THE **BLUE** SCHOOL

CHURCH OF ENGLAND

Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father through him.

Colossians 3:17

Policy: **Rewards & Behaviour**

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The Blue School - Behaviour Policy

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Scope

This policy involves all members of our community; pupils, staff, volunteers, parents and carers, governors, visitors to the school, and other external participants in school activities.

Statement of Principles

At The Blue School we:
- promote a Christian ethos as expected in a Church of England school, establishing a community and environment where all members can work safely and happily to the best of their abilities within the Christian context
- know that every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others
- provide an environment where pupils, staff and visitors are free from any form of discrimination as defined by the Equalities Act 2010
- create conditions for a calm and orderly community where effective teaching and learning can take place; in which there is a mutual respect between all children and adults, and which provides for a safe and healthy working, study and play environment

- promote high esteem, building self worth and high standards in order to develop good relationships, make moral decisions and interact positively
- adopt a positive and constructive approach to behavioural matters, actively developing in pupils a sense of self-discipline and acceptance of responsibility for their own actions
- recognise that all children have individual needs which are taken into consideration in helping them develop positive behaviour habits, and in dealing with any infractions or incidents
- involve families in behaviour incidents to foster good relationships between the school and pupils' home life
- ensure that the Rewards and Behaviour Policy is understood by pupils and staff, and it is implemented consistently by staff
- only use exclusion as a last resort, and outline the processes involved in permanent and fixed-term exclusions in our Exclusion Policy
- ensure staff and volunteers set a good example by following a clear code of conduct, published in our staff handbook and Volunteers Policy

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by annually by the Curriculum Committee and the Full Governing Body

Statutory Framework

The Blue School's Behaviour Policy is informed by current DfE guidance contained in [Behaviour and Discipline in Schools](#) (2022), and advice from the DfE including simple principles contained in the Charlie Taylor [checklist](#) (2011).

Aims

The Policy sets out measures which aim to:
- promote good behaviour, self-discipline and respect
- prevent bullying
- ensure that pupils complete assigned work

Objectives

All members of The Blue School community have responsibility to ensure that the above aims are successfully implemented by:
- valuing everyone as individuals and respecting their rights, values and beliefs

- fostering a sense of belonging to the school community and good relationships within it, to include people of all ethnicities, ages, genders, disabilities and sexual orientations
  - providing a well-ordered environment, in which all are aware of behavioural expectations
  - recognising, praising and modelling good behaviour to make explicit the standards expected
  - rejecting all antisocial behaviour (including bullying, racism and homophobia)
  - being consistent in the way behaviour is praised and the way unacceptable behaviour is sanctioned
  - caring for each other and the school environment
  - working as a team where there is mutual support and respect
  - to regulate degrees of appropriate action depending on individual circumstances

Procedures

Behaviour code of conduct - core principles

Consistency in applying the following behaviour rules, also rewards and sanctions is essential:

Rules

- Rule Number One: Show good manners at all times
- Rule Number Two: Care for everything and everyone
- Rule Number Three: Follow instructions straightaway

Class management

Good classroom management ensures that a positive and safe social and learning environment is set up and maintained, enabling children to make the most of learning opportunities. It is well evidenced that children who are not feeling safe and secure are unable to learn effectively. (See Appendix 1 for support)

Specific Responsibilities

School Leadership

Support staff and encourage and facilitate good behaviour by:

The Senior Leadership Team (SLT)

- Establish and lead the consistent implementation of the Behaviour Policy across the school, in line with principles agreed with the Governing Body, and in accordance with national guidance.

- Leading by example and ensuring that core principles and practices are supported through leadership behaviour, consistency and positive reinforcement to pupils, including through Worship and assemblies.

The Leadership Group (SLT & Phase Leaders)

- Monitoring the implementation of behaviour strategies through observation across the school and through discussion with Phase Leaders at Leadership Group meetings, providing support and challenge as appropriate.
- Ensure that staff have training and support to implement the policy and its procedures effectively.

Phase Leaders

- Ensure that the policy and its procedures are implemented consistently and effectively within the phase.
- Monitor behaviour logged on Arbor.
- Be available to staff within the phase and take an active role in the reward and consequence structure, monitoring and intervening when necessary.

Teachers

Teaching staff encourage and facilitate good behaviour by:
- implementing the school's behaviour policy and step process as agreed
- being good role models, being punctual and well prepared
- providing excellent teaching and by catering to individual needs as appropriate
- enabling children to take responsibility for their own learning
- ensuring that all children are aware of behavioural and work expectations e.g, class rules
- emphasising and praising appropriate behaviour
- being fair and consistent when dealing with behavioural issues, and with both praise and discipline
- supporting children to form positive relationships with peers and adults
- discussing with pupils how their actions impact on others
- encouraging children to take pride in themselves, their school and their work
- following up and responding to those matters brought to their attention by TAs and support staff
- upholding the ethos of the school e.g through worship, RE and PSHE
- sharing strategies with other members of staff (teaching and nonteaching)

Support Staff (including volunteers)

Support staff encourage and facilitate good behaviour by:
- following the guidance set out in this policy and recording and discussing any incidents with teaching and/or SLT as necessary.
- reporting more serious incidents to teachers and senior management so that matters can be investigated and followed up.
- dealing with children praising them consistently and using appropriate and agreed school reward systems.
- reminding children to show respect and consideration towards each other.
- modelling good behaviour through their own positive behaviour.

Pupils

Pupils take responsibility for their own attitudes and behaviour by:
- being punctual and presenting themselves with pride in full school uniform
- observing and adhering to all published school rules and procedures
- taking growing responsibility for their environment and their own learning
- being sensitive and caring towards others
- moving around the school in a polite, orderly and safe manner
- showing respect for others and cooperating fully with all members of the school community.
- dealing with conflict without hurting others
- accepting responsibility for their own behaviour
- listening carefully to instructions and following them
- participating in School Council and in leadership roles
- understanding that telling an adult about any concerns or incidents is important and necessary.

Parents and Carers

Parents encourage their children to behave in a responsible way by
- positively and actively supporting all staff and children in upholding the Behaviour Policy and Code of Conduct.
- participating in the rewards and consequences system when appropriate.
- having high aspirations for and taking an active interest in their children's learning and life at school.
- attending parents' meetings.
- encouraging children to follow school rules.
- supporting the school and signing the Home School Agreement.
- modelling good behaviour through their own positive behaviour.

Governors

Governors support the school community in this aspect by:
- overseeing and monitoring the effectiveness of the school's behaviour policy.
- supporting all aspects of the policy.
- monitoring serious incidents leading to exclusion and coordinate the pupil committee as necessary.
- ensuring the policy is monitored regularly and reviewed annually.
- modelling good behaviour through their own positive behaviour.

Visitors and guests

Visitors to the school and other guests can help support the school behaviour policy by:
- reporting any observed behaviour incidents to school staff so that matters can be investigated and followed up
- following the guidance set out in this policy
- modelling good behaviour through their own positive behaviour

Praise and rewards

At The Blue School we believe the consistent and regular use of praise and rewards to be a very important feature of our school and of good behaviour management:

- To encourage positive self esteem;
- To reinforce simple rule-following and exemplify general rules;
- To draw other pupils' attention to appropriate behaviour;
- To give an emphasis to the wanted behaviours rather that to the unwanted;
- To encourage high standards of effort and academic work as well as social behaviour;
- To enable pupils to learn more effectively through the giving of positive feedback.

Praise

High levels of appropriate praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them.

Praise is a simple strategy, which is not time consuming to use. It can be extremely effective, providing the teacher applies it consistently and fairly.

At The Blue School we consider that the giving of praise should be varied and specific and that frequent and consistent praise-statements should outnumber corrections (when seeking to establish new behaviours). However, we also seek to ensure that the praise has a value recognisable to the children.

Examples of the use of praise to reinforce rules and behaviour and of phrases that may be used to praise and encourage are given in Appendix 2.

Here at The Blue School we believe that the purpose of praise and encouragement to be:
- Valuing and accepting children as they are, not putting conditions on acceptance;
- Pointing out the positive aspects of behaviour.
- Showing faith in children so that they can come to believe in themselves, thereby raising their self-esteem and confidence;
- Recognising effort and improvement as well as achievement;
- Showing appreciation for contributions.

In developing an environment in which praise is used regularly, we can also provide a role model to the children. By praising not only our pupils but also one another, we encourage an atmosphere in which all members of the school community give and receive praise and encouragement.

Rewards

Rewards can be given in many ways and include:
- Direct praise - verbal and nonverbal (thumbs up, smile!)
- Frequent marking of work, positive feedback regarding success and progress.
- Positive recognition for achievement both social and academic in group / class / assembly.
- Privileges and positions of responsibility e.g. taking and distributing letters, delivering and collecting registers, acting as buddies, representing the class on school council.
- Stickers / written comments / house points.
- Certificates for notable behaviour and academic achievement.
- Pupil work displayed in public areas.
- Pupil/s commended to the Head Teacher, Deputy or Assistant Head Teachers.
- Pupils and/or work referenced or sent to other teachers or classes (as appropriate)

Behaviour Guidelines

Sanctions

The hierarchy of sanctions is progressive and should start with a warning. The sanctions become gradually more substantial for the 2nd, 3rd, 4th and 5th time that a child chooses to disrupt.

Hierarchy of sanctions - behaviour steps

Step	Behaviour		Sanction

Step 1	Pupil chooses to break any of the three Core Principles of behaviour, or class rules.		Verbal warning – it is made clear to the pupil which of the three principles s/he has broken and to desist. EYFS: Traffic light system. All children's photos begin on green. Lunchtime: Warning

| Step 2 | LESS SERIOUS

● Persistent Step 1 behaviour.

● Not responding to adults' request to work.
● Being more disruptive. Creating a disturbance
● Accidental damage through carelessness.
● Off-hand comments
● Minor challenge to authority.

*This list is not exhaustive | | An adult records the warning on the board.

Incident added to Arbor by class teacher.

EYFS:
Child's photo moves to amber
Lunchtime:
Time Out - 5 minutes on the fence |

Step 3	MORE SERIOUS		Break time detention (10 minutes KS2, 5 minutes KS1) to complete the reflection sheet. Teacher/class worker to verbally tell the parent/carer that their child has received a Step 3 on that day. Incident detail added to Arbor by class teacher. EYFS: Child's photo moves to red FS1 – 3 Minutes time out - with an adult. FS2 – Five Minutes time out -with a timer. Lunchtime: Time Out - 10 minutes on the fence. SMSA to report the poor behaviour to the class teacher to give the appropriate sanction in line with the behaviour policy.
	● Persistent Step 2 behaviour ● General refusal to respond appropriately ● Deliberately throwing objects ● Unintentional harming someone (consequence of silly behaviour) ● Damaging school /pupils' property ● Leaving class without permission ● Refusal to do set tasks ● Continued or more serious answering back/challenge to authority ● Rude name-calling ● Offensive language * This list is not exhaustive		

| Step 4 | VERY SERIOUS

Persistent Step 3 behaviour

● Repeatedly leaving the class without permission.
● Fighting and intentional harm to other children.
● Throwing dangerous objects.
● Serious challenge to authority
● Verbal abuse at staff and / or children.
● Vandalism
● Stealing/deception
● Bullying
● Use of racist language or racist abuse**.

*This list is not exhaustive

*** If this occurs, the child/ren will take part in a PSHE session with Mr Kelly in relation to equality.* | | Child sent to relevant Phase Leader or SLT with reflection sheet. Lunch time detention with senior staff – 20 minutes)
Child to complete reflection sheet in silence.
Teacher to add detail of incident to Arbor.
Class teacher / Phase Leader to inform parent(s)/carer.
Child may be required to write a letter of apology at home.
Parent/carer to sign the letter and return to the relevant Phase Leader.
Possible internal exclusion with a member of the Senior Leadership Team.

Should any child receive three Step 4s in one half term, this indicates exceptional issues so the child should be added to Vulnerable Pupils list so a decision can be made as to next steps.

EYFS:
FS1 – Child sent to parallel class for five minutes.
FS2 – Child sent to parallel class for ten minutes.

Lunchtime:
Time Out - 15 minutes on the fence. SMSA to report the poor behaviour to the class teacher / Phase |

			Leader to give the appropriate sanction in line with the behaviour policy.
Step 5	EXCEPTIONALLY SERIOUS ● Persistent bullying that has not stopped despite intervention ● Threatening behaviour which causes fear ● Physical violence towards a member of staff or pupil ● Repeated use of racist language or racist abuse after initial incident which resulted in a Step 4 ● Being in possession of harmful drugs for their own use or for 'selling' to others. ● Carrying a known weapon such as a knife. ● Abusive behaviour / swearing at a member of staff. ● Serious and deliberate breaking or damaging of school property ● Refusal to carry out set sanction. *This list is not exhaustive		**After discussion with Head Teacher, internal exclusion with SLT, or fixed term or permanent exclusion. Chair of Governors notified.** Teacher to detail incident on Arbor and alert AHT/ DHT DHT or HT to send letter to parent(s)/carer EYFS: Child sent to AHT/ DHT or HT who will talk to the child about the incident and withdraw from class for a period of the day. Parents to be notified by AHT/ DHT or HT Reception children will also have 10 minutes lunchtime detention with Early Years Phase Leader Lunchtime. AHT /DHT / HT to be notified immediately. *SLT may add a child to the Vulnerable Pupils list should concerns arise from incidents on steps 3-5*

SEND and Behaviour

It is important that all children, including those with SEND, have an understanding that behaviour is a key component of becoming a successful member of society.

Children with certain types of SEND e.g. SEMH or ASD may find it difficult to adhere to the steps system above. Such children will be identified and provided with a personalised version of steps. This will include a 5 point scale and address the specific challenges that the child faced. When this is introduced parents will be advised, and invited to provide feedback

Children with certain types of SEND e.g. SEMH or ASD may find it difficult to adhere to the steps system above. Such children will be identified and provided with a personalised behaviour plan. When this is introduced parents will be advised, and invited to provide feedback in a meeting with the classroom teacher.

If a child with SEND, including an EHCP, behaves in such as way s/he may risk exclusion e.g. harming other children, we will:
- Intervene early to identify and address underlying causes of this disruptive and / or harmful behaviour, assessing whether it is due to the pupil's specific needs
- Put in place additional and supportive strategies to improve the child's behaviour, and advise parents of this
- Consider any extra support required from professionals
- For pupils with EHC plans, work with parents, social workers or foster carers, as well as the local authority (LA), to find out what additional support may be provided for the pupil, or to seek an alternative placement
- Consider whether an early annual review or interim/emergency review of the EHC plan or statement would be helpful
- Assess the suitability of the provision for the pupil's SEND, given adverse impact on other children, particularly if this poses a safeguarding or safety risk to the children
- Document all attempts at intervention

Exclusion

The school will rarely exclude a pupil. When it is considered, the headteacher and SLT will carefully review a range of factors including the nature and combination of incidents which have led to potential exclusion, the impact on other children, the age and development of the child.

A child's special needs which may have affected the child's behaviour and ability to self-regulate will be considered carefully, and checks will be made to ensure that procedures listed under 'SEND and Behaviour' (above) have been adhered to

If exclusion is proposed, the headteacher will advise the Chair of Governors.

The school will follow its own [Exclusion from School Policy](#) which is consistent with DfE advice on school exclusions.

Damage To Property or Theft

If a child causes damage to school property or steals items from school which cannot be retrieved, parents / carers will be charged for repair to or replacement of these items.

Positive Handling

At The Blue School we follow the London Borough of Hounslow (the local authority's) guidance on the use and practice of physical restraint. A copy of this guidance is held by and available from the school office.

Positive handling is defined as the positive application of force with the intention of protecting the child from harming himself or seriously damaging property. Positive handling should only be used where a child is unable to exercise self control of emotions or behaviour.

Staff are only authorised to use reasonable force in applying physical restraint depending on the particular situation and the pupil to whom it is being applied. All such instances must be logged on CPOMS

School routines

Whilst in school, unless on an authorised 'mufti-day' or other activity, school uniform should be worn (as described in the school's uniform guidance) by all pupils, with pupils wearing appropriate clothing for P.E and Games, and school-organised extra-curricular activities. Jewellery/make up is not appropriate for school.

Start of the school day

All classes have a soft start from 8:40 am. All children should be in class by 8:50 am. Lateness - children arriving late at school should report to the school office. Reporting absences - a note should be provided when children are absent even if parents have phoned the school previously.
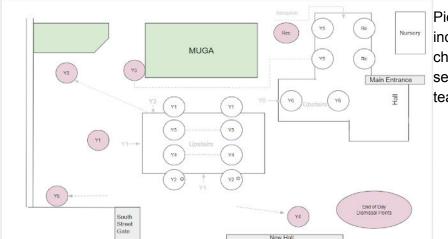
During the school day

Children are not permitted to leave school by themselves during the course of the school day If the child is required to leave school during these times, they must be collected by a parent/carer or other authorised adult.

End of the school day

Children must be collected by their parent / designated adult or club at 15.20 Year 6 children may have arrangements for going home on their own and this must be communicated in writing before a child can be released. If there is any doubt please

contact the parents via the school office. Similarly if there is any change to a normal pick up arrangement (a different person or the child to go with a friend) this must be communicated in writing.

Pick up points are as indicated here, and children should wait sensibly with their class teacher / TA.

Left children

If the adult who is collecting the child from school has not arrived by 3.30, the child should be accompanied to the school office who will then follow the procedures as outlined in the school's 'Left Child Policy'.   If there are families who are regularly late to pick up, this is a matter of concern. Please raise this with the Phase leader in the first instance.

Inside school

Children should follow the school's Behaviour Code of Conduct while in school they are reminded of this in the class rules.

Money - children should only bring money when requested to do so it should be in an envelope marked with the child's name.

Lunch boxes should be placed in appropriate class trolleys. Fruit is allowed at break time

Children must not bring in sweets or gifts to give to other children on their birthdays / to celebrate their birthdays. Should parents wish to do this outside of school, that is at their own discretion.

Chewing gum or bubble gum is not allowed in school at any time.

Personal possessions / toys

Y6 who walk home alone may bring phones to school. They are collected in a basket and kept in the school office during the day. The list of phones permitted is listed in the Mobile Phone policy [here](#).

Children should not swap their personal possessions with other children apart from cards, which are allowed on a Friday.

No games and/or electronic devices etc. are to be brought to school unless a teacher has made a special arrangement with a child. On occasions when such equipment is allowed then all items are to be clearly marked with the child's name.

Breaktimes and Lunchtimes

Children are not permitted in classrooms during breaks or lunch times unless supervised by an adult.

Any poor behaviour during break times should be dealt with quickly and effectively with a message to the relevant class teacher if necessary, and steps administered as appropriate.

Resolving conflicts between children

Guiding children through the steps of conflict resolution

1. Set the stage for WIN-WIN outcomes

Conflict arises when people have different needs or views of a situation. Make it clear that you are going to help the children listen to each other's point of view and look for ways to solve the problem that everyone can agree to.

2. Have children state their own needs and concerns

The aim is to find out how each child sees the problem. Help children identify and communicate their needs and concerns without judging or blaming.

3. Help children listen to the other person and understand their needs and concerns

In the heat of conflict it can be difficult to understand that the other person has feelings and needs too. Listening to the other person helps to reduce the conflict and allows children to think of the problem as something they can solve together.

4. Help children think of different ways to solve the problem

Often children who get into conflict can only think of one solution. Getting them to think of creative ways for solving the conflict encourages them to come up with new solutions that no-one thought of before. Ask them to let the ideas flow and think of as many options as they can, without judging any of them.

5. Build win-win solutions

Help children sort through the list of options you have come up with together and choose those that appear to meet everybody's needs. Sometimes a combination of the options they have thought of will work best. Together, you can help them build a solution that everyone agrees to.

6. Put the solution into action and see how it works

Make sure that children understand what they have agreed to and what this means in practice.

External play areas

Children are allowed to use the playground at break and may use the play apparatus when given permission. Note: the play equipment is not to be used at school drop-off or school pick-up. Class teachers please reinforce this with your class and their parents, particularly Y2 and Y4 whose classes are adjacent to the wooden playground.

Games

Children should have respect for each other, and not interfere in other children's games or activities. Children should be reminded about the inappropriateness of any games which could lead to a risk of harm or upset to themselves or others.

Each class is provided with an equipment bucket to be used during break and lunch times. Football is only to be played on the MUGA on set days. On a Friday, children are permitted to bring in card games to use during their break and lunch time.

Health and Safety and Safeguarding

The safety and well being of our pupils is of the utmost importance. Therefore children are taught to conduct themselves in ways which enable them to keep themselves and others safe.

A child's behaviour may give cause for particular concern suggesting a possible safeguarding issue. Staff have been trained to be alert to behaviours that may indicate some form of abuse or neglect and are required to read and sign the Safeguarding Policy annually.

Policy monitoring and review

The implementation of the above procedures are monitored on a day to day basis by the school's Leadership Group, and may be adapted in particular circumstances if this will improve safety and wellbeing of children.

The Headteacher provides routine reports to the Governors on the standard of behaviour in school. The Headteacher will, where she feels necessary, or where

requested, provide Governors with an assessment of the effectiveness of the school's behaviour and anti-bullying policies.

This policy will be reviewed regularly by staff and governors representatives.

Our Success Criteria

This policy will be judged effective if:
- The Blue School is seen and known to be a happy and successful school where children feel secure and safe.
- Fixed term or permanent exclusions are rare.

Appendices

Appendix 1   Guidelines for good classroom management

Provides teachers with checklists and other helpful ideas to support good classroom management and to help them develop and establish effective and appropriate class rules.

Classroom Layout:

Consider the following:
- Arrangement of children's tables, particularly in relation to the interactive board and other key teaching resources;
- Use offer space, including carpet area;
- Location of resources and equipment;
- Use of wall space, ceiling and display;
- Location of storage and teacher/assistants administrative area;
- Organisation of provision for personal belongings of children.

Developing Routines

Routines are vital in good behaviour management. They may be established for:
- Entering and leaving the classroom;
- Getting out materials;
- Getting work marked;
- Getting the attention of the class or teacher;
- Changing activities;
- Making up non-completed work;
- What to do when work is completed;
- Distribution of administrative information;
- Going to the toilet;
- Water breaks and playtime snacks;
- Getting started and winding down.

Curriculum Considerations

Consider the following questions:
- Is the teacher working within the curriculum guidelines for the school?
- Is the content of work meaningful, relevant and interesting for all children?
- Is there a matching of curriculum activities and tasks to the attainment level of each child in the class?
- How are groups organised?
- Are a number of curriculum areas in action at any time?
- Is there a balance of activities - whole group, small group, teacher talk, intra-group or group & teacher discussion, independent work, practical work?
- How appropriate is curriculum organisation and delivery?
- Is there a balance of questioning techniques?
- Is there appropriate feedback to children about their work?

- What techniques of pupil assessment and monitoring are used?
- Is there planned encouragement of independent working and learning habits?
- What are the reward systems for work and effort?
- What provision is made for children with Special Educational Needs, for those with English as an Additional Language and for the most able?

Establishment of class rules

Discuss with the class the importance of good behaviour and co-operation and negotiate a clear set of class rules. These should be positively phrased and definitely no more than 5 in number.

Classroom Rules should be:

- Negotiated with the children;
- Few in number, succinct and catchy, linked to the school's code of good behaviour;
- Flexible - open to review and renegotiation;
- Positively phrased;
- Teachable and enforceable;
- Clearly displayed for easy reference;
- Frequently read through and referred to;
- Usually general and exemplified by routines; e.g. Rule 'Be polite.' Routine for discussion activity: 'Listen when others are speaking and take turns to speak.'

EXAMPLE OF CLASS RULES

1. Work quietly.
2. Stay in your seat or workplace.
3. Put your hand up for the teacher.
4. Listen when anyone is speaking.
5. Take care of each other and our school.

Principles:

1 Try to use the language children suggest but remember compliance with the rule must be observable or you will not be able to praise them for keeping it.

2 Praise the children who follow the rules (e.g. put a hand up) mentioning their name and the rule when you do so as far as possible. This will remind other children.

3 Do not attend to behaviour which does not comply with the rules. For example do not answer anyone who is out of their seat or who does not put a hand up. Ignore them and make this obvious by turning away or taking the contribution of another child.

4. Make sure to praise the child as soon as they behave appropriately e.g. put a hand up.

6. It may be necessary to remind a child of a rule sometimes, but remember to praise as soon as the child's behaviour becomes appropriate and then praise again in order to keep the child on task.

6 Try to make all instructions positive. For example: "I want to see you all standing really quietly in the line….. I know you can".

REMEMBER - Cultivate the "All Seeing Eye" by briefly glancing up for a look around the room every few minutes.

REMEMBER - All children need attention so 'Catch Them Being Good' or they will get the attention they need by misbehaviour.

BE POSITIVE - Make every day a new and fun day.

Appendix 2 Promoting good behaviour through the curriculum

Positive behaviour knowledge, skills and attitudes are specifically taught through the Personal, Social and Health Education (PSHE) curriculum.

PSHE units of work include "Being me in my world", "Celebrating difference" and "Relationships Education". The scheme of work used across the school is JIGSAW.

A wide range of activities are used within the units of work including drama and role play; sorting and ranking activities; circle time and discussion; use of literature, photos and pictures, information technology and problem solving steps.

In addition, where a child or group has identified social, emotional and behavioural needs, a specific programme of activities may be set up according to the child(ren)'s Provision Map to take place within the school day.

Promoting good behaviour through additional responsibilities

Pupils are also involved in developing and maintaining the school ethos outside lessons through:
- Representation of their classes as members of School Council or Eco Team
- Support for other children and members of staff as buddies in the playground
- Support for school policies and practices e.g. as Worship-Leaders, Digital Leaders or other leadership opportunities
- Reflection encouraged through the Christian Vision of the school
- Winning awards for being a 'Star of the Week'
- Development of rules or codes of behaviour to display in school. For example: 'A friend is …"

Training and coaching is offered to participating pupils to help them to effectively fulfil their role when appropriate and pupils also have opportunities to represent the school on issues relating to their role in the wider community.

Appendix 3 Strategies for the effective use of praise to reinforce rules and positive behaviour

Rules - Praise - Ignore
Rules-Praise-Ignore is a structured behaviour management system and is dependent on the following aspects of teacher behaviour - the essence of Rules-Praise-Ignore is the teaching of appropriate classroom behaviour through positive monitoring and feedback
- The negotiation of a clear set of rules with the class.
- A high rate of praise.

- Use of rule-related praise.
- Ignoring minor infringements of rules where possible.
- Use of rule-related reprimands.
- Use of brief, simple correction procedures.

The language of praise

When making comments about children's efforts take care not to place value judgements on what they have done and avoid making positive comments in a critical manner.

Values and opinions should be expressed in such a way as to help children believe in themselves.

Try not to overuse value-loaded words – for example: good, great, excellent, fantastic etc. Substitute these with words and phrases which inform the child more specifically what they have to be proud of:

Phrases that demonstrate acceptance:
"I like the way you handled that."
"I like the way you tackle a problem."
"I'm glad you enjoyed the work you did in class today"
"I think that's fine. How do you feel about it?"

Phrases that show confidence:
"Knowing you, I'm sure that you will do well."
"You'll make it."
"I can trust you to do that."
"I think you can work that one out for yourself."

Phrases that show appreciation by focusing on contribution and abilities:
"Thanks, that helped a lot."
"It was thoughtful of you to ... "
"Thank you, I really appreciate .... because it makes my job much easier."
"I need your help on ... "
"I really enjoyed working with you"
"You can do that really well. Would you like to do one for the class?"

Phrases that recognise effort and improvement:
"It looks as if you have put a good deal of work into that"
"Look at the progress you've made." (be specific - tell how.)
"You're really improving in ... " (be specific)
"You may not feel that you've reached your target, but look how far you've come."

A WORD OF CAUTION

Encouraging words can become discouraging if motivated by a desire to establish "good behaviour" permanently or by an "I told you so" attitude. Avoid giving with one hand and taking away with the other. That is, avoid qualifying or moralising comments. For example:

"It looks as if you really worked hard on that - so why not do that all the time?'
"It's about time."
"See what you can do when you ..."

Appendix 4 The Blue School - Anti-Bullying policy

The Blue School Anti-bullying policy is now separate to the schools Behaviour and Reward policy and can be found through the link below -

Anti-bullying Policy