “Quick pause” / “Voices off”,</li> <li>- 3-2-1 stop,</li> <li>- In EYFS other sung signals may be introduced during the year depending on the cohort and their development.</li> </ul>
<p>Speaking in class</p>	<p>Know that speaking in class is primarily for the purpose of sharing knowledge, ideas or opinions <u>related to our learning</u>.</p> <p>Know that when we speak for a class audience;</p> <p>Sentences: Know we use full sentences.</p> <p>Articulate: Know that we must pronounce words as clearly as we can.</p> <p>Hand away from mouth: Know that we must keep our hands away from our mouth while speaking.</p> <p>Project: Know that we must speak with a voice which is loud enough for everyone in class to hear.</p> <p>Eye contact: Know it is polite to track the person speaking and to try to use eye contact.</p> <p>Know that in class we should sit quietly and raise our hand if we need help from an adult.</p>

	<p>Know that ‘quiet hands up’ is used for offering a contribution but that anyone in the room may be chosen to speak.</p> <p>Know that these habits will enable everyone to learn effectively and help us through lifelong learning opportunities.</p>
Manners	<p>Know that <b>Marvellous Manners</b> are important for a child's social development and overall wellbeing, helping to ensure they have positive interactions with others throughout life.</p> <p>Know that we use <b>Marvellous Manners</b> because it is kind, makes people feel welcome and valued.</p> <p>Know that we demonstrate Marvellous Manners by;</p> <ul style="list-style-type: none"> <li>- <b>Learning Listening</b> – see above.</li> <li>- Saying thank you. Know that we say thank you when receiving something or when someone does something for us, no matter how small an act.</li> <li>- Saying “Excuse me” if someone is in our way or preventing our relevant contribution being heard.</li> <li>- Saying “Please” when we are asking for anything (to happen).</li> <li>- Smiling. Know that smiling shows we are positive and optimistic in our learning and wider lives.</li> <li>- Know that we should let anyone waiting through the doorway before walking through ourselves.</li> <li>- Know that we should respond to anyone saying “Good morning” adding Mr / Mrs / Ms .... if it is an adult greeting us. Know that it is polite to add questions including “How are you today?”, “Have you had a good morning?” or “Did you have a good weekend?” Know that adding the person’s name makes this more personal.</li> <li>- Know that making eye contact with the person you are speaking to lets them know you are listening. If this is difficult for you, then looking in the speaker’s direction is good.</li> <li>- Know that it is important to have <b>Marvellous Manners</b> so that people can act politely back to us.</li> <li>- Know that it is good manners to apologise when we have made a mistake that has impacted on someone else.</li> </ul>
Playtime behaviour	<p>Know that playground behaviour expectations are to keep everyone safe and to enable all children to have an enjoyable break from the classroom.</p>

	<p><i>Walking</i> – Know that we walk within the building and near the lining up area.</p> <p><i>Kind hands and feet</i> – Know that we use kind hands and feet to prevent anyone getting hurt.</p> <p><i>Kind words, facial expressions and actions</i> – Know that we use kind words, facial expressions and actions so everyone can be happy and feel valued. Kind actions includes sharing equipment and use of body language.</p> <p><i>Care for our environment and equipment</i> – Know that all rubbish goes in the bin, never on the floor and everyone looks after all equipment so it can be enjoyed by others in the future. All equipment needs to be delivered to the playground by the shed at the end of lunch time break.</p> <p><i>Fair play</i> – Know that fair play is expected. Sanctions will be given where any unfair, unkind or unsafe play occurs.</p> <p><i>Whistle</i> – The whistle is the signal to stop and look at the adult blowing the whistle. They will then either indicate with hand signals which direction to move in or give a verbal instruction.</p> <p><i>Space to be used in a particular break time</i> – Know that the adults on duty will communicate which spaces are to be used by which children.</p> <p><i>Footwear</i> – Know that the adults on duty will communicate the type of footwear for the break time, particularly on the field and, in extreme conditions, on the playground.</p> <p><i>Use of equipment</i> – Know that children will be given equipment appropriate to the weather conditions by the adults on duty and that all equipment should be treated with respect, being used for what it is designed for only, and returned to the boxes outside the shed at the end of lunchtime.</p>
<p>Lunchtime behaviour</p>	<p>Know that we enter the dining hall quietly and use quiet, talking voices once sat down.</p> <p>Know that we walk at all times so that everyone is safe and food is not spilled.</p> <p>Know which table we sit at.</p> <p>Know that when an adult stands still with their hand in the air, we stop what we are doing, copy the action, be still and silent, listening for the message being conveyed.</p> <p>Know that we line up at the hatch when called by an adult, calmly and quietly in small groups.</p>

	<p>Know that we use Marvellous Manners when being served and when talking to our lunch time adults.</p> <p>Know that we shouldn't talk with our mouth full, closing our mouth when chewing.</p> <p>Know that, for hot school dinners, we set our cutlery out correctly and aim to use the knife and fork correctly.</p> <p>Know that we put our hand up for an adult to check to see if we have eaten enough.</p> <p>Know that we only leave our seat when an adult says it is appropriate.</p> <p>Know that we stack our chairs if asked to by any of the adults on duty.</p> <p>Know that a reward system is in place specifically for lunch times in the hall. Consequences will remain as for lesson time.</p>
Presentation in books	<p>Know that we try our best to present our work well so we can be proud of it and others can see what we have learned.</p> <p>Know our class presentation expectations which are in our Maths and English books (Year 1 upwards).</p> <p>Know that our front covers should be clear of writing or drawing except for the label.</p> <p>Know we use the book pages in order, not missing out pages.</p> <p>Know that any paper stuck in our books should be positioned straight on the page.</p>
Personal presentation	<p>Know that careful personal presentation will make us feel more confident and ready to learn.</p> <p>Know that clean and tidy personal presentation makes us feel better about ourselves.</p> <p>Know that we tuck our shirts in to look and feel smart.</p> <p>Know that our school uniform is a white shirt or polo shirt, red sweatshirt, cardigan or fleece and grey or black trousers or skirt / pinafore with black shoes. In the summer, red / white gingham dresses may be worn. Shoes need to have covered toes.</p> <p>Know our PE uniform is a red t-shirt or polo shirt, black shorts or tracksuit trousers / leggings and a black sweatshirt. Hoods are only worn outside in cold weather.</p> <p>Know that clothing for Woodland Wondering must have long sleeves and legs as well as having wellies and weather related clothing such as a waterproof coat, sunscreen and sun hat.</p>

	<p>Know that we tie our hair back to prevent injury by being caught and pulled and to prevent spread (giving or catching) of nits.</p> <p>Know jewellery should not be worn (except flat / stud earrings and watches) to keep us safe. All jewellery should be removed for PE (except flat / stud earrings).</p> <p>Know that, depending on the activity, indoor PE may have to be done in bare feet.</p>
Attendance and punctuality	<p>Know that attending school on time every day means we don't miss important learning.</p> <p>Know that we must try to help our families get us to school on time every day.</p>
Dismissal from class	<p>Know that we must not go home until the teacher has checked the correct adult is collecting us.</p> <p>Know that Wrap Around Care will meet at the music cupboard area tables, never leaving the building without the Wrap Around Care adults until we are collected.</p> <p>Know that</p> <ul style="list-style-type: none"> <li>- Holly Class congregates on the carpet area for dismissal by the teacher from there.</li> <li>- Willow Class tuck chairs in and wait in silence standing behind their chair to be dismissed one table at a time.</li> <li>- Thorn Class will dismissed when all are settled then chairs are tucked in. The teacher dismisses from the door.</li> </ul>
Behaviour outside school	<p>Know that we are ambassadors for our school when we are wearing our school uniform. Therefore;</p> <p>Know that we must Be Kind, Be Careful and Be Courageous and adopt Marvellous Manners.</p> <p>Know that we must Be Kind to ourselves, others and the world. This should include being considerate of other people's needs, wishes and feelings within the village and in other areas. Everyone has a right to live peacefully and feeling safe.</p> <p>Know that when we are on a school trip or visit, we must be Kind, Careful and Courageous.</p>
Growth mindset	<p>Know that adopting a growth mindset will help us to learn more and remember more.</p> <p>Know that adopting a growth mindset includes adopting a 'can do' and 'have a go' approach to new or difficult tasks.</p> <p>Know that we can learn from our mistakes.</p>

<p>Rewards</p>	<p>Positive praise.  Marbles / house points marked on record sheet.  Stickers.  Thank you cards.  Show another class teacher / Headteacher the work.  Headteacher stickers.  Notes home (email or by hand).  Certificates / Kindness Cup.  Hot Chocolate Friday treat.  End of year awards.  Lunchtime hall rewards.  House termly reward activity.</p>
<p>Sanctions (more serious breaches are not included here). Sanctions are targeted to improve individual behaviour choices.</p>	<ol style="list-style-type: none"> <li>1. Warning</li> <li>2. Warning</li> <li>3. Think Card</li> <li>4. Time out in class / moved to another area</li> <li>5. Time out in another space or class</li> <li>6. Visit to or by Headteacher</li> <li>7. Miss break including lunchtime break, parents informed.</li> </ol>

**Summary**

Know that the Bromham Behaviour Blueprint supports children to become better learners and to build positive habits which will encourage lifelong learning.

Know that the Bromham Behaviour Blueprint must be followed by all children and adults at all times.

Positive praise for exemplary behaviour will be the primary aim.

Know that we do not have class charters, individual class rules or behaviour systems, everyone works with the whole school Bromham Behaviour Blueprint.

Appendix 2 – Consequence flow chart

1		
2		
3		<b>Think</b>
4		Thinking time in class. 
5		Thinking time in <b>Another class</b>
If three times, parent/carer informed.		
<b>6 Visit by or to the Headteacher.</b>		
7		 
Parent /carer informed.		