



**West Park CE  
Primary School  
Information Book for  
Parents  
Year 2  
2023-2024**

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Dear Parents,

Welcome to Year 2.

We hope you have/had a lovely summer and we are looking forward to an exciting year! We have some super topics planned and we cannot wait to get started.

**If you are available to help in class, please let us know via the school front office and we can arrange for your induction and DBS check to be completed.**

**We would really appreciate help in the afternoons for all four classes, so it would be fantastic if you could spare an afternoon a week.**

We value your support enormously, as it makes the biggest difference to your child's development and progress, so please continue to listen to your child read each day and help them to learn their multiplication and division facts for the 2, 5 and 10 times tables.

It is essential that you write your child's name on **all** of their uniform and belongings as this means that lost items can be reunited quickly with their owners.

Thank-you

Year 2 team

## The Staff in Year 2:

Adult	Role	Class
Miss Gumbrill	Head of Year and Assistant Head teacher	N/A
Miss Corcoran	Class teacher	Mercury
Mrs Billett	Class teacher	Saturn
Mr Jacot	Class teacher and Music Lead	Jupiter
Mrs O'Reilly and Mrs Argent	Class teachers and Art Lead ( <i>Mrs Argent</i> )	Neptune
Mrs Moody	PPA teacher	Mercury
Mrs Gregory	PPA teacher	Saturn
Ms Dickins	PPA teacher	Jupiter
Miss Livingstone	LSA / Learning mentor	Mercury
Mrs Milner	LSA	Saturn
Miss Harding	LSA	Jupiter
Mrs Syred	LSA	Neptune

# Curriculum

Autumn 1	<b>The Great Fire of London</b>	Autumn 2	<b>Living in the UK</b>
Spring 1	<b>Poles Apart</b>	Spring 2	<b>Food, Glorious Food</b>
Summer 1	<b>Rock the Boat</b>	Summer 2	<b>Commotion in the Ocean</b>

Each half term we will add a detailed outline to the school website of the half term which will show both the teaching focus and the expected outcomes.

Occasionally children will be asked to bring in topic related items.

**Timetable**-As a school we keep the timetable flexible to ensure we meet the needs of our pupils. The timetable for each class will be slightly different and it may change during the year, however the timings of the day will stay the same.

<b>Class</b>	<b>PE Day</b>	<b>Games Day</b>
Jupiter	Wednesday	Friday
Mercury	Monday	Friday
Neptune	Tuesday	Friday
Saturn	Thursday	Friday

Please make sure your child has the correct equipment each day. This includes their water bottle (water only please), Reading Diary and reading book. PE Kit must be worn to school on the days your child has PE and Games (class days are listed above). Jogging bottoms and a sweatshirt should be worn in the colder months so your child is warm enough doing Games outside.

## Homework

Your child is expected to spend 5 minutes 5 times per week reading, 5 minutes 5 times per week on their spellings and 5 minutes 5 times per week on their maths. All spellings and maths tasks will be Class Dojo or the appropriate websites each week. If you would like a hard copy if you do not have any access to the internet, then please contact your child's class teacher in September.

## **Our Vision**

West Park CE Primary School aims to provide each pupil with the opportunity to become a successful life-long learner by nurturing their creativity, supporting and challenging them to work independently and with others. Following our Christian foundation, we will enable each pupil to develop a sense of their own spirituality. We achieve this through working closely with our school family of staff, parents and our wider community.

## **Our Values**

Teamwork

Faith

Independence

Creativity

## **Our Aims**

To:-

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;
- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

# **Teaching and Learning**

## **CORE VALUES**

Our Teaching and Learning Policy is based around our school's four Core Values: Faith, Creativity, Independence and Teamwork.

Through each of these values we have identified a number of skills or characteristics that are vital for our teachers to foster through their teaching and our children to develop and implement through their work and achievements.

In addition, under each value's core vocabulary we have stated how the children will demonstrate this value and how adults in the school will facilitate and develop these skills and characteristics within the children through careful planning and delivery as well as modelling these values them.

# FAITH

Belief  
Reflection  
Caring  
Appreciation  
Confidence



Awe and wonder  
Hope  
Respect  
Love  
Passion

## What will the children do?

- believe in themselves and develop a growth mind-set - an 'I CAN' attitude
- ask 'Big Questions' and seek the answers
- care for others in our school and the world in which we live
- have a respect and tolerance for their peers and for the adults they work with

## What will the staff do?

- model self-belief and growth mind-set
- allow children time to reflect on their beliefs and those of others
- make time for and plan in opportunities to value and care for others and the world around us
- uphold the school's faith and model the faith of the church

# CREATIVITY

Individual  
Imagination  
Courage  
Freedom  
Thinking



Originality  
Risk Taking  
Passion  
Flair  
Investigate

## What will the children do?

- explore and investigate, trying new and different things out
- use their imaginations and come up with their own ideas
- take risks and assess their success
- feel confident to express their opinions and views and make their own choices

## What will the staff do?

- provide open ended opportunities which encourage choice, investigation and challenge the children's thinking
- be enthusiastic showing a passion for learning
- be flexible in their approach and planning
- ensure the children have time to develop their ideas



# INDEPENDENCE

Curiosity  
Perseverance  
Determination  
Resilience  
Confidence



Thinker  
Organised  
Risk-taking  
Problem solving  
Challenge

## What will the children do?

- make decisions and find solutions for themselves
- set their own challenges at a high level of expectation, persevering when they encounter failure or difficulty
- know that errors are good and that they learn from them
- know their next steps in learning and take responsibility for their own learning journey

## What will the staff do?

- inspire pupils to take responsibility for their learning
- be flexible in their planning and delivery to take account of the needs of the learners
- allow for reflection opportunities encouraging the children to discuss their learning
- provide opportunities for children that require perseverance and resilience

# TEAMWORK

Trust  
Compromise  
Caring  
Collaboration  
Tolerance



Listening  
Friendship  
Acceptance  
Communication  
Loyalty

## What will the children do?

- communicate with each other effectively
- be able to identify their own and other people's strengths
- be prepared to discuss issues to reach compromise
- celebrate shared successes and support each other through errors or failures

## What will the staff do?

- model effective communication with their pupils and colleagues
- foster positive relationships
- encourage and facilitate collaboration through planned activities and tasks
- show trust in the children's ideas and actions

### Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words.\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

### Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

### Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

## **Reading**

Reading is incredibly important for your child. Not only is it a skill which will be needed throughout their lives, it is also proven to enhance writing.

It is expected that your child reads 5 times per week for at least 5 minutes each time and that this is recorded in their planner. Books will be changed in school when necessary. If your child is reading from scheme books, then they will be given a new one to read once the current one has been finished. Your child may also choose their own free choice books. If they choose books with tricky words, then please share these books with your child and encourage them to read parts of the book. Supporting your child with their reading and reading with your child everyday can have a huge impact on their progress.

Reading is taught in class as part of a Shared Reading lesson. During these lessons children discuss the texts that they have shared. Your child will learn comprehension skills. Please ask your child questions about what they have read when you are completing your reading at home. In Year 1 your child was given reading questions as part of their homework task. You can continue to use these questions with your child as they move in to Year 2.

Phonics will continue to be part of your child's development as a reader. Please encourage your child to build on their previous phonics learning and sound out unfamiliar words.

Please speak to your child's teacher if you are able to regularly come into school for an afternoon each week to listen to readers.

Thank you for your continued support with your child's reading.

# Spelling

## Spelling – work for year 2

### Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

### New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt –d <b>ge</b> straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ɒ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as – <b>ge</b> at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge  age, huge, change, charge, bulge, village  gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r / sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt –le at the end of words	The –le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /əl/ sound spelt –el at the end of words	The –el spelling is much less common than –le. The –el spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b> .	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in –al, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y	The <b>y</b> is changed to <b>i</b> before –es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The <b>y</b> is changed to <b>i</b> before –ed, –er and –est are added, but not before –ing as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The –e at the end of the root word is dropped before –ing, –ed, –er, –est, –y or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel ‘short’). <b>Exception:</b> The letter ‘x’ is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound (‘or’) is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hɒt') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	<p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p><b>Exceptions:</b></p> <p>(1) <i>argument</i></p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p>	<p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p>
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion, national, section

□



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /ei/ sound is spelt ea.</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p><b>Note:</b> 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.</p>



# Grammar

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful</i>, <i>-less</i></p> <p>(A fuller list of <b>suffixes</b> can be found in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er</i>, <i>-est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>
<b>Sentence</b>	<p><b>Subordination</b> (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and <b>co-ordination</b> (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p> <p>How the <b>grammatical patterns</b> in a sentence indicate its function as a statement, question, exclamation or command</p>

Year 2: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive form of verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]</p>
<b>Punctuation</b>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
<b>Terminology for pupils</b>	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>



### Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

### Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

### Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

### Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

### Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

### Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

## Interim teacher assessment framework at the end of key stage 1 - science

### Working at the expected standard

The first statements relate to working scientifically, which must be taught through, and clearly related to, the teaching of substantive science content in the programme of study.

The pupil can:

- ask their own questions about what they notice
- use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including:
  - observing changes over time
  - noticing similarities, differences and patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information
- use appropriate scientific language from the national curriculum to communicate their ideas in a variety of ways, what they do and what they find out.

The remaining statements relate to the science content.

The pupil can:

- name and locate parts of the human body, including those related to the senses, and describe the importance of exercise, balanced diet and hygiene for humans
- describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults
- describe basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants
- identify whether things are alive, dead or have never lived
- describe and compare the observable features of animals from a range of groups
- group animals according to what they eat, describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships
- describe seasonal changes
- name different plants and animals and describe how they are suited to different habitats
- use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group everyday materials, and compare their suitability for different uses.

## **Personal Property/Valuables** **including mobile phones**

All items of personal property brought into school should be **clearly labelled** with your child's name. Any money brought into school, for whatever purpose, should be in a sealed envelope, which has the child's name and class clearly printed on the front. The envelope should also clearly state the amount contained within it and the purpose for which it is being brought to school. **Money left in school all day must be given to the class teacher.**

Pupils in Years 4-6 are able to bring mobile phones to school, if parents think it is necessary for their child's safety to and from school. These should be handed in to the main school office as soon as the child arrives at school and be collected from outside the dining-hall at the end of the day. **Phones must not be left in the cloakroom or be kept with the child in the classroom.**

**During COVID restrictions, phones should be given to the class teacher to keep safe and will be returned at the end of the day**

**Children must not bring valuable items of property to school** unless agreed by the class teacher in advance.

Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.

PE kit should be worn to school on the day of your child's PE lesson. **All items must be clearly labelled.**

# West Park CE Primary

## Care and Management of Pupils

### Introduction

We believe that all pupils have the right to be safe and to work, learn and play in a positive and stimulating environment. The school community – pupils, staff (teaching and non-teaching), Parents and Carers, Governors and Volunteers – all have a role to play in providing positive role models and ensuring that the pupils develop self-discipline and show consideration, courtesy and respect to all people at all times. We believe that school discipline extends beyond the ‘school gates’ and have high expectations of behaviour in any out of school activity. Children represent our school in the community so must demonstrate our school values and wear their uniform smartly both inside and outside school premises.

### Aims

- To promote self-discipline, mutual respect, self-esteem, co-operation and effective teaching and learning.
- To develop social skills through the taught curriculum, including making friendships, dealing with success and failure, being assertive and solving problems.
- To implement our school rules reflecting a collective responsibility for harmony within our school.
- To help pupils develop self-esteem and teach strategies for sharing, co-operating and self-regulation
- To help pupils develop strategies for responding to inappropriate behaviour.

### In order to meet these aims, we encourage the children at West Park CE Primary to:

- Share in the school’s ethos and values, through the promotion of the school’s values system.
- Respect themselves, their teachers, support staff, other adults, and each other, and to show this by being polite, friendly and considerate of others, by listening carefully and obeying instructions immediately.
- Take responsibility for the choices they make, especially in relation to their behaviour and to use the strategies they have been taught to manage feelings and conflict.
- Tell someone as soon as possible if something is worrying them.
- Move quietly and sensibly around the school and be ready to help others by opening doors etc.
- Keep the school clean and tidy, put litter in bins, keep cloakrooms tidy and take care of displays, equipment and their own and other’s personal belongings.

The teachers and support staff will discuss expectations of behaviour with pupils at the beginning of every school year and term. These expectations will then be the focus of Health and Relationships Education (HRE) lessons as part of our planned programme and also if a specific discussion point arises.

**Year 2 HRE Topics: What makes a good friend?; What helps us grow and stay healthy?; What is bullying?; What helps us to stay safe?; What jobs to people do?; How do we recognise our feelings? *(Please look at the school website for more details of each of these units).***

Our school actively encourages the development of strong values through a carefully planned and implemented values curriculum. We promote a different value each half-term through assemblies and class work. These are designed to fully involve pupils in a shared, school wide ethos for attitudes and behaviour (see Assembly and Values Planning).

All staff are expected to:

- create conditions which are conducive to a calm environment
- follow and reinforce the school rules
- be completely consistent in their approach to the care and management of pupils

## **Support Teams**

We have a number of staff who are available to provide support to children in school and also support families with accessing support for home.

### **Behavioural and Emotional Support**

The Behavioural and Emotional Support Team (BEST) is led by the Pastoral Manager with the support of both Special Educational Needs Co-ordinators, Headteacher and Deputy Headteachers and includes a team of Learning Mentors. Learning mentors work with children across their year group and can support with emotional and behavioural needs as well as provide academic intervention.

The role of this team is:

- to provide support to teachers and other staff in the management of inappropriate behaviour
- to prevent such behaviour from occurring by forming positive relationships with children deemed to be 'at risk' of displaying such behaviour.

Children can be referred for support by members of staff across the school in response to specific incidents or concerns. These referrals will often result in programmes of work, behaviour plans and either a Keeping in Touch book or Behaviour Record being put in place for the child. For the child this support may take the form of one to one or group work on such things as self-esteem, anger management or bereavement counselling. Parental permission is always sought for such work when necessary and Parents and Carers are kept informed of developments as appropriate.

### **Disadvantaged Lead**

The disadvantaged support team is led by Mrs Craig, Deputy Headteacher and includes four Support Assistants.

The role of this team is;

- to liaise with class teachers and provide regular planned sessions to pre-teach or reinforce the learning to ensure maximised learning and progress
- to form positive relationships with these potentially vulnerable pupils and regularly check-in with them away from the busy classroom environment

### **Family Support**

Our Pastoral Manager and Special Educational Needs Co-ordinators can provide support for children and families in order to remove barriers to learning. They can also liaise with families to access advice and support for behaviour issues at home through Early Help.

The Family Support Team, Behaviour and Emotional Support Team and Pastoral Team meet at least half-termly to discuss children and/or families with whom they are currently working or intend to work with. Confidential minutes of these meetings are kept by the Pastoral manager and individual updates will be added to our central CPOMS system.

### **School Rules**

These are discussed by all class teachers with their children at the start of every year and term; these will be prominently displayed in every classroom and in key areas of school and will be referred to as often as necessary to be effective and routine.

**Our school rules are:**

**We are kind**

**We are polite**

**We are honest**

**We listen to others**

**We take care of our school**

**We do our best**

**We are leaders and good role models (Yr5 and Yr6)**

## **Corridor Rules**

We are a large school and on occasion, many classes are moving round the building at the same time. In order to maintain safety and a calm and orderly learning environment these are our expectations:

**Walk rather than run**

**Keep to the left in single file**

**Wait rather than push**

**We move around quietly**

**Open and hold doors for others.**

## **Routines**

Routines will also be demonstrated and established in every class at the start of each school year and revisited as often as required until they become general practice in every class.

- Entering and leaving the classroom.
- Registration.
- Respect and care for people and property.
- Use of equipment.
- Seeking help.
- What to do when work is completed, i.e. where to put it, what to do next.
- Tidying up.
- Use of the toilets.
- Wet playtimes.

## **Playground Rules**

In order to ensure the safe and efficient management of playtimes and lunchtime breaks on the playground, we expect the children at West Park to:

- Go out to play calmly, quietly and safely.
- Return to the school building only if supervised by an adult or to independently complete monitor roles.
- Go on the field only when the green sign is on display in the Year 6 classroom or given permission to do so by adults on the playground.
- At the end of break time and lunch time, stop on the first bell, then line up on the second, clearing up equipment they have been using.
- Whilst on the playground, enjoy themselves safely and make sure that others can do so as well.
- Take care of each other and any equipment, making sure equipment is used safely and appropriately.
- Make an effort to talk to anyone sitting on one of the friendship benches and invite them to join in with their games.

In the event of wet weather during playtimes, the most senior member of staff on duty is responsible for deciding whether or not children should go out to play and/or be brought in from the playground, they should inform the office to ring the wet play bell if required. Each class must have an agreed list of wet play activities on display.

## **Rewards**

In order to maintain the positive climate within the school, we focus on:

- All staff taking every opportunity to praise pupils for effort during the school day.
- All staff taking every opportunity to encourage, recognise and acknowledge good work and behaviour, making full use of individual and class rewards.
- Wherever possible, pre-empt inappropriate behaviour, and using preventative measures to encourage good behaviour. (See Appendix A for 17 De-escalation Strategies)
- Encouraging pupils to solve problems and develop social skills, through the Health and Relationships and values curriculum
- Recognising and celebrating achievement in year group assembly.

### **We use a variety of rewards in order to do this:**

- Star- From Y1 a child's name can be written on the star side of the board, further positive efforts can be ticked, two ticks' results in a positive conversation at the end of the day with parents (KS1) or phone call home (KS2). Names and ticks cannot be taken off until the end of each day. Reception classes have individualised 'star sides'.
- Stickers can be awarded in class for effort, excellent work and supporting values.
- Sent to Head of Year, Assistant Head, Deputy Head or Headteacher for praise
- Invitation to tea-party with Senior Leadership Team at the end of each term
- House Points – These may only be given to individual pupils. Usually they will be awarded one at a time; occasionally two points may be given in response to a significant achievement. House points cannot be taken away from a child. The winning House at the end of each half term will earn a 'home clothes' day.
- Pupil Awards – These can be given by teaching staff for particular acts of kindness, effort, achievement or other significant event. They are awarded a Certificate which is given during year group assembly.
- Values Role Model - At the end of each half-term, teachers will nominate one pupil and each class will nominate an adult from across the school as a role model for that month. During the final Headteacher assembly of each half-term, they will be celebrated and awarded with a special Values Ambassador badge which they can wear this for the school year and their photo will be displayed on the ambassador's board in the main entrance.

### **Examples of Unacceptable Behaviour**

There are a number of behaviours which are unacceptable at West Park CE Primary School. These are listed below and will have consequences. Please see Appendix B for further details.

- Un-co-operative and defiant behaviour which makes it difficult for the teacher (or other adult) to carry out their duties effectively
- Disruptive behaviour
- Violence
- Abusive, racist, sexist or homophobic language
- Bullying including cyber-bullying and the use of threat

### **Strategies and sanctions to deal with unacceptable behaviour**

At West Park we encourage a positive dialogue with children and know that the majority of disruptive situations can be avoided by establishing a calm and productive learning environment with an effective seating plan and established routines. This is further enhanced by all staff following the school rules and using the 17 de-escalation strategies. It is also expected that all classes will be taught self-regulation strategies at calm times, for example: box breathing, 54321 and write and rip. See Appendix C. Inappropriate behaviour is often a means of seeking our attention. All unacceptable and unsafe behaviour will have consequences; a member of SLT will briefly share the consequences of pupil's actions with the class so they are aware of these consequences and do not feel that anything has been ignored and so they know the pupil is being supported. Low level issues will result on a child's name being written under the cloud on the board, two ticks will result in a conversation with parents at the end of the day or Dojo message (KS1) or a phone call or email (KS2).

In very specific cases it may be that a reduced timetable would be discussed with parents. The reduced timetable follows advice from CAMHS and the fair access team recommending taking away triggers and barriers to learning. This would only be relevant in very specific cases, and would be implemented with support from the relevant external agency e.g. Fair Access Team or Educational Psychologist to work toward removing barriers to learning. The aim of this would be that following a short period of targeted support and reduced attendance time the child would be able to attend school full time.



## **Supporting children with sensory difficulties**

It is important to recognise that some children in our school have sensory difficulties and we need to prepare for these and provide support.

### **Prevent**

The best way to support a child whose behaviour is triggered by sensory causes is to work out what those causes are and remove them.

### **Flight**

If the trigger cannot be removed, then we must have a plan for how to respond. The BEST team will work with the pupil, teacher and class to create a safe sensory flight path out of the room to a safe place. These must be practised when calm so they can be used in heightened states.

### **Calming down**

When dealing with a child who has been demonstrating unacceptable behaviour we recognise the need for that child to be removed from the situation and have time to calm down. This may be achieved by asking the child to sit on his or her own or the teacher may send the child to another class. Alternatively, a member of the BEST Team may be called to discuss the issue with the child. It may be necessary to ask the child to leave the classroom, but children should not be left outside of the classroom on their own.

If a child is disruptive and distressed, it is likely they are not able to hear you; you need to use a script of phrases until they can hear you. It is critical that all staff deal with these situations in the same way. The member of staff should say-

'You have such big feelings and they are making your body fight'

'I can see you are scared, take your time'

'I've got you, you are ok'

The member of staff should crouch down not too close to the distressed pupil, keep hands clear, smile, have soft eyes, soft story telling voice.

Staff need to take time to connect with the pupil before they can work to correct their behaviour.

(Advice from Dr Lyons Beacon House)

### **Listening**

We will aim to be good listeners, recognising that children may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves and the choices they make. It must be recognised that listening effectively requires time and that sometimes a child may have to wait until an appropriate adult is available to discuss the issue. They must have time to regulate their feelings before they are asked to relate their behaviour to others and before they can accept reasonable actions.

### **Informing Parents and Carers, Detentions and Internal Exclusions**

It is very important for children to know that their Parents and Carers will be informed if their behaviour is unacceptable (see 'Parental Involvement' below). It may be necessary for a child whose behaviour has been unacceptable on several occasions throughout the day, and who, perhaps, has subsequently failed to complete the expected amount of work, or has prevented others from completing their work, to be given a short playtime detention to complete work. During this time the child will be given their work and will be supervised by their teacher. In some circumstances, when a child has exhibited consistently challenging behaviour and has, perhaps, put themselves or others in danger, it may be appropriate for that child to be given an internal exclusion, whereby they will be expected to work in isolation from their peers for the remainder of the day, including playtime and lunchtime. (See exclusions pg. 10) Parents and Carers will be kept fully informed and the child will work with a member of the BEST team or senior leader.

### **Team-Teach Positive Handling Strategies**

Several members of the staff team at West Park have received training in the Team-Teach Positive Handling Strategies. The Team-Teach training manual describes the positive handling strategies it advocates as those which 'include a wide range of gradual and graded supports and interventions. Over 95% of these relate to diversion, diffusion and de-escalation through modifications of the environment, routines and improved communication. In a small minority of instances physical interventions may be used to keep people safe while other positive handling strategies continue. In the Team-Teach approach physical interventions are not an alternative to de-escalation, they are part of a holistic approach.' On the rare occasion when physical intervention is needed to prevent a child harming themselves or others, a trained member of staff should be sent for immediately, although this does not mean that untrained staff members should not intervene in the meantime if it is deemed necessary to keep the child safe and/or protect others.

### **Health and Relationships Education (formally known as PSHE Education)**

We recognise that it is very important to teach children how to work together and form effective relationships with their peers, teachers and other adults in the school. Class teachers will spend some time every day, talking to children about their expectations. Teachers will encourage children to discuss their feelings and attempt to solve their own problems during Circle Time and HRE lessons, often referring to the school's values system and through the use of associated resources. Some activities will focus on co-operation and aim to teach children to share and collaborate.

### **Monitoring System**

During the course of a week all children will come into contact with a number of members of staff. These will include their own teacher, PPA teacher, support staff, staff on playground duty and midday supervisory assistants. All incidents of repeated unacceptable behaviour or significant incidents will be recorded on CPOMS. MMS staff will communicate with SLT on duty outside and through a liaison book for any issues in classrooms. Notes will be made about any incident, so the teacher is aware. This may result in the child eating lunch in the dining hall with a senior leader on duty.

### **Sanctions**

In order to make our expectations and processes clear we have a staged approach to supporting behaviour. There are specific individual plans for pupils who require them. These plans have been designed with the Learning and Behaviour team at West Sussex and are agreed with Parents and Carers before they are implemented. It is very unlikely any child will reach stages 3 or above without previous discussion and support plans in place. An example is below for information but please note that each plan is specifically written for the individual pupil.

## Stages of behaviour intervention at West Park CE Primary

Stage:	When this stage is necessary:	What happens at this stage:	What needs to happen next:
(0)	Children are working well in class.	Teacher to give praise.	Praise is maintained accordingly
(1)	Inappropriate, silly or 'off-task' behaviour.	Tactical ignoring followed by a verbal warning.	Name on '?' side of board'. Remind the child to make good choices with examples. A small number of children may need individual reward systems in place.
(2)	Continuing from the above, refusing to work or join in with activities after 10 minutes. Causing a disturbance and stopping other children from working. Inappropriate language.	Child is given 'time out' – in another area of the school with an adult (e.g. Rainbow room). They will be sent to another class or be given detention at playtime, lunch time or Assembly to catch up on work with their class teacher that day.  Class Teacher must record child's behaviour on CPOMS.	Help the child get back on track by monitoring, pre-empting, and looking for positives.  Yellow behaviour record book would start for any child who reaches stage 2 repeatedly in one week. The class teacher will speak to parent's regarding the incidents and explain a behaviour book will begin. This will be discontinued when the child receives pink comments for a week. Any green comments will be followed up.  If behaviour continues draw up an individual behaviour management plan.
(3)	Continuing from the above or attempting to cause hurt or damage. Name-calling. Becoming angry – throwing things and/or getting physical with others.	An adult will radio for support – a member of the BEST team will come and ask the pupil once to come with them for the rest of the lesson. If the pupil refuses the rest of the class will be removed to another area of the school. A phone call will be made to Parents and Carers to explain the situation and that their child is at stage 3. There will be an 'internal exclusion' for the rest of the lesson with a senior leader, recorded on the behaviour log and a letter will be sent home.	Continue the above. Close liaison with Parents and Carers. Teacher to discuss additional strategies with SENDCo's, Pastoral leader or SLT to help the child get back on track.
(4)	Continuing from the above or causing actual harm to themselves, another person or school property. Stealing or bullying. Running away, attempting to leave school.	A follow-up phone call will be made to Parents and Carers to explain the situation and that their child is at stage 4, they will be asked to come to school to work with the pupil in an office. If the parent is unable to come in the child will work with a Senior leader. This will be an 'internal exclusion' for the rest of the day in school which will be recorded by Mrs Watkins and a letter will be sent home.	Continue the above. Head of Year/SLT/SEN team to inform all staff of the need to help this child get back on track, and the strategies/support to be implemented.
(5)	Continuing from the above or serious challenges to authority. Extreme danger or violence posed to another person or property.	A 'fixed term exclusion' will be given by the Head teacher or Deputy Head in her absence. This will be recorded by Mrs Watkins, a letter will be sent home and West Sussex County Council will be informed.	Following the exclusion a 're-integration meeting' will be held with the Head teacher or Deputy head, Parents and Carers and another member of staff as appropriate. Engagement with external agencies for advice and support. Review support plans.

## **Parental Involvement**

We feel that it is very important to work closely with Parents and Carers; they are invited into the school throughout the year, both formally and informally. This gives class teachers opportunities to build and maintain positive relationships with Parents and Carers.

We hold 'Parent Consultation' afternoons and evenings twice a year, meet the teacher sessions and termly open afternoons where Parents and Carers can come and share work. Early in the school year Parents and Carers will also be made aware of the school's Home School Agreement and asked to sign it. Sometimes staff or Parents and Carers may need to meet at other times and Parents and Carers and staff are urged to contact each other at an early stage if there are any concerns. The best time to meet is at the end of the school day, however, it is necessary to make an appointment as staff often have to attend meetings at this time. Parents and Carers and staff are encouraged to communicate in person or through the office to arrange a meeting.

We recognise that we need to be consistent with children. Children need to know that we are being fair. However, it is also important to recognise that there could be extenuating circumstances that affect a child's behaviour, e.g. a death in the family, separation of Parents and Carers, a child witnessing an act of violence, a child subject to some form of abuse. Parents and Carers are urged to inform our Pastoral Manager if they know of anything which may be having a detrimental effect on a child's behaviour. This information will be treated as private and confidential, only being shared with staff as required to ensure support is put in place as soon as possible.

We need Parents and Carers' full co-operation if our policy is to be effective. It is essential that Parents and Carers support us in our school rules and values curriculum. It would be very beneficial to the pupils if the same de-escalation techniques and calming strategies are used at home as these will quickly become habit. In certain circumstances where a child has been involved in a serious incident of inappropriate behaviour the Headteacher will contact the Parents and Carers immediately and ask them to come to the school to discuss the matter. If possible and appropriate the child will be involved in the discussions. West Park staff seek to have positive relationships with all pupils and families, however if a child's behaviour is not modified and continues to be unacceptable the ultimate sanction will be to exclude them from school. (See 'Exclusions' below)

## **Communication between home and school**

### **Informal Communication**

The first method of communication between home and school should always be informal. The parent or teacher may request a meeting, perhaps personally or via a telephone call. Teachers will also ring home to praise behaviour and discuss any concerns at an early stage.

### **Family Support Team**

Children may be referred throughout the course of the year to a member of the Family Support Team. Communicating with Parents and Carers is vital in these cases and Parents and Carers may be invited into school to work with our staff or support services.

## **Keeping in Touch and Behaviour Book**

A Keeping in Touch or Behaviour Book will be used when a child is not responding to other methods of behaviour management. These are books where regular and detailed notes of the child's behaviour can be kept and communicated to Parents and Carers on a daily basis. Parent should sign each day's report and have the option to add comments in the book when it is taken home each evening. These can be read by the class teacher/Senior Leadership team member and other relevant staff the following day. Co-operation between home and school is vital at this point. Parents and Carers of children whose behaviour has warranted the use of this system will need to come to school on a regular basis to discuss the child's behaviour with the appropriate member(s) of staff.

## **Lunchtime Supervision**

Like all other staff at West Park, the Midday Supervisors are expected to be role models to the children and demonstrate positive values and follow the school rules at all times. They are encouraged to highlight positive behaviour choices and to report any serious unacceptable behaviour to the senior leader on duty. The Midday Supervisors are responsible for the children during the lunch break. The same school rules apply during the lunch break as at any other time. Children are expected to show respect to the Midday Supervisors and to follow the school rules. Each class will have a seating plan on their notice board so that MMS staff know where children are sitting and to minimise any issues.

Lunch time can be a very difficult time for some children. Children identified as being 'at risk' of displaying challenging behaviour or who are unable to cope socially or emotionally in a variety of situations can attend a Nurture Group in the pastoral office or willows. These children will join small groups of their peers under the supervision of a member of the BEST Team. Pupils with acute needs may be accompanied into lunch and may be involved in structured activities, organised and supervised by a member of the BEST Team. These Nurture Groups aim to develop their social interaction skills to the point at which they are confident and be competent to re-join their peers at break. It is important to recognise that Nurture Group provision for these children is supportive and not a punishment. Class teachers must maintain good communication with Parents and Carers by informing them when their child is attending a nurture group. Nurture groups are not optional as they are an important strategy for managing behaviour.

## **Exclusions**

At West Park we do not believe that exclusion is in the best interests of pupils experiencing difficulty with their behaviour in school, therefore exclusion of any type is an absolute last resort and will only be used in extreme cases in accordance to the Equality Act.

### **Internal Exclusions**

It may be necessary to isolate a child from other pupils for a fixed period. When excluded internally, a pupil will spend some time, usually the remainder of the morning, afternoon or one day, working in isolation in the office of a senior leader. Parents and Carers are informed in writing, of the circumstances surrounding the internal exclusion.

### **Fixed Term Exclusion**

In some circumstances a decision may be made to exclude a child from school. The Headteacher will inform the Parents and Carers of the exclusion and their right to make representations to the Governing Body and the Local Authority.

Parents and Carers of an excluded child will be asked to attend a meeting before the child returns to school. All parties will need to agree on a plan of action which will help the child to deal with his/her behavioural difficulties.

## Permanent Exclusion

West Park CE Primary has a target of zero permanent exclusions. However, the Headteacher can exclude a child from school permanently if in her judgement the pupils return to school would seriously prejudice the education of the other pupils or would place the safety of the pupils and/or staff at risk.

For details of the current procedures at West Sussex please follow the link below.

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/exclusions/#overview>

## Guidelines for Parents and Carers

- Explain to your children that our rules are made in order to protect children and make school a safe and happy environment, e.g. children who run in school are likely to hurt themselves or someone else.
- Use praise and positive language when speaking to your child.
- Support us in our school rules and values curriculum.
- Children should not be left outside before 8.30 am.
- Tell a member of staff if your child is experiencing any problems at school.
- Attend all meetings and keep all appointments which are made for you to discuss your child so that home and school can work effectively.

## Appendix A: 17 De-escalation strategies

1. Closed choice- giving the option of doing what you have already asked or a less desirable option
2. Bracket- praise someone nearby and then them when they do as asked
3. Reminder about remaining time- 2 minutes left to...
4. Casual question- how's the work going? All ok?
5. Steady stare- keep looking until they realise you are waiting and then just fractionally longer to show them you noticed
6. Break off- stop mid-sentence and wait
7. Signal- gesture, facial expression, shake of head etc.
8. Move nearer- continue to teach but move nearer the pupil so they are aware of you
9. Describe what you see/hear in a neutral way- I can see you moving around the room you need to sit in your place. You are speaking loudly; I need you to work more quietly.
10. Distract with activity- I need someone to... could you please clear the whiteboard for us (this is a good break to stop escalation and could be the quick moment to refocus their group or quietly speak to them away from their audience)
11. Support and scaffold with activity if looking stuck
12. Tell- be really clear about what you want them to do. "Books closed, pen down and looking at me"
13. Repeat instruction 3 times. Exactly the same with slight pause in the middle to give time to complete
14. Partial agree- I know it's hard but practice makes permanent
15. Tactical Ignore- only temporary and if no one in danger. Ignore, then praise when doing what asked. (You may need to praise those around to get quick result)
16. Private Intervention- speak in quiet space without audience (make sure you are in a space where you can be seen though)
17. Maybe and- listen and reply "maybe and I still need you to..."

## **Appendix B List of unacceptable behaviours and Consequences**

### **Un-co-operative and defiant behaviour which makes it difficult for the teacher (or other adult) to carry out their duties effectively**

The refusal to obey the instructions of an adult, (i.e. a teacher, Learning Support Assistant, Midday Meals Assistant etc.) is unacceptable and must be addressed. If a child refuses to do as they are asked, the reasons behind any instruction they have been given will be explained to them, along with the consequences of further refusal, and they will be asked to make the choice to comply again. This may need to be repeated, but responsibility for making this choice must be clearly stated as the child's own. If they continue to refuse, then the stated consequences must be applied. These may include time out in a different classroom, referral to a BEST Team member, and a member of the Senior Leadership team.

**Disruptive behaviour** We recognise that disruptive behaviour can have a negative impact on the learning and well-being of all children within a class, that it is the result of a conscious decision made by the child in question, and therefore it will not be tolerated. However, we also recognise that, for many children, causing disruption is a means of seeking attention or may be due to an attention deficit, and that it may therefore not be appropriate to reinforce such negative behaviour with an immediate response. Disruptive behaviour often needs to be dealt with in a sensitive, non-confrontational way and if possible an approach similar to the one mentioned above (see 'Un-co-operative and Defiant Behaviour') should be adopted.

**Violence** We believe that there can be no excuse for the use of violence in school. Any sort of violence at school, including violent retaliation, is unacceptable; staff will encourage appropriate behaviour through their teaching and explain to children that even 'play fighting' is wrong, that it is likely to hurt someone, and that it will not be tolerated.

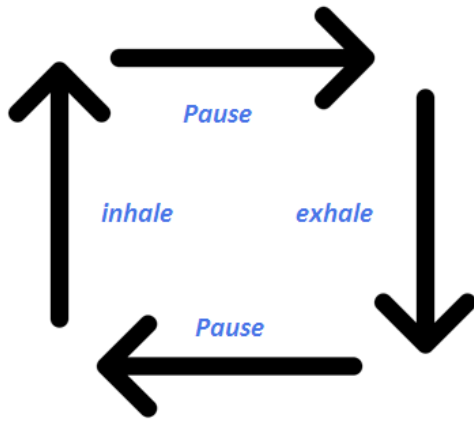
**Abusive, racist, sexist or homophobic language** We recognise that name calling and/or the use of any kind of abusive, racist, sexist or homophobic language, including that which is used in retaliation, is wrong and is just as hurtful as physical violence. Children will be taught that this is unacceptable.

**Bullying and the use of threat** Bullying is the wilful coercion of others by fear, or the persecution, exclusion or oppression of another person by force or by threat (Oxford English Dictionary). Bullying can be both verbal and physical. It leaves the victim feeling frightened, threatened and upset. It is usually more than an isolated incident. We are aware that bullying can occur both in the classroom and the playground, but we will not tolerate bullying in the school. We will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground. If staff notice incidents of bullying they will first comfort the victim and then refer the perpetrator to a member of the Senior Leadership team (see Anti-Bullying Policy).

**Cyber-Bullying** can be defined as the deliberate use of ICT, particularly mobile phones and the internet, to bully another person. It can be an extension of the kind of bullying described above, but it differs in several significant ways; the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the perpetrator and the victim. As such, it is often more difficult to deal with in school. However, we recognise the severity of the problem and will do all we can to offer advice and support to children and families to help them deal with the consequences of cyber-bullying, whilst doing our utmost to ensure the perpetrators are identified and that further incidents are prevented (see Anti-Bullying Policy).

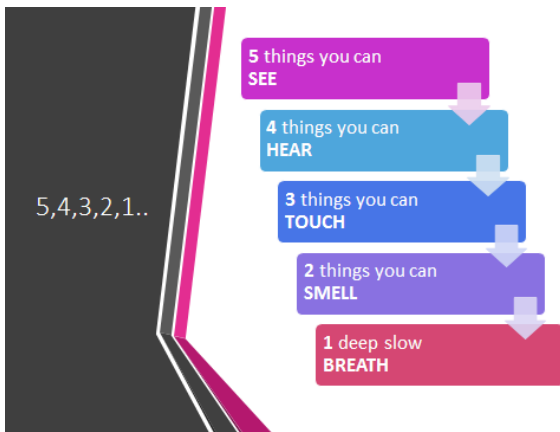
## **Appendix C: Calming and self-regulation strategies**

Box Breathing (for a count of 4 each side)

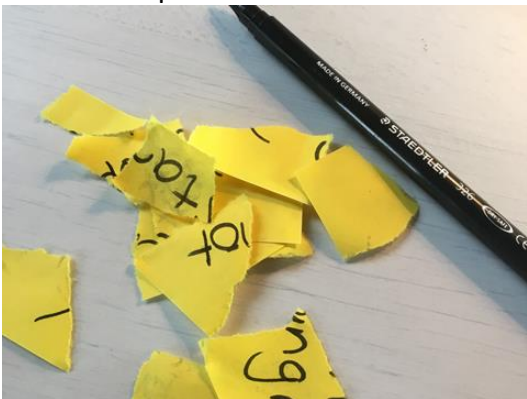


PoolyKnightsmith.com | youtube.com/poolyh | @Poolyh

54321



Write and rip



## Healthy Children

Please provide your child with a water bottle so they can drink water in the classroom, squash and fruit juice are not permitted in class but can be included in their lunchbox. Please provide your child with fruit to bring in as a snack.

**At lunchtime, the children can either have a hot lunch or bring in a packed lunch.**

**If you would like to order a hot lunch, you will need to do this via the ParentPay website using your login details provided to you by the school.**

**If you have any queries in this regard, please contact the office on 01903 243099.**