



Behaviour Policy

in support of

**William Stukeley CE Primary School
and
Deeping St. Nicholas Primary School**

Policy approved by Full Governing Body: September 2025

Policy to be reviewed: July 2026

Definition

Within our Federated Schools, we believe that good behaviour is necessary for effective teaching and learning to take place. Good behaviour is both an expectation and a goal to be worked towards. We use positive language when we talk to the children and the emphasis is on learning and not behaviour management. At the Stukeley Federation, we want children to '**Dream it. Learn it. Be it**'. The children learn that they have to behave well, and adapt their attitude to learning, in order to be successful.

Principles, aims and expectations

It is a primary aim of our schools that everyone feels valued and respected, and that each person is treated fairly and appropriately. We are a caring community, whose values are built on mutual trust and respect for all.

The School Behaviour Policy is therefore designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment which encourages and reinforces good behaviour and one where everyone feels happy, safe and secure. We actively use our PSHE, Collective Worship and assemblies to promote and reinforce our behaviour expectations.

Our Behaviour Policy is underpinned by our Behaviour Curriculums, which clearly sets out the expected behaviour outcomes of our schools. (See appendix 1)

Poor behaviour is unacceptable for all children. In exceptional circumstances, reasonable adjustments are made. These are carefully considered and monitored by a range of members of staff, including the Senior Leaders of the school.

Manners are very important at The Stukeley Federation, and this includes dining etiquette.

In collaboration with the children, the schools created a simple set of statements:

The 4 Rs

- Respect and care for our ourselves
- Respect and care for each other
- Respect and care for the environment
- Respect and share our learning

It should be remembered that we are the adults and therefore hold ultimate responsibility and decision making for the behaviour within our schools. All staff deserve the children's respect, just as we will respect them. We are transparent with the children, but we make the final decisions on issues to do with school rules, rewards and sanctions.

Our Core Values run parallel to these rules. The primary aim of the policy is not a system to enforce rules, but a positive approach to prevent inappropriate behaviour; a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy, along with its rules and values, and in conjunction with the Behaviour Curriculum, supports the school community in aiming to allow everyone to work together in an effective and considerate way.

William Stukeley CE Primary School vision statement

Matthew 22:39

"Love others as well as you love yourself."

In order to thrive, children need:

To be protected from harm and abuse

Allowing them to know that there are people who will listen, should they feel worried or hurt, or if they feel threatened through bullying of any kind. There are procedures within school, explaining what

bullying is and the consequences for it. This includes discrimination of any sort. (See Anti-Bullying Policy)

To develop physically, mentally and socially

The policy provides a consistent approach for staff, allowing opportunity for children to do their best in an environment free from distraction and fear, as well as recognition of individual learning styles and needs.

To survive as a fit and healthy person

We support physical, mental and emotional health by engaging children in making healthy choices and in learning ways of getting on together and encouraging acceptance of other people's opinions and beliefs.

To participate as an active citizen.

By setting the social rules to live by, the children can engage in law-abiding and positive behaviour in and out of school. They can develop positive relationships and choose not to bully or discriminate. The promotion of positive behaviour prepares children for life in the world.

The schools will:

- Create an environment which encourages and reinforces good behaviour
- Encourage consistency of response to both positive and negative behaviour
- Promote self-esteem, self-discipline and positive relationships
- Ensure that the school's expectations and strategies are widely known and understood
- Encourage the involvement of both home and school in the implementation of this policy

Adults will:

- Model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children
- Create a positive climate with high expectations
- Emphasise the importance of being valued as an individual within the group
- Promote, through example, honesty and courtesy
- Provide a caring and effective learning environment
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Ensure fair treatment for all, regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of all.

We want children to love learning, therefore, this should be the prime motive for behaving and learning well at school. Our aim is for all children to achieve well, without sanctions and rewards.

Rewards

We believe that rewards can have a motivational role, helping children to see that good behaviour is valued. The most common form of reward is praise - informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards, as well as by particularly noteworthy achievements.

At the Stukeley Federation, our rewards system should focus on successful learning, where the child has exceeded our expectation in terms of efforts and standards. Children should feel that they have achieved something of significance if they receive a reward.

When a child receives a team point, this is added to their collective total; it is recorded weekly, both in class and visually in our school halls. At the end of each of the autumn, spring and summer terms, team points are collated and the house with the highest number of points receive a reward to share together. The children take great pride in this and really look forward to seeing which team has won.

Class based systems of rewards include:

- Verbal praise
- Team points
- Headteacher stickers
- Roles of responsibility
- Golden Moments

Sanctions:

Sanctions should be used, secure in the knowledge that:

- The pupil understands why the sanction is being applied
- It is made clear what changes in behaviour are required
- It is the behaviour, rather than the person, that is being admonished

High expectations of children are central to our approach. All children are expected to behave and learn in a responsible way and adhere to the rules of the school. Incidents of racism, bullying, swearing, fighting, name-calling, spitting, damaging property and other socially unacceptable actions are not tolerated and will invoke sanctions.

In addition, we do not tolerate rocking on chairs, chewing gum, talking whilst others talk, misuse of resources, wearing tops around waists, nor other low-level disruption which is detrimental to learning or the general good order of the school. Being unkind to others is never acceptable in school.

William Stukeley – EYFS/KS1

1. Verbal warning with an explanation
2. 1st star/token removed with an explanation
3. 2nd star/token removed with an explanation
4. 3rd star/token removed with an explanation – 10 minutes of breaktime or lunchtime missed
5. Sent to parallel classroom, with learning to complete
 - a) Parents are informed and behaviours/conversation recorded on CPOMS
 - b) Each subsequent misdemeanour triggers the following sanctions:
 - i) Sent the phase leader (may be from another phase)
 - ii) Sent to Executive Headteacher

William Stukeley – KS2

1. Verbal warning with an explanation
2. 1st star/token removed with an explanation – 5 minutes of breaktime or lunchtime missed
3. 2nd star/token removed with an explanation – 10 minutes of breaktime or lunchtime missed
4. 3rd star/token removed with an explanation – 15 minutes of breaktime or lunchtime missed
 - a) Sent to parallel classroom, with learning to complete
 - b) Parents are informed and behaviours/conversation recorded on CPOMS
 - c) Each subsequent misdemeanour triggers the following sanctions:
 - i) Sent the partner class
 - ii) Sent to Senior Leader
 - iii) Sent to Executive Headteacher

Deeping St. Nicholas EYFS/ Year 1

1. Verbal warning with an explanation
2. 1st star/token removed with an explanation
3. 2nd star/token removed with an explanation
4. 3rd star/token removed with an explanation – 10 minutes of breaktime or lunchtime missed
5. Sent to parallel classroom, with learning to complete
 - a) Parents are informed and behaviours/conversation recorded on CPOMS

- b) Each subsequent misdemeanour triggers the following sanctions:
 - i) Sent the phase leader (may be from another phase)
 - ii) Sent to Executive Headteacher

Deeping St. Nicholas Year 2 – Year 6

1. Verbal warning with an explanation
2. 1st star/token removed with an explanation – 5 minutes of breaktime or lunchtime missed
3. 2nd star/token removed with an explanation – 10 minutes of breaktime or lunchtime missed
4. 3rd star/token removed with an explanation – 15 minutes of breaktime or lunchtime missed
 - a) Sent to parallel classroom, with learning to complete
 - b) Parents are informed and behaviours/conversation recorded on CPOMS
 - c) Each subsequent misdemeanour triggers the following sanctions:
 - i. Sent the partner class
 - ii. Sent to Senior Leader
 - iii. Sent to Head of School
 - iv. Sent to Executive Headteacher

After each strike, the teacher can revert to a verbal warning with an explanation, rather than immediately issuing another strike. Each day is considered a new opportunity for the children and every day will always begin with children having all their stars/tokens. A sanction may be carried forward, where appropriate.

In addition to this system, minutes from breaktime and/or lunchtime can be lost for:

- incidents of not completing homework (KS2),
- to catch up on missed work,
- re-completing a task that has not been completed to the best of a child's ability,
- insufficient work during learning time
- not following school rules.

This is at the discretion of teaching staff.

Actions of zero-tolerance behaviours will invoke the sanction equivalent to the fourth 'strike' on the sanction system. Zero-tolerance behaviours include, but are not exclusive to:

- Racism
- Swearing
- Physical violence
- Destruction/damage of property
-

Disrespectful conduct, which includes severe unkindness towards others In rare circumstances, we will consider suspensions and permanent exclusions.

As a staff, we never use swear words, insults or any derogatory comments. Humiliation, embarrassment and intentional public shaming are not part of our behaviour approach. We do not stand children in the corner or outside of the classroom/staff room.

We try to avoid having to punish the whole class for an individual's mistake, but we must encourage 'collective responsibility' and a team approach.

Staff will refer to the Behaviour Curriculum and other policies that relate to behaviour management. For example, Anti-Bullying Policy and Physical Handling Policy.

Communication and parental partnership

We think that it is very important to communicate with parents and carers when a sanction has been used. We believe that a collaborative approach with the school, child and family is vital to positive behaviour choices.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school and the home are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with issues.

Pastoral Support Plans (PSPs) are used for children who are causing concern. Parental support is integral to this process.

Some behaviour may result in the need to involve other agencies within BOSS (Behaviour Outreach Support Service) which is part of the Lincolnshire Ladder of Behaviour. Temporary fixed period exclusion can be between 0.5 and 15 days and the final sanction would be permanent exclusion. Parents/carers will be contacted prior to any outside agency support work, and they will be fully informed as to their rights regarding any exclusion.

Misbehaviour outside of the school

In the DfE 'Preventing and tackling bullying' guidance, July 2017, it is clearly stated that school staff members have the power to discipline pupils for misbehaving outside the school premises.

This could include any misbehaviour, including that online, when the child is in some way identifiable as a pupil at the school, poses a threat to another pupil or member of the public, could have repercussions for the orderly running of the school or could adversely affect the reputation of the school.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents which occur online will affect the school culture, as outlined above, and may be sanctioned accordingly, if deemed appropriate.

The DfE guidance in 'Preventing and tackling bullying, 2017, also states 'Where bullying outside the school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under lawful control of school staff, for instance on a school trip.'

Suspensions and Exclusions

We do not wish to suspend nor exclude any child from school, but sometimes this may be necessary. The Stukeley Federation has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (DfE May 2023).

We recognise the duty on schools and local authorities to make full-time educational provision for suspended pupils from day 6 of their suspension, the duty on parents and carers to ensure their child is not present in a public place during the first five days of a suspension, and the duty on Head Teachers to offer the parent a reintegration interview in respect of certain fixed-period suspensions.

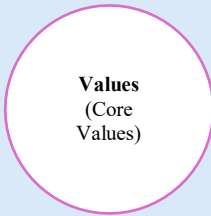


Only the Executive Head Teacher (or the Senior Leader acting in their place) has the power to suspend a child from the school. The Executive Head Teacher may suspend a child for one or more fixed periods, for up to 45 days in any one academic year. A suspension does not have to be for a continuous period. In extreme and exceptional circumstances, the Executive Head Teacher may permanently exclude a child. It is also possible for the Executive Head Teacher, in exceptional cases, usually where further evidence has come to light, to issue a further fixed-period suspension

immediately after the first period ends, or for a permanent exclusion to begin immediately after the end of the fixed-period. If a child is suspended, the parents/carers will be informed immediately, giving reasons for the suspension. At the same time, the parents/carers will be informed that they can, if they wish, appeal against the decision.

Any child returning to school following a suspension is involved, along with parents/carers, in a reintegration meeting. A member of the SLT and other appropriate staff e.g. class teacher/ SENCo, would attend this meeting. A suspension can be cancelled or rescinded.

Further information can be found in the Federation's Suspensions & Exclusion Policy.

Behaviour Curriculum and the 4Rs

Aims of the behaviour curriculum	Within our Federated Schools, we believe that good behaviour is necessary for effective teaching and learning to take place. Good behaviour is both an expectation and a goal to be worked towards. We use positive language when we talk to the children and the emphasis is on learning, not behaviour management. At the Stukeley Federation, we want our children to ‘Dream it. Learn it. Be it’. The children learn that they have to behave well, and refine their attitude to learning, in order to be successful.		
It is a primary aim of our schools that everyone feels valued and respected, and that each person is treated fairly and appropriately. We are a caring community, whose values are built on mutual trust and respect for all.			
			
The ‘4Rs’ (Our Expectations) <i>Matthew 22:39 – “Love others as well as you love yourself.”</i>			
Respect and take care of ourselves	Respect and take care of others	Respect and share our learning	Respect and care for our environment
Teaching the curriculum	<ul style="list-style-type: none">• Good behaviours are explicitly taught and regularly revisited to ensure all pupils understand the expectations of them. Clear parameters are set for behaviours for learning, standards and routines, so that we have a shared and consistent language of expectations across school.• The curriculum is taught explicitly during the first week in Autumn term, alongside the traditional	The process for teaching behaviour explicitly is as follows:	
		<ul style="list-style-type: none">• IDENTIFY the behaviour we expect• Explicitly TEACH behaviour• MODEL the behaviour we are expecting• PRACTISE behaviour• NOTICE excellent behaviour• CREATE conditions for excellent behaviour	

	<p>National Curriculum subjects.</p> <ul style="list-style-type: none"> Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the curriculum is revisited with pupils and will continue to be reinforced throughout the year. Teachers will model these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content. 	<p>It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment, and where teachers are free to teach.</p>
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At the beginning of the year, and at the start of each term, **all** classes and children will spend time learning or revisiting the '4Rs'.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour, Expectations and Routines (4Rs)	<ul style="list-style-type: none"> - Reinforce the behaviour curriculum - Curriculum – Routines and expectations - Playground and lunchtime routines and expected behaviours - Introduce weekly behaviour walks 	<ul style="list-style-type: none"> - Revisit learning behaviours and expectations, including weekly walks - Announce termly House Point winners 	<ul style="list-style-type: none"> - Revisit learning behaviours and expectations – weekly walks 	<ul style="list-style-type: none"> - Revisit learning behaviours and expectations – weekly walks - Announce termly House Point winners 	<ul style="list-style-type: none"> - Revisit learning behaviours and expectations – weekly walks 	<ul style="list-style-type: none"> - Revisit learning behaviours and expectations – weekly walks - Teach routines and expectations explicitly as part of transition activities - Announce termly House Point winners

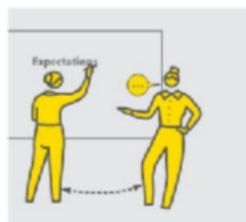
The Behaviour Curriculum – William Stukeley

Respectful Manners	Uniform	Collective Worship and Assemblies	Moving Around School	Dining Room
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something. Know that you should always say 'thank you' when you receive something, or someone does something for you. Know that you should let any waiting adults through a doorway, before walking through yourself. Know that you should say, 'Good morning/afternoon' to adults, if spoken to. Know that it is polite to give eye-contact to the person you are talking 	<ul style="list-style-type: none"> Know that we wear full uniform, and it is worn correctly - shirts tucked in, no jumpers around waists etc. Know that we wear plain black shoes or trainers to school (no colours). Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and put them 	<ul style="list-style-type: none"> Know that we enter/exit quietly when we walk into/out of the hall. Ensure uniform is worn correctly (tuck shirt in etc.) Know the expectations for sitting. Know that we sit cross-legged, with a straight back and hands still. Know that we face the assembly leader and face forwards with eyes on the speaker. 	<ul style="list-style-type: none"> Know that we walk around school quietly. Know that we walk in a straight line. Know that we are polite and courteous to adults / other children, acknowledging them with a greeting, when appropriate. Know that we open doors for others. Know that we pick up litter, coats and resources if on the floor or untidy. Know that we knock on doors and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom). 	<ul style="list-style-type: none"> Know that we wash hands before eating. Know that we use a quiet voice and talk to the children opposite or adjacent to them only. Know that we line up – one behind the other, quietly and stay in our places. Know that when eating, we stay in our seats, facing our food. Know that we use a knife and fork appropriately. Know that we chew with our mouths closed. Know that we say 'please' and 'thank you'. Know that we put our hand up for adult attention. Know that we walk in the dining room.

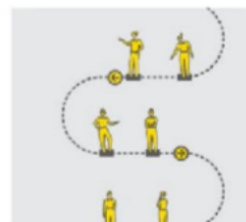
'Walkthrus' are used to support the implementation of behaviour expectations and the 4Rs. 'Establish your expectations' underpins the behaviour curriculum, working in tandem with the school's behaviour policy, to promote pre-emptive behaviour management approaches.



DECIDE YOUR EXPECTATIONS



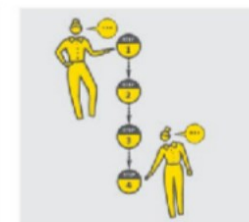
COMMUNICATE YOUR EXPECTATIONS



REINFORCE YOUR EXPECTATIONS



REDIRECT, CORRECT OR CHALLENGE



SUSTAIN YOUR EXPECTATIONS

<ul style="list-style-type: none"> to. Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right thing, even without supervision. 	<ul style="list-style-type: none"> away appropriately. Know to bring correct PE kit as appropriate. Long hair is tied up. 	<ul style="list-style-type: none"> Know that we use silent hands-up to contribute. Know that we use manners when speaking. Know that we participate actively – singing etc. 		<ul style="list-style-type: none"> Know that if we have eaten a school dinner, we collect our own rubbish and put it in the bin. Know that if we have eaten a packed lunch, we take wrappers home. Know that we clear away our table space, cutlery, plate, cup and leave tidy. Know that we ask an adult to leave the dining room
Attendance and Punctuality	Ready to Learn	Moving to the Line in Class	Communal Areas	Presentation in Books
<ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning. 	<ul style="list-style-type: none"> Follow the 'stopping strategy' in the class. Know that we keep our workspaces/resources tidy (before/during/after work). Know to be punctual. Know how to be ready for the lesson e.g. had a drink, toilet break etc. Know that we place the chair under the table when leaving seat. Know that we walk in a quiet, calm manner around the classroom. Know that we treat equipment appropriately and with respect. 	<ul style="list-style-type: none"> Know that we walk to the line sensibly. Know that we line up in order Know that we place chair under the table when leaving seat. Know that we walk in a quiet, calm manner. 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<ul style="list-style-type: none"> We know how to set out our work in our books. Date – left hand side next to margin in words (except for day number); 6-digit format used in maths books. Date underlined with ruler and sharpened pencil. Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil. Maths books – one digit per square. Exercise books – use of words and labels, following handwriting expectations. Use of rulers, pens and sharpened pencils. We take pride in all books as indicated by the absence of graffiti, large ticks in self-marking, folded edges of pages etc. Know that we respect our equipment and that of others
Playtime Behaviour		Lining Up	Behaviour Outside School	
<ul style="list-style-type: none"> Know that you must walk from your classroom quietly. Know that you must play safely, without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. 		<ul style="list-style-type: none"> Know that we place our arms by our side. Know that we face forward. Know that we stand with straight backs / good posture. Know that we line up in silence. Know that we walk in single file. Know that, when called, you must line up quickly and quietly. 	<ul style="list-style-type: none"> Know that when we are wearing school uniform, we are representing the school community. Know that we should be considerate of other people arriving at and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Know that examples of being considerate on the way home include walking (not running), giving people plenty of space, using a quiet voice (not shouting). We know how to stay safe online and use technology sensibly and safely. Know who to go to for help and support 	

In addition to those set out above for the whole school, the adults in EYFS will teach and support expected behaviours by:

EYFS (additional to the above)				
Strong Routines	School Rules and Rewards	Key Texts	PSED Planned provision	Environment
<ul style="list-style-type: none"> Know to say 'hello' and 'goodbye' Know that good learning behaviours include keeping our bodies still, looking at the adult who is speaking, and 	<ul style="list-style-type: none"> Introduction and explanation of 4Rs, Core Values, DILIBI and Safe Hands Explaining behaviour management systems and recognising positive behaviour, every day 	<p>Ensure:</p> <ul style="list-style-type: none"> All texts in the reading spine have clear PSED links Links in books to importance of listening Emotions books displayed – e.g. colour 	<p>Plan for:</p> <ul style="list-style-type: none"> Risk-taking play Safe tool-use when in the garden, modelling, cooking, malleable play Physical opportunities in the outdoor area Handling creatures and 	<p>Provide:</p> <ul style="list-style-type: none"> Zones of regulation areas Channeling of emotions to focus on a more positive activity/outcome Calming den

<p>demonstrating good listening</p> <ul style="list-style-type: none"> • Know snack-time behaviours, including waiting, patience, turn taking, quiet talking, and self-care (wiping mouths) etc. • Know toilet routines, using regular reminders, timers, sequencing pictures 	<ul style="list-style-type: none"> • Give verbal praise, which is to be used regularly • Use positive reframing, noticing expected and exceptional behaviour • Children given responsibilities • Be safe, be kind – linked to 4Rs • Develop an understanding of school/class reward systems – e.g. carrots, stamps, badges 	<p>monster</p> <ul style="list-style-type: none"> • Morals in simple fairytales, e.g.: Gingerbread Man, Three Pigs, Goldilocks etc. • Key stories from the Bible, moral links 	<p>animals</p> <ul style="list-style-type: none"> • Journey through board games planned • All activities which encourage collaboration 	<ul style="list-style-type: none"> • Expectations of noise in quiet areas • Sensory activities • Large and small places for children when required • Showing delicate and valuable resources in areas so that children learn that there are some things that need additional care
Nursery Rhymes / Dough Disco		High-quality interactions		
<ul style="list-style-type: none"> • To join in with words and actions at the correct time • To enjoy this, whilst still being able to manage feelings of excitement • To ensure children move safely • To manage the effect of movement in relation to emotions 		<ul style="list-style-type: none"> • Adults playing with children, sharing in their interests and developing positive relationships. Giving attention to good behaviour. • Adults use of language of regulation – e.g. – How about..? Have you tried..? Thank you for being so patient... • ‘Now and next’ to support choices, develop perseverance • Communication/emotions • Co-regulation, adults modelling calming techniques • Strategies such as timers, distraction, giving choices, making suggestions, modelling, offering help, encouraging children to help each other, sensory objects where appropriate 		

The Behaviour Curriculum – Deeping St Nicholas

Respectful manners	Uniform	Assembly	Moving around school	Lining up
<ul style="list-style-type: none"> Know that you should always say 'please' when you are asking for something Know that you should always say 'thank you' when you receive something or someone does something for you Know that you should say 'Good morning/afternoon' to adults if spoken to Know that being responsible means being able to be trusted to do the right things that are expected of you, without supervision 	<ul style="list-style-type: none"> Know that we wear full uniform, and it is worn correctly - shirts tucked in, no jumpers around waists etc. Know that we wear plain black shoes or trainers to school Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and put them away appropriately Know to bring correct PE kit in each term Long hair is tied up with simple hair tie – no big bows etc. Earrings should only be a single stud 	<ul style="list-style-type: none"> Know that we enter/exit quietly when we walk into/out of the hall <p><i>Know the expectations for sitting:</i></p> <ul style="list-style-type: none"> Know that we sit comfortably with bottoms on the floor and crossed legged Know that we face the assembly leader Know that we use silent 'hands-up' to contribute Know that we participate actively – singing etc. 	<ul style="list-style-type: none"> Know that we walk around school quietly Know that we walk in a straight line Know that we open doors for others Know that we pick up litter, coats and resources if on the floor or untidy Know that we knock on the door and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) Know that you should let any waiting adults through a doorway before walking through yourself 	<ul style="list-style-type: none"> Know that we place our arms by our side Know that we face forward Know that we stand with straight backs / good posture Know that we line up in silence Know that we walk in single file Know that the first bell means stand still until called to line up
Ready to learn	Presentation in books	Classroom EYFS / KS1	Classroom KS2	

<ul style="list-style-type: none"> • Know that we keep our workspaces/resources tidy (before/during/after work) • Know how to be ready for the lesson e.g. had a drink, toilet break etc. • Know that we walk in a quiet, calm manner around the classroom • Know that we treat equipment appropriately and with respect • Know to follow the 'stopping strategy' in the class 	<ul style="list-style-type: none"> • Know how to set out our work in our books • Know that handwriting expectations are to be followed in all subjects • Know in maths books – one digit - one square • Know to take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc. 	<ul style="list-style-type: none"> • Know to use our inside voices • Know to face adults when they are talking • Know how to listen to each other and take turns • Know that we sit comfortably, with bottoms on the floor • Know to ask permission to leave the room • Know to walk and not run in the classroom • Know to sit on chairs, with feet on the floor • Know to tuck chairs under the table • Know to pass resources to one another respectfully 	<ul style="list-style-type: none"> • Know how to listen attentively • Know how to sit on chairs facing the adult speaking • Know how to listen to one another and respect others views and opinions • Know how to share resources • Remain in seat when completed work • Know how to have a tidy workspace • Know to wait to speak to a member of staff • Know to tuck chairs under tables • Know to ask permission to leave the room 	
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Playtime / Lunch play	Dining Room			
<ul style="list-style-type: none"> • Know everyone helps to tidy up • Know playground monitors / leaders put equipment in the shed and keep it tidy • Know we must sit at the tables until we have finished our snack • Know we encourage everyone to join in with our play • Know the Health and Wellbeing Champions help us to solve some of our worries • Know as Playground Leaders we need to encourage playing new games 	<ul style="list-style-type: none"> • Know that we wash hands before eating • Know that we use a quiet voice and talk to the children on our table • Know that when eating, we stay in our seats, facing our food • Know that we use a knife and fork appropriately • Know that we chew with our mouths closed • Know that we put our hand up for adult attention • Know that we clear away our table space, cutlery, plate, cup and leave tidy • Know that we wait to leave the hall • Know we put our hand up to ask to clear plate away • Know we wash hands after eating on way out to play 			