

Holy Cross Catholic Primary School



Behaviour Policy

Start Date – January 2025

Review Date – September 2027

Mission Statement Motto: **Building relationships with God and each other, working hard in faith and hope to give our best in all things.**

Our Vision, Mission and School Values

Vision

Keeping Christ at the centre of all we do, we will inspire children to dream, believe and achieve

Mission

'Building relationships with God and each other, working hard in faith and hope to give our best in all things.'

Our Core Values

Respect, Honesty, Tolerance, Justice and Forgiveness

This Policy is a statement of the aims and strategies for the teaching and learning within Holy Cross Primary School.

We also recognise Jean Baptiste Debrabant's vision that: "A Christian based education is a sure hope for the future of religion and society."

Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship- focused approach to behaviour management. This will allow the pupils at Holy Cross Catholic Primary School to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Holy Cross is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing behaviour and dynamic interventions that support staff and learners. Consistency, clear, calm adult behaviour underpins this.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.

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- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that excellent behaviour is a minimum expectation for all

At Holy Cross we have high expectations for all pupils; we expect children to be Holy Cross ready by demonstrating our core values. This is recognised through weekly values certificates at assembly, positive reinforcement strategies, recognition boards in classrooms, the 'above and beyond' recognition book in the Head teacher's office and end of term Golden Assemblies.

We want all of the Holy Cross family to live out daily our mission statement of 'Building relationships with God and each other, working hard in faith and hope to give our best in all things' through following the rules of -

- Ready
- Respect
- Kind

In addition, we wish to give recognition to pupils who go 'Over & Above'.

'Over and above' behaviours include exceeding our school values, impacting the wider Holy Cross community and showing Holy Cross initiative.

'If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

Expectations of Adults

We expect every adult to:

1. Meet and greet every child every morning.
2. Refer to 'Ready, Respect, Kind'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg, Recognition boards)
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Phase leaders

EYFS – Mrs Hodson

Key Stage 1 – Ms Ellis (Deputy Headteacher)

Lower key stage 2 – Mrs Dhannie

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Upper key stage 2 – Mrs Renoldi

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

Phase leaders will:

- Meet and greet learners at the beginning of the day when they see them
- Be a visible presence around school to encourage appropriate conduct
- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of 'relentless routines', Positive Notes and Positive Phone Calls
- Ensure staff training needs are identified and targeted
- Make sure that the 'restorative conversations' are completed

Positive Strategies

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at either the classroom door or at each child's classroom seat. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

All adults will be looking out for children who show Holy Cross Values and go over and above.

Ways that children will be recognised for doing so:

Top table rewards

Extra break Fridays

Children consistently going 'over and above' will be invited to have hot chocolate with the Head Teacher on some Monday afternoons. There may be some weeks that no child in the class is chosen- it needs to be sincere high-level recognition to ensure it is not devalued.

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A Positive Note Home

The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week - again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Recognition Board

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' maybe written on the board as a weekly focus. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone's name on the board.

'This is not intended to shower praise on the individual, it is a collaborative strategy- we are one team focused on one learning behaviour and moving in one direction.'

Paul Dix

Phone calls home

Class teacher phones parents to share child's success.

Holy Cross Certificates

Star of the Week

Awarded at assembly- two children are selected each week by the class teacher for 'Star of the Week'. The children are selected at the beginning of the assembly and receive a certificate and a 'positive affirmation card' from the Head. They then take their seat pride of place on "the best seats in the house" for the duration of the assembly.

Skill Builder of the Week

Awarded at assembly to the children who demonstrate the monthly skill focus from our skills builder approach, including – staying positive, leadership, teamwork, speaking, listening, communication, creativity and aiming high

School Value Focus

Awarded at assembly for children demonstrating going above and beyond in one of our school values of – respect, honesty, justice, tolerance and forgiveness

Headteacher Awards

Awarded at assembly when a child has been sent to the Headteacher for demonstrating learning or social behaviours which go above and beyond whole school expectations.

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Policy Blueprint & Classroom Plan

Behaviour Policy Blueprint (See Appendix 1)

This is a concise A4 document which teachers will refer to for a consistent approach to our Relationships Policy to ensure behaviour and expectations are clear and consistent.

Classroom Plan (See Appendix 2)

The Classroom Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear.

Scripted Response (See Appendix 3)

As part of the Classroom Plan, a 30-Second Script will be used to reinforce expectations when behaviour shown is not reflective of our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher.

Personalised Relationship Plans

These plans are in place for children with behaviour as an additional need. Relevant teachers will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with parents.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or management team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At Holy Cross, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour

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impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions {See Appendix 4}

These restorative questions will be used to support restorative meetings and/or conversations. For key stage 2 school pupils, up to 5 questions will be used. For key stage 1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity.

Consequences

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

At Holy Cross, we encourage positive behaviour which reflects our Mission Statement of building relationships. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on their personalised Relationship Plan.

Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

- **'2 minutes owed'**- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future.
- **'Pay it Back time'**- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- **Parental involvement**- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.

Managing Behaviour Engagement with learning is always our primary aim at Holy Cross. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

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Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT via CPOMs and in person, where required.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Answering adults back
- Using abusive/offensive language
- Physically striking adults.

Bullying and Hate Incidents

The school operates a zero tolerance of bullying. If we discover that an act of bullying or intimidation has taken place, immediate action is taken to prevent any further occurrences of such behaviour and incidents are logged on CPOMS by SLT and reported to Governors. We do all we can to ensure that all children attend school free from fear.

Child on Child Abuse

'Children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online.'

Keeping Children Safe in Education (September 2022)

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it.

Child-on-child abuse can happen in a wide range of settings, including:

- at school
- at home
- in someone else's home
- in the community
- online

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, child-on-child abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home (Contextual Safeguarding Network, 2020).

As children develop healthily, it is normal for them to display certain types of behaviour. It is important that adults who work or volunteer with children can identify if any behaviour has become harmful or abusive, and respond proportionally to keep all the children involved safe.

We have a separate child on child abuse policy.

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Inclusion

Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs.

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues.

In these cases, the SENCO and Headteacher will be involved, as well as Parents. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Some of our children, for some or all of the time, will need more of our attention and support than others. We have a responsibility to teach social behaviour to all children. We are clear with staff, pupils, parents and governors about which expectations are non-negotiable.

All pupils have the right to be educated no matter how challenging their behaviour. For those identified with SEN, the system may be altered or adapted to meet their needs. They stand outside the policy according to their Pupil Support Plan (PSP) which will indicate the actions planned to address and support their needs. These plans will be discussed with parents/carers and every effort will be made to ensure that rewards and sanctions are applied consistently across settings (home and school) to increase chances of success.

Significant or consistent behaviour issues may be indicators of needs which cannot be addressed solely by the home/school partnership. Where appropriate, we will seek support from external agencies such as Behaviour Support Team or CAMHS (Child and Adolescent Mental Health Service).

Children with additional needs whose behaviour, despite intervention, is dangerous to other children or adults may result in the same consequences eventually as others' behaviour i.e an SEN child is not totally exempt from exclusion. However, if used, this is as a last resort.

Staff who work with particular children who have learning or physical disabilities (and who have Pupil Support Plans), may need to use specific techniques routinely to manage challenging behaviour. Such arrangements are discussed with parents/carers in advance on an individual basis. Individual programmes may include an individual risk assessment. All interventions will be routinely recorded.

Positive Handling

The school adheres to the DfE guidance 'Use of Reasonable Force, Advice for headteachers, staff and governing bodies' July 2013. We have a separate Positive Handling Policy.

A member of staff, recognising that a situation is escalating to a point demanding positive handling, must as part of their duty of care, clearly tell the child(ren) to stop the behaviour and then seek help by any means available. Staff intervening with children will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risk of injury to both parties and does not provide a witness.

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Staff who become aware that another member of staff is intervening physically with a child will have a responsibility to provide a presence and to offer support and assistance should this be required. Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the child if this proves necessary.

A child's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the child and member(s) of staff will withdraw to a quiet but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

Staff will tell the child being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the child and others safe. Staff will explain that as soon as the child calms down, she/he will be released. The force used will be commensurate with the risk presented. All staff should be aware of the school's planned procedures to enable staff to call for help in emergencies (e.g. a member of staff will contact leadership, by sending a colleague or a child).

The child/young person and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it, or medical treatment obtained. A contemporaneous record (i.e. written as soon as possible after the incident's occurrence) should be made by the staff member(s) involved in the incident and a given to a senior member of staff. This will be recorded in the bound and numbered book located in the Head Teacher's office. Parents/Carers will be informed as soon as possible following an incident.

Confiscation of Inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils: The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items. Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Exclusions

Suspension

Holy Cross Catholic Primary School believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension the pupil and parents meet a member of the Senior

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Leadership Team to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The governors of Holy Cross Catholic Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Monitoring and Review

The Headteacher monitors the effectiveness of this policy on a regular basis and also reports to the Governing Body on the effectiveness of the policy, making recommendations for amendments as appropriate.

The school keeps a variety of records concerning pupil behaviour on CPOMS.

The class teacher records classroom incidents on CPOMS. A record is also kept of incidents that occur at break or lunchtimes. Lunchtime Supervisors record details of these incidents on CPOMS.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. This is entered on Arbor.

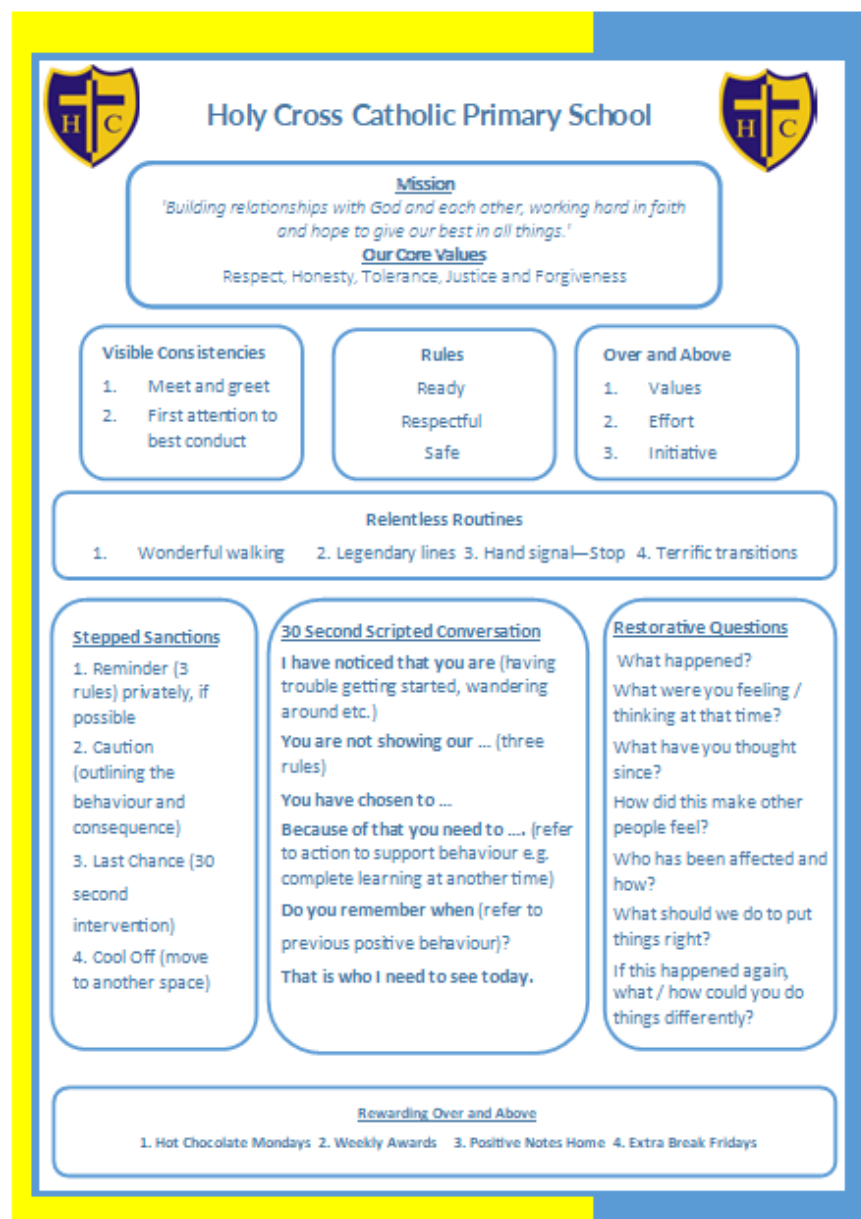
It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance 'The Duty to Promote Race Equality: A Guide For Schools', and that no child is treated unfairly because of race or ethnic background.

The Governing Body reviews this policy every two years but may, however, review the policy earlier than this if the Government introduces new guidelines or if the Governing Body receives recommendations on how the policy might be improved.

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Appendix 1 – Behaviour Policy Blueprint



Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Appendix 2- Classroom Plan

	Steps	Actions
1	Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2	Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think,make the right choice" "think carefully about your next step"
3	Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Use the 30 second scripted intervention • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Holy Cross, we... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • See me for 5 minutes after class/during break • Do you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. For serious breaches at break or lunch times, the pupil will be expected to stay inside or with an adult for the remainder of the break.
4	Cool Off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves and the pupil will have a restorative conversation with the class teacher and enter back into the class.
5	Repair	Restorative Conversation 5 questions is usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since?

	• How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? • Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher). This must be recorded on <i>CPOM's</i> (Behaviour Log).
Consequence Communication with the parents/carer A formal meeting with SLT and parents/carers Weekly behaviour meeting Suspension	• '2 minutes owed'- a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values and to encourage positive behaviour in future. • 'Pay it Back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage. • Parental involvement- We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting. If a child has two incidents in a week requiring reflection the class teacher must inform parents. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. Children with regular behaviour incidents may require an additional behaviour support plan and will work alongside the phase leader. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A serious breach may lead to a suspension.

Appendix 3- 30-Second Script

30 Second Scripted Conversation

I have noticed that you are (having trouble getting started, wandering around etc.)

You are not showing our ... (three rules)

You have chosen to ...

Because of that you need to (refer to action to support behaviour e.g. complete learning at another time)

Do you remember when (refer to

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previous positive behaviour)?

That is who I need to see today.

Thank you for listening.

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Appendix 4- Restorative Questions

What happened?

What were you feeling / thinking at that time?

What have you thought since?

How did this make other people feel?

Who has been affected and how?

What should we do to put things right?

If this happened again, what / how could you do things differently?

Appendix 5



Holy Cross Levels of Behaviour Escalation

Level 4 – SLT Involved	Contact parents – in person Internal exclusion Suspension Permanent exclusion
Level 3 – SLT Involved	Contact parents – SLT Internal exclusion Extended ban from activity Unable to represent school
Level 2 – All Staff	Internal exclusion (in consultation with SLT) Ban from activity for limited period (in consultation with SLT) Teacher may contact parents



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Level 1 – All Staff	Last Chance (30 second intervention) Cool off (move to another space) Complete work in own time (10 mins max.) Miss some break / lunchtime (10 mins max.) Restorative Conversation
Level 0 – All Staff	Verbal warning Reminder (3 rules) privately, if possible Caution (outlining behaviour and consequence)

Appendix 6

What does positive behaviour look like at Holy Cross?

Appendix 2

	Learning Spaces	Inside Spaces	Outside Spaces	To and From School
Respectful	*Use whole body listening, acknowledging others ideas and thoughts. *Are sensitive to all opinions and beliefs. *Leave spaces tidy and as we found them. *Listen to all opinions accepting they may be different from our own. *Celebrate achievements.	*Use our manners when we greet visitors and ask if they need help. *Respect privacy *Wait safely and patiently. *Care for school furniture, spaces and equipment. *Be honest *Listen to all staff and pupils.	*Use our manners and are good sports when playing. *Look after our grounds. *Include everyone. *Take turns, speak nicely and encourage others. *Use kind words to solve problems. *Help each other.	*Use manners on public transport, in streets and shops. *Give up seats for adults. *Use appropriate language, voice and tone. *Speak politely to others (please, thank you, excuse me).
Ready	*Are organised and come prepared for learning. *Show and develop resilience by continuing to have a go. *Use the Skills Builder Skills. *Use our best efforts in all tasks.	*Arrive and return on time. *Listen to and follow instructions. *Walk quietly through the school. *Wait patiently.	*Return all equipment to the classroom, hall or playground. *Respond immediately when the bell rings to tidy up or walk to our lines. *Listen to the adults on duty.	*Know who we are going home with. *Pack and carry our own bags. *Complete our homework. *Arrive at school and class on time.



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Safe	*Wait in line to enter spaces and walk inside. *Tell an adult when we need to leave the room. *Sit still and safely on a chairs. *Use equipment, materials and move around safely.	*Wait our turn. *Walk calmly, quietly and on the left in a line. *Walk to and sit at the dinner table. *Use a knife and fork. *Clear up after ourselves.	*Follow the agreed rules of the game. *Tell an adult if someone needs help. *Use the equipment correctly and put it away after use.	*Follow the road safety rules. *Walk our bikes or scooters across the road on and on school grounds, and wear helmets. *Don't talk to or go off with strangers.
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