

ST THOMAS MORE CATHOLIC PRIMARY SCHOOL

PROMOTING POSITIVE BEHAVIOUR POLICY



THE MISSION OF OUR SCHOOL IS:

*Christ is the centre of our school community
where we live, love and learn together.*

AIMS

At St Thomas More School it is our aim that our Positive Behaviour policy:

- Reflects the beliefs in our Mission and that the practices and strategies associated with it are viewed as an integral part of the whole ethos of the school and not as a separate entity
- Promotes positive behaviour where parents, adults in school, children and governors are involved as active participants.
- Rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.
- Involves parents so that they encourage patterns of good behaviour in their children and work in partnership with the school if difficulties arise.
- Establishes strategies to support children who find it difficult to behave consistently well.
- Should engender in each of our pupils an understanding that every person is valued, both as an individual and as a member of a much wider, caring community. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- Outlines clear and consistent expectations of behaviour throughout the school in order to maximise the standards of behaviour.
- Establishes an ethos in which reflection about one's behaviour is a normal way of living and helps children to develop a clear understanding **that their behaviour is their own responsibility.**

SCHOOL PRACTICE

To promote positive behaviour, children need to feel secure, happy and valued; helping them to develop self-esteem, confidence and a positive self-image. Adults should aim to develop secure relationships with them which promotes positive behaviour through the consistent applications of:

- Expectations
- Rules
- Routines
- Rewards
- Sanctions

EXPECTATIONS

Teachers have high expectations of all areas of children's work in school – behaviour, attitudes and academic work. High expectation is supported by:

- Providing the role model the children need through modelling respectful relationships.
- Pre-empting and preventing poor behaviour by organising and managing children in a way that gives them chance to demonstrate what they can do.
- Reinforcing and encouraging the desired standards.
- Making children feel good about being the way the teacher is encouraging them to be.
- Heightening the awareness that basic good manners can affect attitudes to relationships, through teaching and encouraging good manners.

RULES

For these to be properly understood and taken on board by children, their purpose and appropriateness must be clear.

- Our school and class rules reflect our Mission and have a clear purpose, are set in the context of the everyday life of the school, and are seen to be fair and are arrived at through involvement with class groups.
- Our rules are displayed in class and around school, are consistently enforced and celebrated.
- Our rules are positively phrased and expressed simply.
- Our rules are enforceable.
- Our rules are enforced with consistency and fairness.
- Our rules relate clearly to routines.

ROUTINES

We teach our rules and consolidate responsibilities through the routines that we put in place, in this way children develop self-discipline and become independent learners.

- Routines are explained, modelled and constantly rehearsed, reinforced and encouraged – both in class and around school by all staff.
- Clear reasons for routines are explained to the children.
- Children are encouraged to remember routines through praise and reminders.

REWARDS

Rewards in school are used to:

- Help nurture positive relationships and the promotion of positive behaviour.
- Help make the school experience a happy and positive one.
- Encourage children to repeat desired behaviours.
- Encourage other children to demonstrate desired behaviours.
- Contribute to the development of children's self-esteem and confidence.

Our reward systems fall into two categories: (1) encouragement (informal), and (2) incentives (formal).

- Encouragement - Focus on the effort a child is putting into work or attitude to school e.g. verbal praise, thumbs-up, positive comments in book, trust to take on a responsibility, displaying work etc.
- Incentives – Focus on a child having achieved something specific, and are often a more public form of praise, e.g. merit certificate, stickers, golden box and golden class books, good news letters sent home, special assemblies etc.
- Rewards must genuinely motivate a child, should be a balance of encouragement and incentive, be genuinely earned by the child and sincerely given by the adults at St Thomas More School.

At St Thomas More Catholic Primary School our policy on rewards is to encourage good behaviour. As a school we aim to be consistent in our approach by:

- recognising and highlighting good behaviour as it occurs
- ensuring that all pupils are praised for good behaviour
- explaining and demonstrating the behaviour we wish to see
- encouraging pupils to be responsible for their own behaviour
- letting parents know about the pupil's good behaviour
- rewarding individual pupils and groups of pupils for behaving well.

MERIT SYSTEM

A structured Reward System exists throughout the school. It is mainly classroom based. The children in Foundation and Key Stage 1 have a chart on which they are awarded a special sticker for good work, excellent behaviour, special kindness and effort.

When the chart is full a certificate is then awarded in the next whole school meeting or assembly.

In Key Stage 2 each level is being marked by the presentation of a Certificate chosen by the child from a selection of quality certificates specific to the appropriate level. As with Foundation and Key Stage 1, the Class Teacher is responsible for motivating his/her children by the presentation of merits/stars/excellence etc for positive work, behaviour and attitudes in their daily school life.

In Year 6 the pupil who has attained the highest level with the Merit Award System is awarded the Head Teacher's Prize. The runners up are also rewarded with book prizes.

WHOLE SCHOOL TARGET SYSTEM

Each week we have a target that everyone focuses on. The themes for the targets range from work based ones to environmental issues, caring for others, good manners and punctuality.

WORKING WITH PARENTS

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. A positive relationship between teachers and parents can influence how a child perceives the teachers and school's authority.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

We firmly believe that emphasis on reporting the positive to parents is often more important than underlining the negative. The school's established reward system provides regular, ongoing contact with parents emphasising pleasing aspects of the pupils' life at school.

If the school has to use reasonable sanctions for a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, then the Deputy/Head Teacher. If the concern remains, they should contact the school governor

SANCTIONS

In our school, teachers help children keep to the rules by creating conditions for them to demonstrate positive behaviour through routines and rewards. Praise always outweighs reprimand however; sanctions may need to be applied to help a child return to positive behaviour.

Sanctions are applied consistently, firmly, fairly and without confrontations. Teachers ensure that the child understands, from their actions, that it is the behaviour that is not liked, not the child. All stakeholders understand that sanctions are sometimes needed and respect their use, as they are used in conjunction with a wide range of classroom management strategies and rewards. Teachers understand that sanctions discourage inappropriate behaviour, but do not teach new, more appropriate behaviour, so they must not be overused or relied upon too heavily.

Our school sanctions are organised into a hierarchy, which has been agreed and shared with all stakeholders.

Initial strategies will include the following:

- Planned ignoring
- Reminding the pupil of rules/acceptable behaviour
- Showing displeasure through a glance, gesture or expression
- Defusing the situation by humour (not sarcasm)
- Stimulating a new interest or activity
- Suggesting a move of place
- Providing support from teaching assistant or teacher
- Anticipating situations where the pupil may have difficulties and intervening

Additional strategies could include the following:

- Giving choices and consequences
- Suggesting voluntary, class based respite

IN-CLASS TIME-OUT (Stage 1)

Within the classroom, pupils are encouraged to use class-based time-out on their own initiative if they are finding it hard to cope with some aspect of class life. It is a very positive step for such children and is encouraged as a way of helping that child find strategies to manage their own behaviour.

In the class the rules for time-out are:

- The child may go quietly to a designated time-out area.
- The time spent there must be quiet and the child must not distract others.
- They may stay there until calm.
- If a child is settled and working they may remain at the class teacher's discretion.
- Any work missed must be completed later, but the adults will not be confrontational about this.
- They will be praised for taking a positive step to manage their own behaviour.
- If appropriate, reminding the child of strategies to be used when finding it hard to cope.
- Informal discussion with parent – Class Teacher's responsibility.

TIME-OUT IN A PHASE LEADER'S CLASS (Stage 2)

This should only be used when other strategies and interventions have been implemented. It is for children who do not settle to work and are preventing other children from learning and the teacher from teaching.

- The pupil is sent with work to the phase leader's classroom. (Box file).
- Once back in class, a fresh start is made. Too much individual attention will not be offered to help the child settle. Comments about the previous behaviour will be avoided.
- Phase leader completes proforma.
- When the child has settled, praise will be given for being on task and working with the rest of the class.
- Should the inappropriate behaviour begin to escalate again, start at the beginning.
- If disruption continues or escalates, implement Stage 3 Time-out.
- Arrange formal meeting parents – Class Teacher and Phase Leader responsibility.

TIME OUT (Stage 3)

This is for persistent disruptive behaviour, which prevents learning taking place. A warning will be given in the form of a choice and a consequence. If the child does not respond to the warning they will be sent to time-out.

- The pupil should be escorted from the class by a teaching assistant to the Inclusion Room.
- Appropriate work will be sent with the child. (Box file).
- At the end of a session and if the child is calm, they will be sent escorted back to the classroom.
- Formal meeting with parents – Class Teacher and Senior Leadership Team member.
- Class Teacher completed Behaviour Environment Checklist Sections B, C and D (Appendix 3) and pass to Deputy/Head Teacher to reflect on own practise.

PAY BACK TIME

- If the pupil has missed out on curriculum work due to inappropriate behaviour then there is an expectation that the pupil will pay back this time during 'Break' time out.
- 'Break' time out can be earned back by the pupil responding to teacher request immediately and showing significant improvement in attitude/behaviour.
- If a pupil is sent to 'Break' time out three times, they are then sent to a Break time detention with the Deputy Head Teacher and this is recorded as a detention and parents will be contacted either by phone or letter.
- If the pupil is sent to two Break time detentions, then they will be sent for a further detention with the Head Teacher and parents will be sent a letter.

PROCEDURE FOLLOWING A SERIOUS INCIDENT

Any incident in a classroom, which involves:

- Physical abuse of staff, pupils or visitors.
- Verbal abuse of staff, pupils or visitors.
- Deliberate damage to School property.
- Leaving the classroom/school grounds without permission.

The Class teacher must complete a Serious Incident Report Form (Appendix 1) and hand it to a member of the Leadership Team. The form should contain details not only of the incident but also any relevant information, events or actions, which led up to the incident, and the proposed sanction.

The following sanctions may be used for a Serious Incident:

- Withdrawal of privileges
- Break time detention
- Community service
- Financial reimbursement
- Daily/weekly ' On Report' system
- Parental discussion with member of the Senior Leadership Team.
- Agree action/sanctions recorded and implemented.
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

We follow the Department for Children, Schools and Families Guidance on Exclusion from Schools and Pupil Referral Units (2007) and take advice from a Local Authority Exclusions Officer when necessary.

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APPENDIX 1

SERIOUS INCIDENT FORM

THIS FORM IS TO BE COMPLETED FOR ANY OF THE FOLLOWING INCIDENTS.

- Verbal abuse of staff, pupils and or visitors.
- Physical abuse of staff, pupils and or visitors.
- Deliberate damage to school property.
- Leaving the Classroom/School without permission.

Name of pupil: Year Date: Time:

<u>Incident</u>	<u>Staff</u>	<u>Pupil</u>	<u>Visitor</u>	<u>Comment</u>
Verbal Abuse				
Physical Abuse				

<u>Incident</u>	<input checked="" type="checkbox"/>	<u>Comment</u>
Deliberate damage to property		
Leaving classroom or school		

Background to Incident

Staff involved:.....

Outcome:.....

Time Out:

Duration:

APPENDIX 2

LUNCHTIME BEHAVIOUR PROCEDURE

The system is based around an agreed Code of Behaviour during the lunchtime period. This agreed Code is regularly reinforced in a positive way within the classroom and is based on the right of all individuals to participate and enjoy their recreation and refreshment in a safe environment during the school lunch break.

The five rules to make a happy playground are:

- We only touch each other in a friendly way.
- We only speak to each other in a friendly way.
- We only call others by their real name.
- We look after our playground and garden.
- We always tell an adult if we feel frightened or sad.

These sanctions must be applied consistently:

General Sanctions

- First Warning – miss 2 mins against ‘Huff and Puff’ fence
- Second warning – miss 5 mins against ‘Huff and Puff’ fence
- Third warning – miss 10 mins against ‘Huff and Puff’ fence
- Final warning – sent to senior staff on duty.

Football Sanctions

Only to be played on the pitch on their designated day – if not, refer to general sanctions.

Only footballers to be on the pitch – refer to general sanctions.

Swinging on the goalposts – refer to general sanctions.

Where rules are being ignored within the whole game:

- Remove ball for 1 min
- Remove ball for 2 mins
- Remove ball for 5 mins
- Stop Game

‘Huff and Puff’ Sanctions

No token, no game

Only one activity / game per token.

If abusing equipment e.g playing inappropriately / dangerously , or taking other children’s games – refer to general sanctions

Tokens only returned when equipment returned.

APPENDIX 3
BEHAVIOUR ENVIRONMENT CHECKLIST

= Strongly Agree—no real room for improvement. = Disagree—very significant need for action

SECTION A Whole School Policies

Rules and implications

A behaviour policy exists and is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have clear understanding of the policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rules are communicated frequently and effectively to pupils, staff (including non-teaching), parents and governors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have a clear idea of the range of rewards available to pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have a clear idea of the range of sanctions that can and cannot be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are aware of a good range of techniques that can be used to deal with behaviour problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils, as far as they are able, know the reasons behind the rules in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour problems are dealt with effectively in the light of equal opportunity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Support for Staff

There is a collective responsibility for behaviour management in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff feel confident to acknowledge difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have clear means of gaining help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff have effective guidance on dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour problems are recorded fairly and efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff roles are clearly defined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support services are used systematically, efficiently and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parents and Governors

Parents are involved to best effect in helping with problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents are routinely told of pupil's good behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Governors have agreed written principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Governors are appropriately involved in issues relating to behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B Classroom Organisation

Equipment is easily accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furniture arranged to best effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate ambient temperature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient ventilation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lighting sufficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No glare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials well labelled and located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease of movement in room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate storage of pupils' belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils are grouped appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>					
Pupils are placed reflecting social relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Room organisation meets differing curriculum demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White board, etc. easily seen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Furniture suitable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom looks like a good work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quiet external environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C Classroom Management

Teacher arrives on time to collect the children from the playground and supervises the children in the cloakroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher's voice is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good behaviour is noticed and acknowledged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Small achievements recognised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A pupil's good behaviour is 'named' and reflected back	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher acts as a role model for desired behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials and equipment are prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils bring correct equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons well prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum delivery is varied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum delivery is differentiated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timetable is arranged to best effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer support is used to best effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult support is used to best effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D Classroom rules and routines

Rules:					
Are few in number and clearly phrased	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are negotiated with, and understood, by pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are regularly referred to and reinforced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are positively framed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are clearly displayed in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour to meet rules is taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rewards:					
Are valued by pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are awarded fairly and consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are clearly related to positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are small and readily available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Link with school reward system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sanctions:

Are related to behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are administered fairly and consistently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are understood by pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are understood by parents and carers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are within a clear hierarchy of severity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Routines are established for:

Entering or leaving the room / lining up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going to the toilet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distribution and collection of materials / equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining teacher's attention and help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gaining quiet / silence / attention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearing up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E Out of Classroom

Routines for movement around school site clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short break time rules understood by pupils'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short break time systems adopted by all staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime rules understood by pupils'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunchtime systems adopted by all staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Break time rewards / sanctions system clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour policy adopted by ancillary staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corridors and social areas (including playground) are well designed and monitored	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem site areas identified and overcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suitable activities / equipment available for break times <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is an effective system for resolution of pupil conflicts <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>