



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

BEHAVIOUR AND RELATIONSHIPS
POLICY

FULL GOVERNING BODY	September 2025
DATE FOR REVIEW	September 2026

ALMOND HILL JUNIOR SCHOOL BEHAVIOUR AND RELATIONSHIPS POLICY

At Almond Hill, we aim to use a therapeutic approach to -

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Develop 'cultural norms' and be consistent

We believe that valued behaviour and self-regulation are based on mutual knowledge and respectful relationships. These need to be built, maintained and sometimes repaired. We aim to remove judgment and increase curiosity. It is expected that some children might test boundaries. Positive affirmation should have a place in achieving acceptable behaviour but it must be recognised that logical consequences will result when children do not accept and follow the behaviour expectations and rules of the school.

The school follows the Therapeutic Thinking (TT) approach to behaviour. Therapeutic Thinking tutors within the school receive an annual update. Tutors provide training advice for all staff. It is expected there will be a minimum of two Therapeutic Thinking tutors in the school.

Acceptable standards of behaviour, work and respect require us all to model by good example. High standards for politeness are expected. Respect is given and expected in return. We believe respect is fundamental to all positive relationships and is taught by modelling. This is developed with reflection when things go wrong.

At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

School Expectations

Our rules are concerned chiefly with safety, the happiness of the child and preparing for life in society. We require children to follow our expectations and demonstrate the following pro social behaviours.

1. We are silent when the teacher is talking.
2. We follow instructions immediately.
3. We let others get on with their work.
4. We show respect.
5. We are safe.

The 5 rules are published and referred to in all classrooms.

Teachers deliver 'The Climb' training half termly throughout the year adhering to the behaviour curriculum (see Appendix H)

The school has a 'learning behaviour' scheme. The scheme encourages children to demonstrate aspects of their learning behaviour in all areas of school life. In lessons, teachers and other staff will highlight specific characteristics of their learning behaviour that are most relevant to the task and encourage children to demonstrate these. We expect the learning behaviour of pupils to mature and develop over the key stage so will look for different responses and approaches in the lower and upper school. These are detailed in the Teaching and Learning handbook.

Positive Affirmation

We believe that specific positive affirmation should be the most consistent positive reinforcement strategy used in our school to support the high standards we expect. We try to focus on all the opportunities to acknowledge children's success in their work, attitudes, skills and behaviour. We expect all of our children to show Almond Hill behaviours.

The following positive affirmation may be used according to the situation.

1. Instant verbal praise to individual, groups and/or whole classes from an adult. (This will be given quietly in the case of an individual or may be shared with the whole class) and focus on the skill demonstrated
2. Sharing with another adult
3. Parents contacted in the case of improved behaviour for specific individuals

Logical consequences

For those few pupils who present with difficulties in meeting our expectations, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. Some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this.

An adult will try to talk to the child to try to find out what has happened after they have de-escalated.

Staff will use positive phrasing – say thank you – not please e.g.

'Thank you for sitting down with me to explain what has happened.'

In most situations the following steps will be worked through. The school recognises that in some situations it may be necessary to move to level 7 straight away. In exceptional circumstances (e.g. dangerous behaviour, extreme bullying or racial abuse) it could be necessary to move straight to 8 or 9.

1. A verbal/physical indication is given so the child is aware that expectation is not being met.
2. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.

If a child continues with the behaviour :

3. 2 simple choices which are acceptable will be given e.g.

"You can talk to me here or talk to me in my office."

"We can talk here or outside the classroom."

"We can complete the work now or when you are ready but it does need to be completed."

4. If there is non-compliance, we will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will be given an indication the member of staff is waiting to listen as soon as the child is ready.

5. Where a child has become distressed all staff will follow the following script in addressing the situation

'I can see something has happened. I am here to help. Talk to me and I will listen.'

6. A consequence will always be discussed with the pupil at the appropriate time so the logic is clear. It is the behaviour that results in the consequence.
7. If there is a regular (a pattern has formed) occurrence of detrimental behaviour, the carer/parents will be contacted and invited into school to discuss the detrimental behaviour with the class teacher and their child. At this stage, it may be necessary to draw up and implement an 'Attitude to Learning/Attitude to Kindness' report card (appendix G), these can be tailored to meet the child's needs and/or 'TT' resources e.g. Anxiety Mapping/Therapeutic Thinking Tree will be completed and analysed. Consideration will also be given to a

non-cognitive approach such as Drawing and Talking. Attitude to Learning cards are reviewed weekly by Mrs Fordham.

8. If there is persistent detrimental behaviour (a pattern has formed and some pastoral work has already been undertaken with little impact), a Therapeutic Plan (TP) (appendix C) will be drawn up with by class teacher and other adults who work with the child including the pastoral team. This is shared with pupil/parent/carer and all staff. The class teacher will draft the TP in conjunction with anxiety mapping, Therapeutic Thinking Tree and any other analysis of indicators of heightened stress areas. The TP will consider feedback from staff working with the pupil and other indicators e.g. Strengths and Difficulties Questionnaire (SDQ) and Daily record sheets which help to track progress. Class teachers will be supported by Therapeutic Thinking* tutors to draft TPs. TPs will include a de-escalation script, educational and protective consequences and pro social activities. Restorative activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore through discussion how conflict is less likely to happen again. All Therapeutic Thinking paperwork (Therapeutic Thinking Tree, TPs etc) are contained within the Reducing Need for Physical Intervention policy.

If the TP does not result in improved behaviour, then a referral may be made for advice or support for pupil in school.

Tps are reviewed at least half termly by the class teacher, supporting staff and other key adults. For some children, the TP will be managed in class with additional adult support, within the class while for others it might be managed in a 'small garden' outside of the classroom with 1:1 support. If a child has a small garden, the class teacher may have weekly sessions with the child with the aim to reintegrate. In line with the child's individual needs, there will be planned time in the classroom with the class.

*Therapeutic Thinking Hertfordshire is the name given to the behaviour approach school follows.

9. Fixed term internal suspension – carer/parent informed.
10. Carer/Parent telephoned – child to be taken home (temporary suspension)
11. Permanent exclusion.

In all cases of suspension or permanent exclusion Herts guidelines will be adhered to. (See Exclusion Policy)

Restorative Conversations:

Restorative conversations are used to develop children's ability to reflect and explore and all staff are trained in this by the pastoral lead. The questions below are used in restorative conversations:

Story telling:

- What has happened?
- What were you thinking?
- What were you feeling?

Impact:

- Who has been affected by this and how?

Solution focus:

- What needs to happen next?

The restorative steps are on display in the Head's, SENCo's and Pastoral Lead's office.

STEPS Club

The need for attendance at Steps Club is discussed by class teachers at staff meeting. A year group team takes responsibility for running the club for a week. Mrs Fordham holds Steps Club on a Friday. Teachers complete the Steps Reflection Log (appendix D) and hand this over at the staff meeting (with an indication on how many days this

will be for). This is likely to include some written or discussion tasks. Steps club takes place in Rowan Room from 12.00pm. The team return the reflective form to the class teacher and they upload this to CPOMS – with a title of 'Steps Club'. There is some guidance for how to run Steps Club in Appendix W and this is on display in Rowan Room.

Educational Consequence

Consideration will be given to what the child needs to learn from the situation to support them to demonstrate valued behaviours next time. It may be appropriate to contact parents to discuss educational consequences.

Educational Consequence Example: *The child spends time in the STEPs Club reading related stories/texts at playtime or may have specific time with the Pastoral Teaching assistant to reflect/research what the impact of this kind of behaviour can have on others or make a page for a power point about playing considerately.*

Protective Consequence

This consequence is only used if a privilege is needed to be removed to reduce a risk of harm. This will be logical and based on evidence of a perceived risk. Consideration will be given to what the pupil needs to demonstrate before the privilege is returned. Part of the educational consequence will include a discussion about why the privilege has been removed.

e.g. hurting another child on the playground

Protective Consequence Example: *The child is not on the playground.*

Supported Play

Sometimes it will be appropriate for children to have supported play in an area separate from the other children. This could be in Beech Room or a separate area of the playground. This will be supervised by a member of the pastoral team.

Lunchtime Behaviour

Teaching assistants will use positive affirmation and in recognition of good manners at lunchtime and use this time to build good relationships.

Packed lunches will be eaten in classroom (except Year 6 who will eat in the dining room) supervised by support staff or outside in good weather. School dinners will be eaten in the dining room supervised by the MSA and lunch time leaders.

Friendship room

The Friendship Room is located in Holly Room and supervised by a Pastoral Teaching Assistant. Games and activities are available but attendance of children is carefully monitored. It is a place for scaffolded play for more vulnerable children as agreed by pastoral team and HT/DH/SENCo.

Play Leaders

Selected support staff and children get the equipment out for lunch time and put it back to promote inclusion and engagement.

Peer mediators

Peer mediators have been trained and are available to mediate in low level friendship issues.

Radios/Telephones.

All classes have a telephone where teachers can phone through to office/SENCo/Pastoral Lead or Head for support. Support staff have access to a radio at all times. Class teachers are responsible for ensuring a radio is available outside if they have no additional adult for support.

CPOMs

The school uses CPOMs to record all safeguarding and behaviour information. Incidents are logged in a factual way. Records should be concise (bullet point where possible) and record key information. Paperwork and emails should

be uploaded to CPOMs. If the bullying icon on CPOMs should be used if the attached bullying appendix (see Anti Bullying policy) has been identified. If required, see Preventing and Dealing with Racist Behaviour policy. (See Appendix B)

Support

The school provides carers/parents with information on parenting courses and support agencies on the newsletter and website.

Monitoring

- Incidents of detrimental behaviour will be logged on CPOMs according to guidelines (the school's electronic record keeping system). Any follow up actions will also be logged here.
- Staff will receive any further necessary information regarding behaviour within the safeguarding agenda item of weekly staff meetings
- Behaviour is discussed at year groups and at 'Review of Attendance and Punctuality' (RAP) meetings
- Formal and informal 'drop in observations' to monitor standards of behaviour over time.
- The Head Teacher reports to Governors each term reports on behaviour trends and any racial and bullying incidents
- The Chair of Governors will be informed if any child is at risk of being excluded
- The Governing Body will review this policy annually
- This policy is linked to the school policy for Reducing Need for Physical Intervention in School, Anti Bullying and Exclusion
- The Headteacher alerts the Diversity Lead to any racial incidents half termly.

Appendix A

Behaviour Principles Statement

Rationale and purpose:

This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools, 2012)

The purpose of the statement is to provide guidance for the Head Teacher in drawing up the school's Behaviour and Relationships Policy so that it reflects the shared aspirations and beliefs of governors, staff and parents of the children in the school as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.

This is a statement of principles not practice. It is the responsibility of the Head teacher to oversee the development of the school's Behaviour Policy, taking in to account these principles when formulating this. The Head Teacher is also asked to take account of the latest guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head Teachers and school staff. The school Behaviour and Relationship Policy must be published to all staff and be published on the school website.

Principles:

- It is the right of all pupils of Almond Hill Junior School to feel safe at all times and behaviour should not in any way impact on the safety of pupils, staff or any member of the school community.
- Almond Hill Junior School is an inclusive school where governors expect children to have equal access to all aspects of learning and where all children learn free from any form of discrimination.
- It is the expectation of the governors that all pupils, staff and members of the school community will be treated with mutual respect at all times.
- Governors are clear that high standards of behaviour strongly support the best possible progress for pupils as they can learn in an uninterrupted, purposeful learning environment.
- Governors promote the use of praise, applied fairly and consistently to encourage and reward expected, valued behaviour in and around all areas of the school.
- Governors expect that sanctions for detrimental behaviour should be known and understood by all staff and pupils and consistently applied.
- Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort.
- There is recognition that the Head teacher is expected to consider the use of rewards and sanctions with regards to individual situations and the individual student. However, sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- Governors promote partnership with parents
- The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- Governors support the Therapeutic Thinking Herts approach and have adopted a Restrictive Physical Intervention Policy based on this.
- Governors expect that the school behaviour policy will be applied where children are being educated off site and for reports of inappropriate behaviour outside of school to be followed up by the Head Teacher.

Review:

- This Statement of Principles will be reviewed every two years, or as necessary. The school Behaviour and Relationships Policy is reviewed annually.

Appendix B

CPOMs Records

- Reports should be concise and bullet style
- Should identify pupil involved in incident.
- Should identify staff and their role.
- Should use facts and if opinion it should be identified if information is descriptive.
- Use of language: see examples below in italics) – comments in bold have been exaggerated to illustrate the point in how **not** to record.

A gang of year 3 boys BB, CC, and DD, were bullying other by hanging around the goal and blocking EE, FF and GG making them too scared to use it.

AA, BB and CC were grouped together in the goal. In my opinion (Head Teacher) this looked intimidating to some of the other children who were trying to play.

(Headteacher) saw AA launch himself at BB, violently attacking him for no reason, punching him hard in the chest then losing control, kicking him and flooring him. AA had lost control and was screaming at me when I tried to speak to him.

(Headteacher) saw AA react physically to BB: a punch to the chest and a kick. This resulted in BB being on the floor. From my observation, the actions against BB were unprovoked. I observed that AA presented as visibly upset and red in the face while responding physically – even though I followed TT script he would not engage.

Please remember if there is a need to call SLT regarding an incident with a child present to use a quiet, calm voice using Therapeutic Thinking style language

Mrs XXX, AA's behaviour has been really dreadful out there!! AA has been very rude!!

AA has come indoors with me to have some space as I can see AA is upset. AA will either xxxx or xxxx

- *Names are used throughout the text but please ensure that all children that are mentioned are linked.*



Appendix C (example)



Almond Hill Daily record sheet - SAMPLE

Initials

Date...../...../.....

Recorded by

Tick where evidenced

Detrimental behaviours evidenced	Work refusal	verbal	physical	Friends hip issues	Not where they are meant to be		
8:45 – 9:15							
9:15 – 9:45							
9:45 – 10:15							
10:15 – 10:30							
10:30- 10:45							
10:45 – 11:00							
11:00 – 11:45							
11.45 – 12:00							
12:00 – 1:00							
1:00 – 1:45							
1:45 – 2:15							
2:15 – 2:45							
2:45 – 3:15							
Prosocial behaviours evidenced	Doing task	Engagement with adult	Sharing	Turn taking	Trying hard	Engagement with peer	
8:45 – 9:15							
9:15 – 9:45							
9:45 – 10:15							
10:15 – 10:30							
10:30- 10:45							
10:45 – 11:00							
11:00 – 11:45							
11.45 – 12:00							
12:00 – 1:00							
1:00 – 1:45							
1:45 – 2:15							
2:15 – 2:45							
2:45 – 3:15							

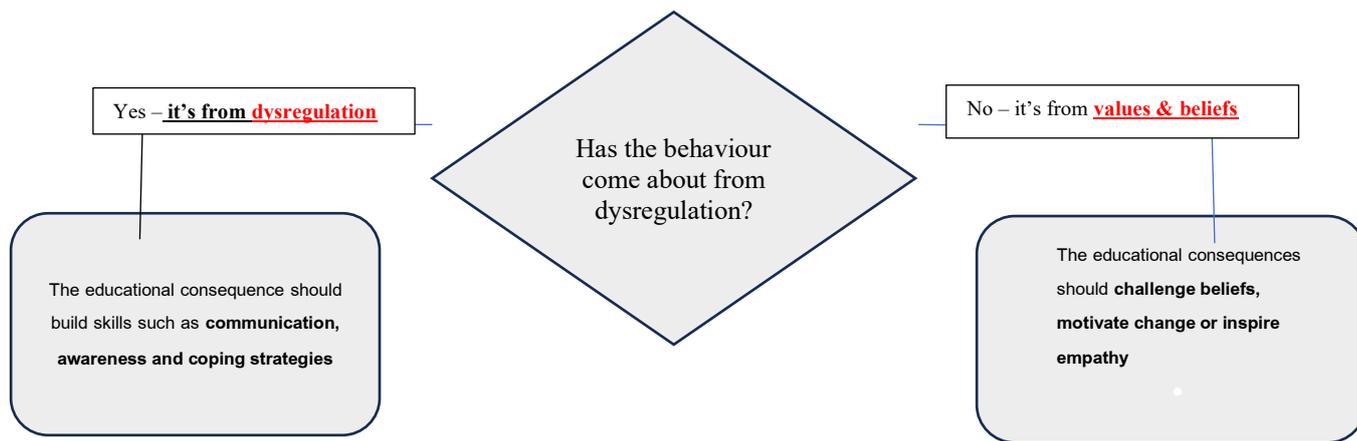
Any additional comments that would not be normally entered on a daily CPOMS	Your initials



STEPS Club Reflection Log



Name:		Class:		Teacher on Steps duty:	
Dates attended:					
Teacher reason for reflection:					
Pupil voice:					
Work completed including discussions with Steps adult including suggested strategies for improvement.					
Review/follow up					



Useful Definitions

<p>Valued behaviour definition</p> <ul style="list-style-type: none"> • Behaviour held in high regard by an individual, the community or the environment. • Creates helpful feelings in self or others. • Behaviours characterised by concern for the rights, feelings and welfare of others. • Behaviour which benefits other people of society. 	<p>Detrimental Behaviour definition</p> <ul style="list-style-type: none"> • Behaviour than hurts or hinders an individual, the community or the environment. Creates unhelpful feelings in self and others. • Behaviour that is likely to cause injury, harassment, alarm or distress. • Behaviour that violates the rights of others.
<p>Feelings as helpful</p>	<p>Feelings as unhelpful</p>
<p>Experiences as positive</p>	<p>Experiences as negative</p>

Reasons for detrimental behaviour

Dysregulation - There are many reasons why a CYP may be dysregulated, SEND, attachment experiences, ACEs, trauma, mental health, deficit in emotional vocabulary and literacy etc.

Established values or beliefs -There are many reasons why a child may have established values and beliefs. Social media, family values, religious beliefs, political beliefs, previous life experience.

Restorative Debrief – STEPS Club Checklist

Debrief is a necessary component of a behaviour curriculum. It is essential for behaviour change. Restorative debrief needs to be curious, not critical. It should explore the child's dysregulation and their values and beliefs. Without teaching there is no learning; without learning there is no progress. Debrief creates a system of evaluation and review to establish what happened, how it happened, and how we use teaching and learning to develop the skills and motivation to enable behaviour change.

Before Steps Club Questions:

- Has the child had sufficient time and support to normalise their feelings before the de-brief process starts?

Questions for STEPs attendee to gain deeper reflection and guide education

- What happened before, during and after an incident?
- What were your feelings (if any) before, during and after an incident?
- (If feelings are expressed) Can you tell me if those feeling were helpful or unhelpful to you?
- Was your behaviour detrimental? (See chart) This can be explained to the child. How?
- Can you think of behaviours that might be valued with me? (See chart).
- Can you empathise with the experience and feelings of others? (You could explain child friendly scenarios to try to help the child feel empathy for those affected)
- If these detriment behaviours continue do you understand that there may be a need for protective consequences e.g. staying in to play where you can be safe?
- Do you understand that STEPS Club is here to educate you so that your behaviours are valued in our community?
- (If another has been affected by your behaviour) How might the relationship be rebuilt?
- What strategies might you use to respond differently when faced with the same situation in the future?

Appendix F

School Uniform Expectations

Standard Uniform

- *Standard red cardigan or jumper**
- *White polo shirt* (children in year 6 may wear a shirt and tie)*
- *Black trousers or skirt*
- *In summer, children may wear red and white gingham dresses.*
- *Black shorts/skirts*
- *Plain black shoes/trainers*
- *No hooped earrings or other jewellery*
- *No makeup*
- *Watches are allowed but no smartwatches (must not have the function to take photos or receive messages)*

PE kit

- *Red crew neck t-shirt (no collar)**
- *Black shorts for summer and black jogging bottoms for winter.*
- *Children can wear their usual red school jumper or black sweatshirt/hoody.*
- *Long hair should be tied up on PE days*

**items can be with or without the Almond Hill logo.*

More information on uniform can be found in our Uniform Policy which is published on our school website.

Attitude to Learning Report Card -SAMPLE

Name:

Class:

Start Date:		Score at start:	
End Date:		Score at end:	

<u>Week 1</u>	Morning						Afternoon				Average
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		
	Score	Target	Score	Target	Score	Target	Score	Target	Score	Target	
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

<u>Week 2</u>	Morning						Afternoon				Average
	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5		
	Score	Target	Score	Target	Score	Target	Score	Target	Score	Target	
Monday											
Tuesday											
Wednesday											
Thursday											
Friday											

Attitudes to Learning Scores

1	2	3	4
Not in the classroom	In classroom with support	In classroom with no support	In classroom, no support, completing a given task.
Does not return to class.	Very little interest shown.	Shows interest most of the time.	Is highly motivated and looks for some more challenging work.
Does not complete any learning	Completes some learning but not to standard.	Completes all learning, with support	Completes all learning, independently.
The presentation in my book is untidy	I have <ul style="list-style-type: none"> • Stuck my sheet in 	I have <ul style="list-style-type: none"> • Stuck my sheet in • Underlined my date and title 	I have taken pride in my learning as I have <ul style="list-style-type: none"> • Stuck my sheet in • Underlined my date and title • Used my best handwriting

Code	Target
A	You need to come into the classroom in the morning, positively.
B	You need to come back into your class after break, lunch and PE.
C	You need to complete your learning, with help if you need it, but more independently.
D	Be proud of your learning and use your best presentation,
E	No changes needed – keep going!

	Autumn 1 Bootcamp – ‘Climb training’	Autumn 2	Spring 1 Bootcamp– ‘Climb training’	Summer 1 Bootcamp – ‘Climb training’
Year 3	Climbing the hill Respect – 5 classroom rules Responsible – trust bucket Ready to learn -Learning behaviours Lining up and walking around school Classroom routines Classroom environment Completing work in books Lunchtime routines Outdoor learning Playtime behaviour Start of the day routine Home learning Track and repeat	Manners – please/thank you/doors Gratitude	Consequences positive and negative	Poem justification
Year 4	Preventing bullying School uniform including PE and jewellery Stoicism Competing against yourself Speaking Honesty in competition	Responsibility and accountability for own learning		Commitment
Year 5	Behaviour outside of school and acknowledging authority Healthy competition Resilience Attendance Aspiration			
Year 6	Almond Hill community spirit – giving back			

At Almond Hill, we know that life is a journey and climbing the hill with us is part of that journey. In order to climb the hill, we need lots of skills and knowledge in our backpack.

Our 5 rules

At Almond Hill we have 5 rules which are the same (and are displayed) in every classroom.

- We are silent when the teacher is talking
- We follow instructions immediately
- We let others get on with their learning
- We show respect
- We are safe.

Following these rules means that we all show respect, learn as much as possible and remain safe. We know that if we do not follow the rules, there may be a consequence.

The trust bucket

We know that if we are responsible then we can be trusted. At Almond Hill we know that we all carry a trust bucket. Our trust buckets are 'Hard to fill and easy to spill'. When our trust buckets are full, we can be trusted, believed and may be given certain responsibilities. When we have spilt our trust buckets, we must work hard to regain trust. We must be honest to keep our trust buckets full.

Almond Hill learning behaviours

During lessons at Almond Hill, we show our 6 learning behaviours.

- Ready to Learn
- Enjoy Learning
- Be Curious
- Working Together
- Have a Go
- Aim High

In conjunction with our 5 rules, these behaviours help us make sure that we all learn as much as possible. We are taught explicitly what these learning behaviours look and sound like and we think about how and why these behaviours help us learn. Teachers will refer to these behaviours all the time to make sure that we are getting the most that we can out of our day. It is our responsibility to use feedback to improve our own work.

Lining up and walking around school

In order to be safe, we walk around in silent, straight, single file lines. Often, this line will be in register order. Sometimes, we chant the poems we have learnt whilst we move quickly and sensibly through the school. We will practise lining up like this at the beginning of the school year and we know that if we need more practise after this, that this will happen in our own time.

Classroom routines

So that we don't waste any learning time, each class will have their own routines for different things e.g. getting stationery, handing out books. Classes will practise these routines and will be timed in order to get faster and waste even less time. We know that we should go to the toilet at break and lunch. We should stay in our seats unless an adult says otherwise. Sometimes we work independently in silence because it helps us concentrate and improve our outcomes. We know we will not bring pencil cases to school. If we do, they will be given to the office.

Speaking and Listening

We know that we are expected to track the speaker/board when asked. We should answer questions clearly in a voice which is loud enough for everyone to hear and we should keep our hands away from our mouths. Adults may ask us to repeat what they have said; we do this in a clear voice in unison with the rest of the class without shouting.

Completing work in books

- We are proud of our work and want it to be neat.
- We write the date on the second line and the title underneath. We underline these with a ruler.
- We rule off after our work.
- We do not draw or doodle in or on the front of our books.
- We use joined handwriting.
- We write one digit per square in Maths.
- We cross out mistakes with a ruler.

Outdoor learning

- We know that when we learn outside we still follow our class rules
- We know that we should stay in the area that we have been shown
- We know that learning outside is a lesson like any other
- We know that the volume of our voices should be appropriate and not disturb other learning
- We know that we need to be aware of our surroundings
- We know that we need to be respectful of our environment
- We know that we approach all lessons with a positive attitude and that there is no opting out
- We know that we need to manage our distractions when learning outside
- We know that no time should be wasted

Manners

- At Almond Hill we make sure we are always polite to each other
- We know that we should say 'thank you' when we receive something or someone does something nice for us.
- We know that we should say 'excuse me' if someone is in our way
- We know that we should always say 'please' when we are asking for something.
- We know that we should be positive and upbeat when talking to adults and each other
- We know that we should let anyone waiting through a doorway before walking through ourselves.
- We know that you should say 'Good morning/afternoon' to adults if spoken to.
- We know that it is polite to ask questions such as "How are you today?", "Have you had a good morning?", "Did you have a good weekend?" or comment on the weather
- We know that it is polite to give eye contact to the person we are talking to (if we can).
- We know that it is important to show gratitude to others by thanking people for what they have done for you.

- We know that it is important to have good manners so that people act politely back to you

Gratitude

- We know that gratitude means to show how thankful you are
- We know that we should show gratitude because it makes us and others feel better
- We show our gratitude to adults and other children when they have done something for us
- We send gratitude postcards to thank others for specific reasons
- We understand privileges are earned and not an entitlement

Playtime behaviour

- We know that we must walk from our classrooms to the playground and back the same way that we walk anywhere in school.
- We know that we must play safely without hurting anyone.
- We know that we do not 'play fight' because we may hurt someone by accident.
- We know that we must be kind, by including people in our games and sharing equipment.
- We know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- We know that you should not scream when playing together at playtime.
- We know that, when the first whistle blows, we stand still and silent and when the second whistle blows, we must line up in our lining up order quickly. We may be asked to say a poem to help us focus during this task.

Lunchtime routines

- We know where to line up for lunchtime when we are called. We know that we must stand quietly and sensibly as we would when we line up at any other time
- We know that we should use a quiet voice in the dining room or in the classroom if we have packed lunch.
- We know that we should always try to use a knife and fork correctly
- We know that we should finish what we are eating before we leave our seats.
- We know that we leave the area that we have been eating in clean and tidy
- We know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to staff.
- We know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.
- We do not enter the classroom at lunchtime without an adult
- One door monitor will be selected per class

Preventing bullying

We know that bullying is:

- Hurting someone else on purpose
- Repetitive – sometimes it happens again and again
- Can be physical, verbal, and emotional
- We know that banter for some is bullying for others

- We know that bullying can be indirect. This means: · Leaving people out of groups or games · Talking about someone behind their back · Standing by and watching someone get bullied without letting an adult know
- We know that if this happens online, it is called online bullying.
- We know that if you think you are being bullied you should tell an adult.
- We know that if you think someone is being bullied you should tell an adult.
- We know that bullying is unacceptable and that it will be dealt with seriously by all adults at Almond Hill
- We know that we accept eachothers' differences and whilst we don't have to be friends with everyone, we will be kind to everyone

School uniform

We know that our uniform is:

- black trousers, black pinafore or skirt, white shirt, white blouse or polo shirt, red cardigan or sweatshirt and plain black shoes or trainers. Tights should be black or red
- Black shorts can be worn in the warmer weather as can red check dresses.
- We know that all shirts must be tucked in.
- We know that for PE, long hair must be tied back
- We know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.
- We know that, for PE, we must wear black shorts or black tracksuit bottoms, red T-shirt and trainers. A plain black sweatshirt or hoodie can also be worn in colder months. Children may also wear their usual red jumper, cardigan or fleece.
- We know that hoods are not to be worn inside
- We know that we do not wear makeup at school.

Start of the day routine

- We know that before school we line up quietly outside our classroom or in our designated area.
- We know that phones must be turned off at the school gates (year 5 and 6 only)
- We do not arrive at school before 8.45 unsupervised
- We enter our classrooms calmly and quietly
- We put our things away quickly and tidily
- We get on with our morning routines and early morning work

End of the day routine

- We know that we do not leave our classroom until the adult in charge says that we can
- We leave school in a calm and quiet manner
- We do not switch our phones on (without permission) until we have left the school gates (year 5 and 6)
- We do not ride our bikes and scooters in the school grounds

- We come back to the office if the person we are expecting does not meet us (year 5 and 6)

Behaviour outside of school

- We know that when we are wearing our school uniform we are representing the school community and must always behave responsibly and respectfully.
- We know that we should be considerate of other people arriving and leaving school.
- We know that being considerate means thinking about other people's needs, wishes and feelings.
- We know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

Attendance and Punctuality

- We know that we must try to attend school every day.
- We know that we must try to arrive at school on time every day.
- We know that attending school on time every day is important so that we don't miss important learning.

Stoicism

- We learn about Stoicism and try to practise it
- We try and think about the positives in a situation
- We reflect on our choices and try to improve them for next time
- We think before we react
- We step back and put our problems into context and think about how lucky we are and what we have to be grateful for.

Resilience

- We know that we should aim to be resilient
- We know that being resilient means to be able to overcome things that are difficult
- We know how to control the volume of our emotions (react appropriately to a situation)
- We know that to be resilient we must practise often in a variety of situations
- We understand we have gremlins that make being resilient difficult
- We learn strategies to help us become more resilient (ABC etc.)

Healthy competition

- We know that competition is a part of normal life
- We know that sometimes we compete against ourselves and sometimes we compete against others
- We know that we should be humble in victory and gracious in defeat

Responsibility and accountability for learning

- We know that we are responsible for our own learning. This includes our learning behaviours

- We know that we do not blame others for choices that we have made for ourselves
- We know that we will be held accountable when we do not complete the work we are capable of
- We know that we must respond to any marking in our books that requires an improvement or a correction

Home learning

- We know that we are responsible for completing and returning our own home learning and not our parents
- We know that if we found our home learning too difficult, we should speak to our teacher
- We know that our home learning is given out on a Thursday and handed in on a Tuesday
- We know that home learning is important practice which helps us remember things long-term
- We know that if we do not complete our home learning that we will need to stay in at break or lunch to complete it so that we don't fall behind.

Acknowledging authority

- We know that adults are 'the authority in the room' and that we should show them respect
- We know that showing respect means listening to adults, following instructions and questioning politely. It is okay to challenge to opinion/statements of adults but this must be done in a respectful way. We accept that sometimes people agree to disagree.
- We know it is not respectful to argue or shout.
- We know that sometimes this might mean teachers, TAs, office staff etc.
- We know that outside of school this might mean parents, police officers etc.

Almond Hill Community Spirit

- We know that Almond Hill works because we are a team and we 'row together'
- We know that when we are trusted we may be given responsibilities
- We know that it is a privilege to be trusted with a responsibility such as taking care of younger pupils
- We are grateful to be able to give back to our school community in this way and we know that it is excellent experience for our future
- We know that our school environment is important. Litter should be placed in a bin. We should pick up litter we see on the school site

My Trust Bucket

Hard to fill.



Easy to spill.



Almond Hill Junior School

