
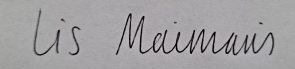




## Moss Hall Schools Federation

# Behaviour in Schools Policy & Behaviour Principles Statement

**Update:** Autumn 2021  
**Review:** Spring 2023 (Annual Cycle)  
**Reviewed by:** Executive Head teacher

Signed by:			
	Executive Headteacher	Date:	Spring 2023
	Co-chair of governors	Date:	Spring 2023

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## Behaviour principles written statement

This document is not policy or practice, rather it is a statement to set out Moss Hall School Federation's broad principles and values with regard to behaviour that is both expected and promoted within the school.

Actual, practical applications of these principles are the responsibility of the executive head teacher, who will view each case in light of these principles and any relevant policies.

The governing board is aware and approves of this statement, believing it accurately reflects the ethos and culture across the federation and that effective learning and development relies on good standards of behaviour.

This is why we seek to uphold high standards of behaviour that are guided by the principles within this statement.

### Principles

- The federation's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be racial, ethnic, gender, sexual orientation, religious or age-based.
- The schools will create and maintain an ethos and culture of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in each school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently taught and applied across each school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour, in line with the school's Behaviour Policy.
- Good behaviour around each school is expected and will be acknowledged and rewarded at the discretion of staff, who will judge appropriately.
- Within each school, appropriate to the age and stage of our children, we want to foster a community and collective ethos amongst all members of the school and promote values of caring, empathy, teamwork and coordination.
- **[updated]** In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities will be taken into account. Comprehensive support is given before or alongside disciplinary measures – suspensions and exclusions are to be used only as a last resort where other measures fail.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself respectfully and/ or safely, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.

## General expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom. Children move quietly in the buildings supported by consistently calm and confident adult behaviour.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs. We believe in teaching children our behaviour expectations and will rehearse and practise these, as with other learning.
- Bullying (and cyber bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils are expected to show good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and modelling calm, consistent and confident adult behaviour
- To keep the pupils and staff safe, the executive head teacher will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others. Please refer to DFE guideline on the use of Reasonable Force <https://tinyurl.com/y8fu9jgz>
- Everyone in the Moss Hall school community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school, when acting as ambassadors, when engaged in extracurricular activities, such as educational trips and visits (residential and non-residential) and when being educated as a member of Moss Hall Schools Federation.

## Statement of intent: *Be kind - work hard - make a difference.*

At Moss Hall we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. All of our children have the right to a stimulating learning environment where they are motivated to learn through the provision of a varied, relevant and exciting curriculum.

We are committed to:

- Expecting excellent pupil behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Acknowledging our expected good behaviour
- Recognising exceptional behaviour.
- Challenging and disciplining poor behaviour choices.
- Providing a sense of belonging for all children within a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

## Values Based Learning – *Our Values*

Our values-based approaches to federation ethos, culture, curriculum and organisation ensures a culture of high academic and social standards are nurtured and developed all through a child's experience with us.

Our Values:

Be Kind

- Show courage
- Show empathy

Work Hard

- Be ambitious
- Take responsibility

Make a difference

- Show compassion
- Demonstrate integrity
- Stand for something

### Our approach:

[updated] We believe that teaching children to manage their emotions, feelings and behaviours is a curriculum in itself. We believe that all staff have an equal responsibility to to model exemplary behaviour conduct between themselves and towards pupils and can all equally expect the same high regard in return. We believe it is adult's responsibility to "teach" children to behave, so they and others can be safe and thrive. Boundaries are set with love. There is targeted support for children who find schools challenging. Consistency and taught routines are in place for everyone. Consequences reinforce our values (See Appendix 8 - Our behaviour blueprint)

## 1. Key roles and responsibilities

**The governing board** has overall responsibility for the implementation of this policy and the procedures at Moss Hall Schools Federation.

**The governing board** has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

**The governing board** has responsibility for handling complaints regarding this policy, as outlined in the school's **Complaints Policy**.

The **executive head teacher** will be responsible for the implementation and management of this policy and **Heads of Schools**, the day- to- day procedures of the schools relating to the policy .

Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently and made accessible to children according to their age and development.

Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.

Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.

Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.

Pupils are responsible for their own behaviour both inside school and out in the wider community.

Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to **a member of staff**.

## 2. Definitions

For the purpose of this policy, the school defines “**serious unacceptable behaviour**” as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals. This includes peer on peer harassing behaviour or unwanted attention or remarks
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items

- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language including gender based unwanted comments, remarks or language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Lateness
- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Fidgeting
- Running around the classroom or school
- Inappropriate language with others
- Throwing items either in the classroom or on the playground
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Telling lies
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Not following classroom rules
- Disruption on public transport
- Use of mobile phones
- Graffiti

“Low level disruptive or Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach. In our experience, it is the repetitious nature of “low level unacceptable behaviour” that is the most damaging to other pupil’s well-being, the climate for learning in the classroom, the feelings of safety for others and undermines and disrupts teaching.

### 3. Training of staff

At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.

Teachers and support staff will receive training on this policy as part of their new starter **induction**.

Our “Behaviour Blueprint” sets out the Rules, Relentless Routines, Visible Consistencies, Over and Above recognition, stepped boundaries and script that ensures our ethos becomes embedded

Teachers and support staff will receive regular and ongoing training as part of their development.

Staff will “teach behaviour” and expect children to learn how to behave well.

### 4. Pupil expectations

Pupils will be expected to:

- Conduct themselves around the premises in a responsible, safe and respectful manner.
- Arrive to lessons and school on time and fully prepared.

- Follow instructions given by teachers and support staff equally, both in the classroom and on the playground.
- Behave in a respectful and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

The school will ensure that pupils follow our **rules** by teaching them how to behave sensibly, such as how to:

- Be ready, responsible and responsible
- Move quietly and calmly around the buildings
- Track the speaker, give 100%, work hard
- Show exemplary manners towards others
- Raise their hands when they wish to speak in class or assemblies.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

## 5. Smoking and drugs policy

In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff must not smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.

Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

Pupils and staff are required to follow the school's **Drug and Alcohol Policy**.

## 6. Rewarding “over and above” behaviour

The school expects good behaviour from all pupils at all times. Exceptional or “over and above” behaviour may be rewarded. Staff will determine what is good or exceptional as this may differ child to child.

The school will use a selection of following rewards for displaying good or exceptional behaviour:

- Certificates
- House points (MHJ)
- [updated] Good News messages home
- Phone call home (MHJ)
- Trackit points
- Learning Hero award (MHI)
- Celebration Assembly (MHJ)
- Verbal praise
- Table points
- Marbles in a jar/ Marble parties
- Head of School sticker



- End of term house celebrations (MHJ)

## 7. Unacceptable behaviour

Unacceptable and disruptive behaviour will not be tolerated at the school.

Breaking any of the rules laid out in this policy will lead to review and if necessary a ladder of sanctions and disciplinary action. (See Appendix)

## 8. [updated] Monitoring and Recording Behaviour choices

There is no corporal punishment in the federation

In years 1-6 the staff use Trackit to record positive and negative behaviour choices.

In Reception staff use MyConcern and / or internal tracking to record incidents.

Our ethos is “first attention to best conduct” with staff recording +ve behaviours on Trackit through the day including play and lunchtimes.

We work on a warning system when things go wrong. Red trackits are emailed directly to senior leaders who may immediately intervene as necessary.

Stepped Boundaries	
1.	Adult instruction
2.	1 <sup>st</sup> warning - orange
3.	2 <sup>nd</sup> warning - yellow
4.	Note on Track It - red
5.	Repair conversation with staff member
6.	Follow up phone call home

- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pattern of behaviour develops where a pupil is sent to another classroom, misses playtime or receives another sanction on a number of occasions, a member of staff will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by an adult at all times.

At Moss Hall, we recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional or misguided. Their behaviour may be as a consequence of other needs and therefore, advice will be sought from the **Inclusion Manager/ SENCO** or **Learning Mentor** for additional support, including setting up a learning support plan. We do expect pupils to take responsibility for their own actions and understand that consequences are applied because of our values.

Staff will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, the age and development of the child and especially if it is the first time the pupil has displayed this behaviour.

At all times, staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school will use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the YGL/AHT/head of School
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour (**YOYOB**)
- Contacting external agencies such as social services
- suspending or permanently excluding the pupil

The school does not take **serious unacceptable behaviour** lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation/ away from other children, though supervised, whilst an investigation by the head of school takes place.

If, following an investigation, the allegation is found to be true, the head of school will issue the appropriate disciplinary action.

## 9. Items banned from school premises

(items not listed but deemed dangerous or detrimental by the school leadership team will also apply )

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs/ vape)
- nitrous oxide / NOS
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Offensive Weapons and other dangerous implements or substances:

- Knives, including pen knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum & sweets
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)

## 10. Searching

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under [part 2, section 2 of the Education Act 2011](#), teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, a member of staff will contact the parents/carers to advise them of the procedures which were undertaken.

## 11. Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

## 12. Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner.

We expect our children to be polite, safe, respectful and responsible at all times

Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

### **13. [updated] Suspension and Exclusion - see policy linked here:**

 [Suspension\\_and Exclusion Policy\\_CPA 09.03.23 .docx](#)

### **13. Monitoring and review**

This policy will be reviewed by the executive headteacher and governing board on an annual basis, who will make any necessary changes and communicate this to all members of staff.

This policy will be made available for inspection and review by the chief inspector, upon request.

## Appendix 1 - Ready, Respectful, Responsible

It is essential that children have a clear understanding of what is expected of them and that adults share responsibility for “teaching” our expectations in a calm, confident and consistent way. At Moss Hall Juniors we use Ready, Respectful and Responsible to underpin all our discussions regarding behaviour and behaviour choices:

<i>Ready</i>	<i>Respectful</i>	<i>Responsible</i>
<ul style="list-style-type: none"> <li>• Come to school on time</li> <li>• Look at and listen to the teacher talking</li> <li>• Follow instructions first time</li> <li>• Start work straight away</li> <li>• Wear the correct uniform</li> <li>• Line up in order, keep up</li> <li>• Come to school with the correct equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Greet all adults politely on arrival each day</li> <li>• Thank the adults we work with at the end of the day</li> <li>• Pick up and tidy up after ourselves and others</li> <li>• Do things for others because it is kind</li> <li>• Work hard in lessons</li> <li>• Notice when others have done things for us</li> <li>• Hold doors open</li> </ul>	<ul style="list-style-type: none"> <li>• Move around inside and outside school calmly</li> <li>• Use play and other equipment correctly</li> <li>• Use kind hands and feet</li> <li>• Tell an adult if something is wrong</li> <li>• Use technology responsibly</li> </ul>

We use a theme called ‘Learning Heroes’ at **Moss Hall Infant School** to help the school community know what behaviours we are looking for and make sure that we are all safe, happy and learning.

We have developed the Hero’s High Five Code of Conduct. This code was developed in collaboration with the staff and most importantly the children and we have selected the five ways skills and behaviours that we think are the most important to show if we are to be Learning Heroes.

### Hero’s High Five!



**At Moss Hall Infants we:**

- 1) Are kind and gentle to each other
- 2) Always try our best
- 3) Always stop and are ready to listen
- 4) Look after our school and everything in it
- 5) Always tell the truth





The Hero’s High Five will be displayed in every classroom and around the school and referred to when we are recognising positive behaviour choices and also when we are supporting the children to understand when they haven’t made the correct choice and supporting them to make a more positive behaviour choice.

### Learning Hero Challenge and Learning Hero Assembly

Each week in assembly on Monday the Head of School presents the children with a Learning Hero Challenge for the children to try during the week. At the end of the week each teacher chooses two children from their class who have met the challenge well to receive a Learning Hero certificate in our celebration assembly on Friday.

## {updated) Appendix 2 - Managing in-class incidents flowchart

	<b>Green Trackit - Great effort, working hard, being kind, making a difference to others</b>
	In class, first attention to best conduct ignore negative behaviour, redirect / adult uses scripted conversations
	<b>1st warning - Orange Trackit</b>
	<b>2nd Warning - Yellow Trackit</b>
	<b>Red Trackit</b>
	As needed: time out/ repair with staff or others / removal to year leader classroom till next lesson  MHJ: where children miss a break or lunch playtime - a self reflection report is made by the child MHJ: internal removals and exclusions from class are recorded on Trackit for monitoring

## Appendix 3 – MHSF Incident Reporting Form

Child's name: \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Place of incident: \_\_\_\_\_

Name of person reporting: \_\_\_\_\_

Before the incident: What led to the behaviour?

Behaviour: What exactly did the child do?

Consequences: What happened afterwards?

Do you think it needs raising on My Concern?

☐

If yes, please state the date you logged it on 'my concern' \_\_\_\_\_

## Appendix 4 – Guidance for Staff

### a) Noticing an inappropriate behaviour choice:

All staff need to be relentlessly vigilant – if you spot inappropriate behaviour you need to do something about it. Remember to be calm, consistent and confident

- Call child over
- Drop your voice – slow and low
- Describe what you saw
- Reinforce what they know/the dangers/your needs/refer to rules – you can make any negative behaviour fit one of our school rules if you put your mind to it – learning / safety / respect!
- Ask what they will do next time
- Send them on their way

### b) Responding to a behaviour choice that has been reported to you

- Drop your voice – slow and low
- Tell me what you did
- Ask which rule the child broke
- If the child chooses not to answer you fill the gaps – I think that you will be thinking of the xxx rule
- Ignore attempted diversion
- Ask what they will do next time
- Send them on their way

### Language of Behaviour Management

We/Us/Our etc. Always use inclusive pronouns to build the team idea.

“At our school/in our class/at Moss Hall Junior School, the Moss Hall way ...”

### Interactions – DESCRIBE and DIRECT

Don't ask can you/will you ... ? – you are simply opening yourself to a NO!

Instead:

- Describe what you see
- Direct what is required

Don't ask “Why are you talking?” – you don't want to know!

*Instead: “X you are talking. This is whole class teaching time and you need to ...”*

*Fiddling: “X you are fiddling with your pencil. That is distracting. This is teaching time and you need to ...”  
or “Pencil down. It is time to .../You need to ...”*


Interactions need to be assertive, directive and non-confrontational – (stick to what/where and when and use this to focus and refocus on appropriate behaviour choices)

*Eg. for mealtime supervisors, “I have just seen you take the ball from year 4. That is not showing respect for the children playing. You need to go back and apologise please. Thank you.”*

If the child interrupts, politely tell the child you are still talking and they will get a chance to respond if they feel they have something to say.



## Appendix 5 – Example of YOYOB (MHJ)

MHJ	<h1>Y.O.Y.O.B</h1> <p>You Own Your Own Behaviour</p>				
Name:    Class:                      Date: _____ Day:					
Ticks:  1 tick = sometimes 2 ticks = mostly 3 ticks = always					<b>Total</b>
Morning 1					
Morning 2					
Afternoon 1					
Afternoon 2					
Target for today _____			Today's total _____		
(Class Teacher) says...		(Appropriate Leader) says ...		(Child) says...	

You need to see a leader every afternoon at 3.10pm to report on your progress

## **[updated] Appendix 6 – Guidance on ‘My Concern’**

Some behaviours will be recorded on My Concern. This is because they could be a safeguarding concern. Trackit is the system we use to record all positive and negative pupil behaviour. Red trackits are the most serious types of negative behaviour and immediately “pull through” to My Concern.

Safeguarding officers / senior leaders review all concerns on MyConcern on a daily basis. Patterns and individual concerns are monitored in our weekly federation pastoral team meeting. Further action or follow up is planned accordingly.

My Concern is otherwise used to record/ report any safeguarding concerns that staff may have about individual children or groups.

The staff member must speak to one of the Safeguarding Officers before adding to My Concern.

## Appendix 7 – Our Behaviour Blueprint



### The Moss Hall Way: our behaviour and culture “blueprint”

#### **Be kind**

#### **Work hard**

#### **Make a Difference**

Rules	Visible consistencies	“Over and above” recognition
<ul style="list-style-type: none"> <li>• Ready</li> <li>• Respectful</li> <li>• Responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Calm, consistent, confident adults</li> <li>• <b>First</b> attention to <b>best</b> conduct</li> <li>• routines</li> </ul>	<ul style="list-style-type: none"> <li>• Golden book/ Learning Heroes and Golden book / Learning Heroes assembly</li> <li>• Newsletter</li> <li>• Postcards home</li> </ul>

#### Relentless Routines

• Transitions in class 1,2,3	• Good manners <b>always</b>	• Walk on the left
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Stepped Boundaries	Learning Scripts	Behaviour Scripts
<ol style="list-style-type: none"> <li>1. Adult instruction</li> <li>2. 1<sup>st</sup> warning - orange</li> <li>3. 2<sup>nd</sup> warning - yellow</li> <li>4. Note on Track It - red</li> <li>5. Repair conversation with staff member</li> <li>6. Follow up phone call home</li> </ol>	<ol style="list-style-type: none"> <li>1. I want you to be successful</li> <li>2. I know you can put in more effort like when you ...</li> <li>3. I expect to see an improvement in your listening/ attention/ etc.</li> <li>4. Thankyou (walk away &amp; do not respond to secondary behaviours)</li> </ol>	<ol style="list-style-type: none"> <li>1. I've noticed...</li> <li>2. I need you to</li> <li>3. I need to see you</li> <li>4. I know you will because ..</li> <li>5. Thank you for ...</li> </ol>