

Pixmore

Junior School



<u>Name of policy:</u>	Learning and Teaching
HCC model policy reference no (if applicable)	
<u>Approved by:</u>	
On behalf of School Improvement/Resources Committee:	Kath West
Date:	September 2017
On behalf of Governing Body:	Tina Dickens
Date:	
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Pixmore Junior School Teaching and Learning Policy

Contents

Section 1

- Aims

Section 2

- Ethos
- Equal Opportunities

Section 3

- When can teaching and learning happen?

Section 4

- How do we ensure that teaching and learning are effective?

Section 5

- Management of the School Day
- Classroom management and organisation
- Planning
- Differentiation
- Record-keeping and assessment
- Screening
- Monitoring and evaluation
- Teaching styles / strategies
- Resources

Section 4

- Learning processes
- Learning styles

Section 5

- Governors' role
- Parents' role
- Community role
- The School's role

The Aims of Pixmore Junior School

All learning together, creating moments to celebrate.

Pixmore is a happy and safe school where we:

*Respect ourselves and others
Embrace individuality
Celebrate culture and diversity
Inspire a love of learning*

Ethos:

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- We will promote resilience, resourcefulness, reciprocity & reasoning through the 'Pixmore Learning Power'
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's 'Pixmore Way and behaviour strategy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the National Curriculum programmes of study.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate INSET, training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and teaching of teaching and non-teaching students.

Equal Opportunities:

Valuing diversity is central to achieving the overall aim of Pixmore School to provide every child with an equal opportunity to succeed.

In accordance with the school's Equal Opportunities Policy (see school policies folder), all children at Pixmore Junior School must be given full access to the National Curriculum. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age, ability or disability.

Pixmore Junior School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. Our staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We celebrate diversity and believe that this diversity enriches the life of our school community. (Anti-radicalism Statement)

When can learning and teaching happen?

If children are to learn in school it can only happen within these contexts; lessons, routines and events.

- Lessons - those planned experiences when pupils are in the care of a teacher or others and work through a programmed scheme of work to move towards their learning goals.
- Routines - those regular occurrences in schools when youngsters go about their school life whilst being influenced by the place in which they find themselves. Routines include assembly, the start of the day, lunchtime, play time, moving around the school, access to the library, homework...and many others.
- Events - schools arrange events such as performances, sporting occasions, field studies, work experience and regular learning opportunities outside of the classroom. All of these events create opportunities for pupils to both learn curriculum content and develop their personal qualities and characteristics.

At Pixmore we recognise that the aims of the school will be achieved through lessons, routines and events and they can be achieved much more successfully if all of these are planned, well used and carefully managed. Regular activities and events include:

- Class and Year group assemblies
- Planned opportunities using the outdoor areas including the wooded area for learning
- Concert performance- Christmas Performance (Y3&4), Carol Concert (Y5&6), End of Year Performance (Y5&Y6)
- Visits to theatres, cinemas and theatre groups performing in school

- Themed curriculum weeks to develop cross curricular learning these included Arts Week, Film Week, Sports Week & Book Week
- Week achievement assemblies-Silver leaves, House Points and Golden Tickets and outside school interests to be shared. Including opportunities for performance.
- Variety of extra-curricular clubs and activities.
- Information evenings/events for parents
- Open events for families e.g. Open Afternoon
- Participation in sports rallies
- Participation in community events- Arts Centre and Letchworth Heritage Foundation Events.

Section 4

How do we ensure that learning and Teaching are effective?

At this school we have agreed that pupils will be engaged in their learning effectively when:

- Pupils show motivation and interest in lessons.
- Pupils show enthusiasm for tasks.
- Pupils persevere with challenging tasks.
- Pupils are observing class rules and the school's 'Pixmore Way'
- Pupils are in their 'Stretch Zone'
- Pupils have a clear understanding of the lesson learning objective and can relate and apply it to other areas.
- In addition, they can apply the learning taught across the curriculum and that there are clear consistent expectations of them.
- Pupils will ask staff, adults in school and their peers relevant and pertinent questions.
- Pupils have an equality of access in all subjects and areas.
- Pupils demonstrate that they can work effectively and co-operatively in groups and independently.
- Pupils produce work that is of high quality in terms of its content (reflecting the learning objectives) and presentation.
- Pupils perform well in assessments and achieve their group and individual targets.

At this school all teachers will aim to make their teaching effective by :

- High quality planning.
- Good teacher knowledge of the subject to be taught and showing enthusiasm and interest for the subject.
- Differentiating lessons and activities to ensure all pupils actively participate in the lesson.
- Taking into account of pupils learning styles (Visual, Kinaesthetic and Auditory)in the tasks and activities planned to maintain pupils interest.
- Using Assessment for Learning techniques to move children's learning on
- Using the Building Learning Power to allow pupil to use their learning skills

- Lessons are well structured (starter, activity ,mini-plenary, activity, plenary) and well paced.
- Applying class rules and classroom procedures consistently.
- Expecting and achieving high standards of behaviour and motivation.
- Expecting high quality work.
- Having a clear understanding of pupil attainment.
- Giving feedback to ensure pupils have the next steps in their learning through their marking.
- Use of modern technologies to enhance learning.
- By setting and marking homework which reinforces or extends pupils learning and is in line with the school's Homework Policy.
- Use a range of strategies to encourage pupils to demonstrate learning.
- Creating a secure , organised and stimulating learning environment.

Section 5

Management of the School Day:

I. The School Day

<i>Times</i>	<i>Arrangements</i>	<i>Notes</i>
8.40-8.55	<i>Early morning work. School starts at 8.55am</i>	<i>Doors open at 8.40am teaching staff to be in classes and supervise. LSA to monitor cloakroom when they arrive.</i>
8.55-9.00	<i>Registration</i>	<i>Electronic on SIMS and paper copy until December 2014</i>
9.00-9.30	<i>Guided reading (1/2 hour)</i>	<i>Year 6 ability groups across the year Other year groups in classes</i>
9.30-10.30	<i>Session 1 (1 hour)</i>	<i>9.30-10.00 *on Thursdays Parent Year group assembly . One Year group assembly per term.</i>
10.30-10.50	<i>Whole school spelling Assembly (20 mins)</i>	<i>Assembly Monday/Wednesday</i>
10.50-11.10	<i>Break Time</i>	
11.15-12.15	<i>Session 2 (1 hour)</i>	<i>Usually Maths or English</i>
12.15-1.15pm	<i>Lunch time (1 hour)</i>	<i>Brunch Club – children can be allocated to be sent to Brunch club – see SENCO for timetable of activities</i>
1.15-2.15pm	<i>Session 4 (1 hour)</i>	
2.15-3.15pm	<i>Session 5 (1 hour)</i>	

3.13-4.15pm After school clubs and Booster classes. In 2015/2016- booster classes are held on a Wednesday.

II. Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Whole School Long Term Curriculum Map. Teachers will follow the agreed Schemes of Work* with reference to whole school planning to ensure that programmes of study are effectively covered.

*At Pixmore Junior School we are committed to following the programmes of study as required by the National Curriculum 2014 we try where possible to make cross-curricular links.

Staff have access to online resources such as Expresso (children can also access this from home) & Twinkl resources to support planning and assessment.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils.

Time Allocation per Week:

English: 5 hours (5 x 1 hour sessions) +(1 hour spellings 3x20 mins) +(2 ½ hours guided reading)

Maths : 5 hours (5 x 1 hour sessions)

Science: 90 minutes (1 hour session +1/2 hour)

Computing: (1 hour minute session)

+Humanities (including RE): 90 minutes (2 x 45 minute session)

Music: 45 minutes (1 x 45 minute session)

P.E. 2 hours of PE (2x 1 hour slots- 1 as part of PPA time)

P.H.S.E: 90 minutes (1 hours +1/2 hour Golden time)

*D.T.: 45 minutes (1 x 45 minute session)

MFL :French 1 hour (½ hour lesson and ½ hour embedded into other incidental speaking opportunities –register /lessons)

* Art /D&T 1 hour sessions as part of PPA.

+ History and Geography are also termly blocks.

Classroom Management and Organisation:

I. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc) Guided reading conferences
- One to one teaching including one to one conferencing
- Collaborative learning in pairs or groups
- Independent learning

- Please refer to the Teaching Standards and the New SEN code of Practice (SENCo- Sue Willans)

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning support assistants, learning support teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Provision Map and on the year group Provision Map. However, it is the overall responsibility of class teachers to manage these additional adults effectively for the benefit of the child's learning

II. Behaviour Management

Each teacher will follow the guidance detailed in the 'Pixmore Behaviour Policy'.

III. Organisation

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be grouped according to curriculum subject and clearly labelled.
- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the school.
- Pupils will be involved in the maintenance and care of all equipment and resources.

Planning:

Planning will take place termly in year group teams, with reference to the National Curriculum 2014, the Whole School Long Term Plan and the Schemes of Work produced by the DoE as part of the Primary curriculum to be introduced in 2014.

Teachers will meet weekly in year group teams to plan as part of their PPA. The agreed medium term and Weekly Planning forms will be put on the school server (please ensure it is placed in the appropriate folder) and uploaded weekly for the SLT to check plans. SLT and SL will check planning regularly.

Differentiation:

Teachers will differentiate the curriculum by:

- Tasks to meet the needs of the learner but also offer challenge and some choice for the child.
- Outcome focusing around a specific skill in lessons such as music, PE and art
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching. Detailed reference will be made in weekly

plans to Individual Provision Map, and to EAL support for children with English as an additional language. Assessment for Learning and Pixmore Learning Power also assists the differentiation.

Record-keeping and assessment:

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Record-keeping and assessment procedures are defined in the Assessment Grid, Assessment Policy and Marking Policy.

Assessment

Under the new National Curriculum (2014), the use of levels is no longer required. As a school we use a combination of assessment resources including the Herts for Learning Steps system, Interim Teacher Assessment Framework published by the DoE yearly for Year 6 as well as materials produced to link and assess the new curriculum e.g. CGP produce practise tests, TWINKL (website) also produce assessments for all year groups.

All results from the assessments carried out will be analysed and used to inform future planning. Assessments will be termly, although some year groups such as Year 6 may do practise tests more often as preparation work. Children on interventions and those with SEND are also assessed using differentiated resources where necessary and in some cases are assessed using the Bsquared Small Steps or P levels in order to acknowledge the progress they have made. Where children have undergone an intervention programme, their progress is monitored regularly and the impact of the intervention analysed at the end of the programme or half termly depending on the programme as part of our Provision Mapping cycle (assess, plan, do, review).

Monitoring and evaluation:

- Pupils work will be monitored and moderated half termly in reading, writing and maths. A termly review of this monitoring is held with all members of the teaching staff, and individual targets are agreed for each child in English and maths.
- Subject Leaders will regularly monitor children's books, planning and teaching.
- The Head Teacher and Deputy Head Teacher will observe each class teacher in a specified curriculum area at least once a term.
- Subject leaders and SLT members will also have opportunities to observe teaching and learning across the school.

Teaching Strategies:

In order to ensure equality of access for all pupils effective matching of tasks to needs, teachers will employ a variety of strategies:

- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Didactic teaching
- Interactive teaching
- Assessment for Learning strategies
- Pixmore Learning Power strategies

- Conferencing
- Listening
- Brainstorming/ Mind Mapping
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies - verbal and non-verbal
- Specialist teaching particularly in PE is available through Sports Coaches.

Teachers will use a range of strategies in any one session.

Resources:

Each classroom will be equipped with a basic set of resources and books appropriate to the age range.

Specialist resources will be stored in the appropriate curriculum resource cupboard / area, and will be regularly audited by the Curriculum Subject leader.

Consumables will be replenished as necessary by the with reference to the relevant resources budgets.

Subject leaders will check the curriculum resources and see that there are relevant resources available to teach the subject.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

Display

- All displays should have a title (the use of ICT is encouraged), a border and an explanation if needed
- Normally displayed work will be mounted using coloured paper and a backing that enhances the work.
- Work should be attached using staples or blu-tack but not with sellotape or drawing pins.
- Each classroom should have a working wall in both English and maths to show the success criteria and children's progress in their learning.

Work on display should be:

- High quality work in relation to the child's ability
- Presented well and reflective of the school's handwriting policy
- Unmarked
- Displayed to celebrate the achievement for the individual child

Equipment

Equipment should be readily accessible to the child to support independence. The use of table kits is encouraged, The kits should be stored on tables and will include:

- Pens (1 per child)
- Pencils (1 per child)
- Scissors (1 per child)
- Rubbers (1 per 2 children)
- A sharpener
- A Pritt stick
- House-point books
- Whiteboards (1 per child)
- Whiteboard pens (1 per child)
- Guidelines (1 per child)

Monitors should be nominated to ensure that table kits are kept fully stocked
Spare kits will be kept in the stock cupboard for LSAs and other teachers working with groups.

Individual files

These files (usually green) should be available in classes and contain the following

- KSI SATS info
- Admission form
- Home/School agreement
- Annual reports and parents evening notes
- Significant letters
- Medical info
- Any relevant test papers including SATs tests

In addition teachers will keep:

- Inclusion File detailing all of the needs of the children within the class
- Writing Assessment File – examples of work and assessment records for the target 6 children within the class.
- Maths Assessment File – assessment records for the target 6 children within the class.
- Computing File – examples of work and assessment records for the target 6 children within the class

Children should also keep their best work book and this should be maintained once every term so that they have a record of their work whilst they have been at Pixmore.

Agreed practices

The following have been agreed

Moving Around School

Children should do 'Pixmore Walking' which is:

- Look ahead
- Walk in silence
- Keep hands out of pockets
- Look smart
- Keep a safe distance from person in front
- Look behind (so door doesn't slam)
- Hold the door for others
- Concentrate on walking sensibly
- Go where they're going purposefully
- Not block corridors/doorways
- Stay in their position in line
- Have a line order (could be register) – give it some thought depending on your class / behaviour issues
- Sit next to adult in assembly if they are chatty
- Be aware of what's going on around them
- Pick things up that are on the floor

Coming in to School

- Children should know that there's something to do as soon as they come in e.g. Mental Maths, Early Morning Work
- LSA and MSA's to help monitor cloakrooms as children come in
- 6 children to come in at once to the cloakroom, waiting their turn after break and lunch.
- Staff should act promptly when they hear the 2 minute warning!

Moving from Class to Class

- Teachers decide when you are going to swap- agree a time
- Line children up outside the room (silently)
- Children should go straight to the class they are working in from playtime
- Children should have all the right equipment available

Good Working Attitudes

What should it feel like in your class?

- Children will be told what is the appropriate level of noise
- Children will be eager / looking focused / actively listening
- Teachers will be organised and prepared
- Children will stay seated and be on task
- They will raise their hands to ask and answer questions / hands raised
- Children will talking together quietly (never loudly)
- Presentation of work will be good
- Children will co-operate with others / be willing to work in chosen groups

- Children will be taught not to respond to silly behaviour
- There will prompts / displays around the room to support learning
- All children should be fully prepared to participate – no ‘opting’ out
- Children will be applying their Pixmore Way learning behaviours

Listening Skills

Children should:

- Keep eye contact
- Face the speaker
- Take turns to speak
- Sit still / upright
- Stay in their seat
- Keep their feet on the floor
- Be attentive and interested
- Remain silent whilst listening
- Teachers need to have thought about seating arrangements
- Children’s chairs should face the speaker so they don’t have to twist around
- Children should refrain from drinking whilst someone is speaking
- Children should not be fiddling or writing whilst listening

Section 6

Learning Processes:

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. In the course of learning children develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Speaking and Listening opportunities
- Observation- noticing
- Talking and discussion
- Asking questions
- Practical exploration and role play
- Learning outside the classroom opportunities
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices . decision-making and planning
- Imitation
- Resilience
- Collaboration
- Reasoning
- Empathy

At Pixmore Junior School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

Learning Styles:

Children learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class
- Independent learning
- Other styles that recognise Kinaesthetic , auditory and visual learning styles.

Section 7

Governors' Role:

It is the Governors' role to monitor and review the policy and its practise through:

- Regular visits to oversee the delivery of their scheduled subject and or Year group.
- Reporting to the Head teacher and teachers.
- Reporting to the School Improvement sub-committee.
- Reporting to the Full Governing Body

And as detailed in the Governors' Document:

- To receive reports from the Head teacher and/or the Teacher Governor.
- To receive reports from the Resources Governor on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- To promote and ensure at all times equal opportunities in relation to race, gender, disability ,sexual orientation and beliefs.
- To promote and ensure at all times the practice of giving value and respect for all cultures and faiths.

Parents' Role:

Parents are encouraged to support their children's learning by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually, regularly and having eaten breakfast before attending school.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending Parent/Teacher Consultation evenings and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Provision Map, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the Parent / Teacher contract concerning their child's behaviour.
- Agreeing to, and supporting, the school's home- learning policy.

- Contributing relevant information to base-line assessment.
- Attending all medicals and health interviews when invited.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities, such as visitors to school, concerts, visits and fairs.

The School's Role:

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Displaying the Long Term Whole School Curriculum Plan, Schemes of Work and Medium Term Plans and relevant information on the website.
- Keeping the school website up to date for parents and visitors to access information.
- Giving parents feedback through Marvellous Me (where parents are signed up)
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises. To be reviewed yearly at the start of each academic year particularly if there are new members of the teaching team.

Appendix a

The Pixmore Way

Behaviour	Consequence
<p>When you are following the Pixmore Way, you are ready to learn. You....</p> <ul style="list-style-type: none"> • always work hard and show good learning behaviour • are keen to learn and try your best at all times • respond appropriately to everyone • are respectful to everyone • tell your teacher if you have a problem • avoid disputes • walk around school in the Pixmore Way • work well in a team • do homework well or do extra homework • stop and line up when the whistle goes • look after property responsibly • are helpful and offer to do jobs for your teacher • have good manners • always wear the correct uniform and take pride in your appearance • show pride and act as a role model to others 	<p>The consequence may be:</p> <ul style="list-style-type: none"> • Praise from your teachers • Move to 'showing pride' or 'role model' on the GT chart • Stickers • Golden Tickets • Blue Tickets • House points • Silver leaves • certificates

The undesirable behaviours described below are not intended to a comprehensive list and discretion should be used when defining a level for any observed behavior not described on the list

Behaviour	Consequence
Level 1	
<p>If you choose to do any of the following:</p> <ul style="list-style-type: none"> • Interrupt lessons e.g. calling out, off-task talk, making noises • Not following instructions specific to you • Wearing incorrect uniform • Not getting on with your work • Swing on your chair • Run in the school • Wear jewellery at school • Talk in assembly • Not line up appropriately • Bring sweets to school or eat in class • Carry on playing when the whistle goes • Come into the cloakroom or classroom before school or at break-times without permission • Run on the bank • Go in out of bounds areas around school grounds without permission 	<p>Verbal warning – think about it – get it right now</p> <ul style="list-style-type: none"> - Unacceptable behaviour highlighted by teacher <p><u>After one verbal warning:</u></p> <p>Repeat of Level 1 behaviour after one warning will result in your teacher talking to you about your behavior briefly to remind you of the expectations, with a loss of 5 minutes Golden Time.</p> <ul style="list-style-type: none"> - Any level 1 behavior during break or lunchtime will result in loss of 5/10 minutes break or lunch time

Level 2

If you choose to do any of the following:

Carry on with level 1 behaviour after you have been asked to stop

- Walk around the classroom when you should be working
- Continuing to not follow adult instructions
- Deliberately spoil your work
- Open letters addressed to your parents
- Damage school equipment on purpose
- Call people names or say unkind things to them
- Deliberately stop other children from working
- Answer back or speak rudely to an adult
- Deliberately lie about what has happened
- Leave your classroom without permission
- Spoil someone else's work on purpose
- Steal something from school or another child
- Get into fights on the playground without intending to hurt anyone
- Use bad language on the playground

- Teacher choice - Face-to-face meeting with teacher or key worker to talk about what has happened
- Further loss of 5 minutes Golden Time
- Loss of 10/15 minutes of your break or lunch time
- Withdrawal from an activity
- Not representing the school at a planned event

Level 3

If you choose to do any of the following:

Carry on with level 2 behaviour after you have been asked to stop

- Deliberate physical violence e.g. hit or punch someone
- Verbally threaten, swear at, or intimidate someone so that they are made to feel unsafe in school.
- Leaving class without asking and presenting a danger to yourself or others
- Run out of school
- Hide on the school site
- Repeated use of bad language
- Insult someone else e.g. call them a racist name

Then the consequence will be: Mrs. Evans will be told what you have done and your parents will be contacted

Your behavior may then result in:

- Exclusion from class for lessons and/or break times for a period of time.
- Fixed term exclusion from school
- Permanent exclusion from school
- Additional outside support and/or separate behavior system
- Pastoral Support Programme in liaison with parents and external professionals

Appendix B

Reward	By who?	How it works
Verbal Praise	Any member of staff	
Stickers and special stamps	Year group team and Headteacher	As agreed between each year group team
Positive comments in Home/School Diary or by Marvellous Me	Teacher	A comment about especially good behaviour or work can be written in the diary or sent as a Marvellous Me message. Parents could be invited in to see the work
House Points	Any member of staff	Cumulative over four years at school kept in a house point book. A reward every 50 house-points. 1st 50 – certificate; every 100 a prize - pencil, bookmark, pen, ... for each 150, 250 etc - a pass; non-uniform, football shirt, lunch pass, hall pass, etc. At the end of each half term the house with the most house points will have a non-uniform day.
Golden Tickets	Any member of staff	Reward for exemplary / special behaviour (especially at break/lunch times). The ticket is dated, named and signed by member of staff and children to place in a central box. Ticket draw takes place during Friday assembly.– The winner is given choice of three prizes. These prizes are decided by the School Council and are decided on a yearly basis.
Silver Leaves	Teachers	Awarded for good work or behaviour. Presented during Friday assembly. Silver leaves are added to the tree displayed in the dining hall. Children are also presented with a silver leaf certificate to take home. Names go out on the next School Newsletter. Children sit on a chair at the front of the hall when they have received their silver leaf
Golden Time		30 minutes Golden Time on a Friday afternoon Choice of activities that are high interest– e.g. speed stacking, circus skills, prize bingo, table tennis, sport games, whole class board games, ICT suite, top trumps, dance mats, new board games in class sets The class vote for Golden Time activities at the start of the week – given a small element of choice Children can lose Golden Time in accordance with the sanction list. Everyone has at least 10 minutes Golden time – no one loses all their Golden Time Those who have lost Golden Time complete a Reflection Sheet during their lost time and then re-join their class

