

# Kexborough Primary School



## Behaviour Policy

March 2024

At Kexborough Primary School, we have a strong commitment to giving all our children the best possible life chances and enabling them to play a full and active role in the local, national and international communities to which they belong. An integral part of this is being able to act and to interact with others in an appropriate and considerate way. All members of our school community are expected to uphold the values of the school and to support this vision for our children.

We are committed to working closely with parents and families to support the personal development and wellbeing of the children and their wider families.

As a school, we recognise and value the fact that we are able to influence and support the behaviour and wellbeing of our children by helping them to exercise positive decision making and problem solving skills.

It is intended that the impact of this will not only be seen during their time with us but also in their future lives as responsible citizens and positive role models for others.

### **Purpose of the policy**

The purpose of this policy is to provide clear guidelines to ensure all staff are able to consistently apply the policy on a daily basis and that governors and parents have the necessary understanding of the policy and the systems in place to deal with behaviour.

### **Aim of the policy**

- To create a safe school environment where adults can teach to the best of their abilities and children can learn to the best of theirs.
- To create norms of high standards of positive social behaviour in classrooms, on the playground, around school and when representing the school on educational visits.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To develop children's self discipline and self regulation
- To help learners take control over their behaviour, be responsible for the consequences of it and to deal effectively and efficiently with incidents of inappropriate behaviour.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To ensure that good behaviour is a minimum expectation for all.

## Ready, Respectful and Safe

At Kexborough Primary School, we expect and encourage good behaviour and self discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core rules:

- Ready
- Respectful
- Safe

**Ready** All students are ready to learn and participate fully in school life.

**Respectful** All students are respectful of each other and all stakeholders. They are respectful of the school building and all resources and equipment.

**Safe** All students are safe in their actions and behaviour towards others and themselves.



The posters above are displayed in every classroom and around school are used constantly by adults to reinforce consistent and clear messages about expectations,

reward expected behaviours and challenge behaviours which do not match these standards.

The success to our behaviour systems relies upon four key elements

- Routines
- Rules
- Responses
- Relationships

**Overview : Relentless Routines**

We are committed to making our school a safe environment for children and adults. We want to give children the tools they need in order to build happy fulfilled lives. We know that children can thrive with the certainty of routines. Routines also allow adults to lead from our values. Having clearly defined rules, routines and rituals ensures consistency which provides security and we know that children feel safe and secure in classrooms that are predictable.

				
When we move around school we do so in single file, sensibly and silently. This includes when we are entering or exiting school, walking up or down the corridors and walking in and out of assembly.	When an adult raises their hand we should stop talking and wait quietly.	"Magnet eyes" shows that we are listening, paying attention and ready to learn.	We demonstrate excellent behaviours to show how proud we are to be a member of KPS.	

**Class Charter**

Each class will also create their own set of rules through the building of their own class charter

**Overview : Rules**

Our simplified core rules of "ready, respectful and safe" should sit at the heart of all of our expectations, rewards, discussions and consequences linked to behaviour.

<b>Ready</b> 	 <b>Respectful</b> 	 <b>Safe</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

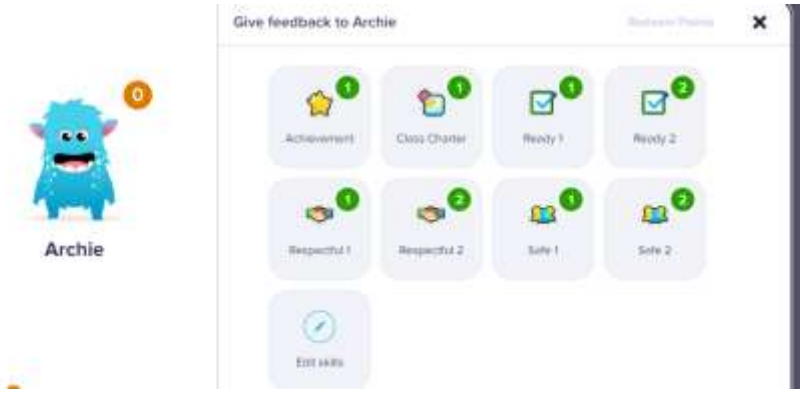
These posters can be used in classes to identify a target behaviour (within the RRS expectations) for a class to further develop, embed or work on. The specific target should be written in the box on the left hand side and then the box on the right hand side should be completed with the names of children who you notice demonstrating the target behaviour.





### **Overview : Responses**

Adult response to the behaviour that children are displaying is key to ensuring that RRS is threaded through the school.

Specific, clear and sincere verbal praise when children are noted demonstrating expected behaviour and conduct is an immediate form of recognition which cannot be underestimated. This approach praises those children that are demonstrating the behaviour and shows them that they have been recognised for this as well as providing a message of reinforcement for other children around the behaviours that are expected.

There are a number of reward systems in school which are listed in the table below

<p>Class Dojo</p>	<p>These can be awarded by any member of staff or visitor for noticed behaviours which meet the RRS rules. They can be awarded when a child is demonstrating, as a role model, the behaviours that should be expected.</p> <p>Class dojo should be set up identically across the school so that the RRS message is constantly reinforced</p>  <p>For each category there is the option to award one or two points as a reward for expected behaviour in line with RRS.</p> <p>There are two additional categories which Dojo points can be awarded for</p> <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Class Charter</li> </ul>
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	<p>The reward system, determined in conjunction with the Student Council, is shown below</p> <ul style="list-style-type: none"> <li>• 50 points = Bronze certificate</li> <li>• 100 points = Silver Certificate and prize from prize box</li> <li>• 150 points = Gold certificate and “golden ticket” for the next reward afternoon</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Once 150 points have been reached the child’s score is reset to zero and they work through the stages once again.</p>
WOW Assembly	<p>Every Friday the WOW assembly is held. This is where adults in school nominate children to receive recognition for excellent behaviour, achievement or attainment. The narrative for the certificate should be detailed and specific so that the child and their family have a full understanding of the reason why the certificate has been awarded.</p>
Lunchtime Award	<p>Each week, the lunchtime staff choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes.</p>
Attendance	<p>Those children with 97% + attendance each term are presented with a certificate.  Each week the class with the highest attendance receives £5 to add to their attendance piggy bank. At the end of the year the class is able to “cash in” their fund and agree a way of spending this.</p>
Praise communication	<p>There are a number of communication strategies that staff can utilise to support positive behaviour</p>

	<ul style="list-style-type: none"> <li>• Talking with parents / carers after school to give immediate positive feedback about a child's achievement that day</li> <li>• Praise postcards which can be sent home with a child or posted as a surprise</li> <li>• Email communication to send a message to parents / carers so that they are able to celebrate their child's achievement</li> <li>• Phone calls home to share and celebrate something specific</li> </ul>
Other celebrations	As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

At times there will be instances where children display behaviours which are not in line with expectations or that reminders are needed.

On these occasions the following steps should be taken and applied clearly and consistently. This poster should also be displayed in classrooms and act as a visual reminder of the steps that will be taken should children continue to display behaviours which do not follow expectations.

Where children lose time as a consequence of not following rules an incident will be logged on CPOMS and then these incidents can be tracked to identify patterns and determine if response needs to be escalated to SLT and / or involve parents / carers.

The consequence system at break times follow the “white card, yellow card, red card” approach and this is well established with children and staff. Again, incidents of cards being award are logged on CPOMS.

## KEXBOROUGH PRIMARY SCHOOL

### CONSEQUENCE STAGES

#### Verbal Warning

The teacher or TA will say your name and explain that you have a verbal warning. This is your opportunity to choose to improve your behaviour.

#### Name on board

If you continue to display inappropriate behaviour, your name will be written on the board. This is your final opportunity to choose to alter your behaviour before sanctions are introduced.

#### 5 minute intervals

If you continue to behave inappropriately then you will lose your own social time. This will be removed in five minute intervals. You will then lose this time from your next break.

#### 15 minutes lost

If 15 minutes are lost in one session then you will be sent to Mrs Ellis or Miss Smith for a period of ten minutes to continue your work with them.

#### 15 minutes + lost

If after ten minutes in another classroom you return and continue to lose time you will be sent to Miss MacKay to discuss your behaviour.

**Any learning time lost which has resulted in tasks not being completed will have to be made up from your own time.**

**We keep a record of all minutes lost. If your name repeatedly appears as someone who had lost minutes then we would invite your parents / carers into school to discuss this.**

**Where behaviour is wholly inappropriate or risks the safety of any pupils or adults a senior member of staff will become involved immediately,**



**Ready** ✓

**Respectful** 🛡️

**Safe** 👥

Two white cards in on day are equal to a yellow card.  
 A yellow cards results in a loss of 30mins social time the following day.  
 A red card is loss of all social time the following day.

**W1** Going on the grass verge outside classrooms.  
**W2** Not using playground equipment safely and appropriately.  
**W3** Talking and playing after the bell has gone.  
**W4** Name calling (heard by adult)  
**W5** Going into the school building without permission.  
**W6** Climbing on trees, branches and picking berries off trees.  
**W7** Unkind to other children.  
**W8** Running in school after bell has been rung.

**Y1** Swearing (heard by adult)  
**Y2** Rude to an adult and answering back.  
**Y3** Purposely running into other children and spoiling games.

**R1** Deliberate physical violence.  
**R2** Inappropriate name calling.

In the cases of

- Discriminatory Remarks – Racism, Sexism, Homophobic Abuse
- Any Instance of Serious Physically Violent Behaviour Towards Staff Member or Child
- Any Instance of a Child Bringing an Offensive Item into the School
- Any instance of sexually abusive, inappropriate or otherwise sexualised behaviour

A referral must be made immediately to the Headteacher or Deputy Headteacher, who will make a decision about the most appropriate course of action

This school will not tolerate behaviour, include sexually abusive behaviour, of any kind that threatens the wellbeing and safety of learners or staff. The ultimate sanction in serious cases of misconduct is fixed term or permanent exclusion.

The most serious sanction available to the school is suspension or exclusion. This is at the discretion of the Headteacher or Deputy in their absence alone and will always be a last resort. Suspension is for a fixed term, exclusion is permanent. Suspension will always result in reintegration discussions and arrangements. In the event of exclusion, the school will operate with LA guidance and will cooperate with the LA in establishing 6th day provision.

## **Persistent Instances of Disruptive Behaviour**

In addition the ultimate sanction of suspension or exclusion, leaders may decide that, in the event of persistent low level or disruptive behaviour, a child may be placed on Senior Staff report for a fixed period. In this instance, the class teacher will be responsible for completing a simple behaviour report twice each day and the child will briefly meet with the assigned senior staff member to discuss behaviour for that session. If, after the agreed period, behaviour has significantly improved, then no further action will be taken. In the event that behaviour has not improved to the satisfaction of leaders, then further action will be agreed.

A home-school behaviour diary may be initiated if this is deemed appropriate at this point.

A behaviour support plan may also be considered at this point, as will referral to partner agencies for support and engagement.

## **Safeguarding**

In line with the School's Child Protection and Safeguarding Policy, any staff member concerned for the welfare or safety of any learner must report this immediately and in person to the Designated Safeguarding Lead (DSL) or a deputy Designated Safeguarding Lead in the absence of the DSL.

## **Physical Restraint- Positive Handling**

All members of staff are aware of the regulations regarding The Use of Force to Control or Restrain Pupils (relating to section 550A of the Education Act 1996). Staff only intervene physically to restrain children to prevent injury to a child, or if a child is in danger of hurting him/herself, to prevent them from committing a crime or damaging property. Specific staff at KPS are 'Team Teach' trained - they are skilled in using de-escalation techniques, but will use positive handling techniques if reasonable force is required to resolve a situation. School staff will always take measures to try and avoid injury, but in extreme cases, it may not always be possible to avoid injuring the pupil. All incidents where positive handling is required will be logged in CPOMS. An appropriate support and intervention plan will then be implemented for identified children; parents/carers will always be notified of this

## **Behaviour outside school**

The government Behaviour in School guidance (September 2022) clearly states that schools have the right to sanction pupils for behaviour outside school where it is reasonable to do so. School recognises that behaviour that occurs outside school, such as conflict and argument may trigger ongoing behaviours in school. We also recognise that children's education, including that of self regulation and behaviour management, is a continuous process wherever it occurs that school will support where they are able to appropriately do so. Unwanted behaviour outside school may involve confrontation both

physically or online, or involve committing a criminal act. In these instances, school will endeavour to investigate where it is practicable to do so and involve parents to ensure they are in full possession of the facts. Consequences may apply in school if the behaviour continues whilst on school grounds.

## **Class Charter APPENDIX**

### **Process**

In groups. Flipchart paper and marker pen to write down ideas. Assign one person in the group to be the scribe (for KS2). This will be more of a speaking and listening activity with EY and KS1.

Prompt questions:

- ✓ What do you need to be able to do your best learning?
- ✓ What do you need from me (the adults who work with you in our class)? What are your expectations of me? How do you want me to treat you?
- ✓ What do you need from each other? What are your expectations of your classmates? How do you want your classmates to treat you?
- ✓ What rules do we need to make sure everyone in our class is safe, happy and able to learn at their best?

EY/KS1 – may need to give them a list of 10 and for them to agree which 5 are the most important for your class. One framework can be to identify rules under the titles of:

- ✓ Respect yourself.
- ✓ Respect each other.
- ✓ Respect our school.

Refine the class's suggestions down to 5. Does anybody disagree with any of our rules? Does everybody agree? Write up the 5 class rules onto a large paper. Everybody signs the Class Rules, including the adults.

### **Product**

5 class rules need to be harmonious with the school rules but should be more explicit and observable.

- ✓ We are kind, polite and helpful
- ✓ We work hard and always do our best
- ✓ We listen to each other and follow instructions
- ✓ We help each other to stay safe
- ✓ We look after property

Classroom rules need to address:

- ✓ movement in the room
- ✓ how to speak to and treat others
- ✓ listening
- ✓ access to and care of the equipment
- ✓ how to work

As far as possible make sure that your class rules are:

- ✓ Positively phrased – tell them what you do want them to do not what you don't want them to do
- ✓ In the children's own language
- ✓ SMART and observable

### **Promotion**

Ideas for how to make good use of your class rules:

- ✓ Visible (visual version).
- ✓ Reminders
- ✓ Displayed prominently in classroom.
- ✓ Use them when responding to incidents – keep referring back to them, keep them high profile.
- ✓ Take photos of class members following the rules over time and display them with the appropriate rule written underneath.
- ✓ Weekly circle time – check in and see whether the class are sticking to the rules, does anything need to be added, changed or replaced?

## Relentless Routines APPENDIX

	Staff	Children
Start of the day	<ul style="list-style-type: none"> <li>• Ten A Day will be displayed and registers loaded up</li> <li>• Stand at the classroom door / on the corridor to greet children as they enter the classroom and reinforce SSS on the corridor.</li> <li>• Stay at the classroom door until 9:00am</li> </ul>	<ul style="list-style-type: none"> <li>• We enter the school quietly</li> <li>• We place our bags and coats in the correct place and make our way immediately to the classroom</li> <li>• We greet the adult on the door</li> <li>• We show that we are ready to learn by beginning our “Ten A Day” quietly</li> </ul>
Moving around school	<ul style="list-style-type: none"> <li>• We move around the building quietly and calmly following the “SSS” rule (Single file, Silent and Sensible) to ensure that we do not disturb the learning of others</li> <li>• We hold the door open for others</li> </ul>	
In class	<ul style="list-style-type: none"> <li>• We follow the RRS guidance at all times</li> <li>• We follow our class charter</li> <li>• We know that we will be recognised for demonstrating excellent behaviour and an excellent attitude towards our learning</li> <li>• We have Class Dojo to recognise our behaviour and receive rewards</li> </ul>	
Toilet	<ul style="list-style-type: none"> <li>• Where possible, we visit the toilets during break times</li> <li>• We are aware of other learners, so we ask quietly if we need to go during learning time</li> <li>• We respect privacy, so only one person is in each toilet</li> <li>• We flush the toilet after every use.</li> <li>• We wash and dry our hands after every visit to the toilet.</li> <li>• We leave the area clean and tidy.</li> <li>• We report any concerns to an adult.</li> </ul>	
Assembly	<ul style="list-style-type: none"> <li>• We line up sensibly in our classroom in assembly order.</li> <li>• We enter assembly in silence.</li> <li>• We practice good sitting</li> <li>• We practise active listening and skilled speaking when needed</li> <li>• We only talk during assembly if we asked to by an adult</li> <li>• When our class is asked to leave, we stand up and wait to be led out of the hall in silence.</li> <li>• We move in single file.</li> </ul>	

	<ul style="list-style-type: none"> <li>• We follow the “SSS” rule all the way back to our classroom.</li> </ul>	
Dining Hall	<ul style="list-style-type: none"> <li>• We follow the “SSS” rule and walk into the dinner hall calmly</li> <li>• On entering the dining hall we sit at our table and wait for an adult to direct us to the servery.</li> <li>• We do not start eating until everyone on our table has their meal.</li> <li>• We say “please” and “thank you” to the staff in the dining hall</li> <li>• We do not leave our seats</li> <li>• We put our hands up to ask to clear our plates.</li> <li>• We scrape, clear and stack our plates and trays sensibly.</li> <li>• Once everyone on our table is finished, we put our hands up and ask “Please may we leave the table?”</li> <li>• We walk out to play quietly and following the “SSS” rule</li> </ul>	
Playground	<ul style="list-style-type: none"> <li>• When on duty engage and interact with the children</li> <li>• Monitor behaviour scanning the playground for anything that may need attention</li> <li>• Ensure white, yellow and red cards are used in line with the policy</li> <li>• We will ensure that we are stood at the classroom door / on the corridor until all children are in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• We walk to the playground following SSS</li> <li>• Whilst on the playground we ensure we are respectful and safe</li> <li>• When the bell rings for the first time we stand still</li> <li>• When the bell rings for the second time we walk to our line using the pathways</li> <li>• We are quiet when we line up</li> <li>• We follow SSS as soon as we enter the school building</li> <li>• If we need to speak to our teacher we wait until we are in the classroom</li> </ul>
Changing for PE	<ul style="list-style-type: none"> <li>• Will supervise accordingly and liaise with other members of staff where two areas are being used</li> <li>• Will set out expectations for times</li> <li>• Will ensure that these are adhered to</li> <li>• Will ensure children have hair tied back and</li> </ul>	<ul style="list-style-type: none"> <li>• We will change quickly and quietly within a designated area</li> <li>• We will change within the time we have been allocated</li> <li>• We will ensure that we have removed jewellery and tied long hair back</li> </ul>

	<p>earrings removed before PE commences</p> <ul style="list-style-type: none"> <li>• Will record any lack of PE kit on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>• We will leave the area where we have changed organised and tidy</li> </ul>
Fire Drills / Lockdown	<ul style="list-style-type: none"> <li>• Lead the children out of the nearest fire exit to the agreed meeting points</li> <li>• Ensure the class are walking sensibly and safely</li> <li>• The class will line up in silence</li> <li>• The register will be taken</li> <li>• If any child is identified as missing a member of SLT must be informed immediately</li> </ul>	<ul style="list-style-type: none"> <li>• We will leave the building quietly and calmly</li> <li>• We will walk silently to the playground</li> <li>• We will line up in single file</li> <li>• We will remain silent</li> <li>• We will follow all adult instruction even if the routine is altered</li> <li>• We know that an adult will only ask us to change the routine if it is to keep us safe</li> <li>• We will answer the register clearly</li> </ul>
End of Day	<ul style="list-style-type: none"> <li>• Will ask the children to ensure the classroom is tidy at the end of the day</li> <li>• Will aske children to stand behind their tucked in chairs (Y1-Y6)</li> <li>• Will stand outside classrooms, on the corridor, to ensure calm dismissal</li> <li>• Will pass on any key information to individual parents about behaviour or learning</li> </ul>	<ul style="list-style-type: none"> <li>• We will ensure our classroom is tidy</li> <li>• We will stand behind our tucked in chairs (Y1-Y6)</li> <li>• We will leave the classroom calmly following SSS</li> <li>• We will wait to be called by our teacher to dismiss us to the person collecting us (FS1 – Y3)</li> <li>• We will collect our belongings and exit the building calmly and quietly</li> <li>• We will maintain this behaviour whilst on school site</li> <li>• We will walk with our bikes and scooters whilst on the school site</li> </ul>



## Suggested Behaviour Management APPENDIX

Behaviour principles:

- Keep calm. Be authoritative, assertive but not angry
- Aim to be in charge of the situation, not to control the pupil
- Use positive language
- Avoid confrontation: aim to de-escalate the situation
- Try not to take things personally – it’s not about you
- Model the behaviours you want the children to exhibit
- Hold professional boundaries, be gently relentless

<b>Tip</b>	<b>Aim / technique</b>	<b>Examples</b>
Only say “Good morning/afternoon” once the class has settled	By speaking over the class we are habituating them to a loud class environment. As the teacher we need to set the right volume level.	<i>When you’re quiet, then we can get on with what we’re doing today... [WAIT CALMLY]...Great, thank you. Good morning, everyone...</i>
Tactical pausing	Pausing emphasises attention and focus.	<i>So, as we saw... yesterday... ..when you want to add.....two.....fractions...</i>
Thank you’ rather than ‘Please’	Communicates expectation that they will do what you are asking. Assertive.	<i>Sitting back in your seat now, Gemma. Thank you.</i>
Allow take up time	Allows children to comply in their time so saving face Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations.	<i>Follow an instruction with a pause to allow pupils time to comply. Could you open your book and start work now Mia. I’m going to see Bill who needs some help but I’ll come back in a minute to see if you need any</i>
Describe the obvious reality	Raises behaviour awareness within the pupil	<i>Nathan, you’re walking around the room.</i>
When.....then.....	Links good behaviour to good consequences. Avoids the negative by	<i>When we’re all back in our seats and quiet, then we’ll see who gets Dojo points today. When you have</i>

	expressing the situation positively.	<i>finished your work, then you can go out.</i>
Low and slow voice	Communicates and creates calmness	Use low tone and speak slowly
Partial agreement - Partially agree then redirect.	Keep focus on required behaviour do not get into discussion or debate Deflects confrontation with pupils by acknowledging concerns, feelings and actions.	<i>Yes, you may have been talking about your work but I need you to listen carefully now. Yes, it may not seem fair but . . .</i>
Avoid asking why..?	It's not usually what you want to know and it creates defensiveness or starts an argument.	<i>Alan, you're talking while I'm talking to the class.</i>
Non-verbal cueing	If we use a non-verbal cue (e.g. hand up to draw the whole class back together) – make sure we explain what the cue is and teach the class how it works.	
Name reminder	Integrate name into teacher talk as a low-level way to refocus the child.	
Proximity praise	Praise a pupil for following expectation in order to direct another pupil without drawing attention to the negative behaviour	<i>Amina has put her things away and is back in her place ready to go out to play.</i>
Distraction / diversion	Disrupts the behaviour without making a big deal out of it.	<i>Jack, can you come and help me give out these sheets please. Well done.</i>
Behavioural direction	Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief. Say what you want them to do, NOT "Don't..."	<i>Tobi, back on with your writing. Thanks.</i>
Tactically ignore secondary behaviours (tone of voice,	Secondary behaviours can affect us emotionally	

body language, sulk, sigh, kissing teeth)	and we then react to the secondary behaviours. Better to tactically ignore the secondary behaviours and keep the focus on the primary behaviour.	
Not “my class” always “our class”	Builds cohesion among the group.	<i>That’s not how we talk to each other in our class, Maria. Remember, we talk kindly to each other in our class.</i>
Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the ‘audience’, that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.	<i>I’d like to sort this out Amy but we can’t do it now. I will talk with you at 10:30.</i>
Welcome children warmly at the start of the day	Shows the children that you are glad to see them, that you care.	Be at the door with a smile and a kind word when the children arrive in your room
Admit when you get it wrong	Be human. Be humble. Model that we all make mistakes.	<i>I got annoyed earlier and shouted. It’s not good to shout. I’m sorry I shouted. I’ll try to keep my calm.</i>
Give a choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal.	<i>Are you going to sit here or next to Ali? I need you to get on with you learning or you’ll have your name written on the board. It’s your choice.</i>
Praise	Keeps the focus on the desired behaviours. Gives children attention for doing the right thing.	<i>Well done. You have remembered to put your hand up to answer a question.</i>
Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may	<i>Okay Maria and Mark. We’re looking at the final verse of the poem on page 23.</i>

	be possible to focus their attention on the required task.	
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<b>Chair of Governors</b>	<b>Amanda Fletcher</b>
<b>Headteacher</b>	<b>Jane Mackay</b>
<b>Date</b>	<b>16.03.24</b>