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September 2023 – September 2024

Behaviour & Rewards Policy



WATERTON
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1. Our School

1.1 Our Vision

Grow. Achieve. Shine – These are much more than words or a motto. At Churchfield Primary School we enable all children to **grow** as independent learners, **achieve** more than they ever believe they could and **shine** as unique individuals. Our school is a very special place, having been the beating heart of our community for over 120 years, we respect the lessons of the past whilst looking to the difference we can make in the future. Preparing our pupils for life in an ever-changing world, developing curious, well-rounded individuals who are determined to succeed.

1.2 Our Values



We are proud, and work hard to be the best that we can be



We are determined and resilient, embracing all challenges



We collaborate well, treating everyone as equals



We are honest, kind and show integrity



We respect all people, property and the environment



We believe in ourselves and strive for our goals

1.3 Our Golden Rule

Our Golden Rule

We keep ourselves, and each other, safe.



1.4 Our School Aims

Our school aims are underpinned by our values. Through our school values, we aim to:

1. Promote high standards of academic and vocational achievement for every child, every time, through a highly-inclusive approach.
2. Promote a holistic view of the whole child, supporting them to become well-rounded individuals and members of society.
3. Encourage all children to develop positive relationships with, and respect for, themselves, each other, our local community and the wider world.
4. Provide a safe, welcoming and positive environment for our children and families; acting as a hub at the heart of our community.

1.5 Our Community

Bricks and mortar do not make a school, people do. We can achieve great things when we work together, and our community is at the heart of what we do. We are a hub of support for our families, and provide a safe and loving environment for our children to shine.

1.6 Our Academy Trust

Since December 2019 we have been a proud member of Waterton Academy Trust, providing even more opportunities for our pupils to shine. As part of the Waterton family, we ensure that success for all is not a goal, but an expectation.



2. Policy Summary

2.1 Policy Introduction & Rationale

At Churchfield, we believe that all children need a well-ordered, disciplined environment in which they are free to grow, achieve and shine that is consistent and fair. Good behaviour is directly linked to academic achievements; our emphasis at Churchfield is on the value of hard work and a positive attitude towards learning, through high-expectations and standards. We work to promote a happy, safe and thriving school built upon our values of **passion, respect, teamwork, self-belief, determination** and **honesty**. We want our pupils to leave Churchfield as well-rounded citizens that respect the environment, their community and most importantly– themselves. This prepares pupils for respecting the rules of law as they grow up, and to take an active part in society.

2.2 Policy Aims

This policy is underpinned by the central aims of Churchfield Primary School and the values held by the school community. This policy aims to:

- Provide information for all stakeholders on how school encourages respect and tolerance
- Provide information for all stakeholders on the reward systems used in school
- Provide information for all stakeholders on the consequences systems used in school
- Provide information for all stakeholders on how schools ensures a common and consistent approach to behaviour management

2.3 Inclusivity Statement

At Churchfield Primary School we use an inclusive approach to all aspects of education. Our aim is to always involve all children and stakeholders in all areas of the curriculum and school life. In accordance with the SEND Code of Practice, we recognise that this may mean making special adaptations or arrangements from time to time for children with specific disabilities. We welcome the involvement of disabled adults in all areas of school life.

3. Legalities & Linked Documents

3.1 Linked School & Trust Policies

This policy should be read in conjunction with the following policies and other linked policies:

- Safeguarding Policy
- Abusive & Threatening Behaviour Policy
- Teaching & Learning Policy

3.2 Linked National & Local Documents

The policy has been developed in accordance with the following legislation and guidance:

- Keeping Children Safe in Education
- The Equality Act
- Running The Room (Tom Bennet)
- When the Adults Change (Paul Dix)
- Improving Behaviour in Schools (EEF)
- DFE Behaviour in Schools



4. Key Responsibilities

4.1 All Staff

All staff have a responsibility to:

- Act as a positive role model for children
- Create an environment that is safe, secure and conducive to a positive learning environment
- Treat all children fairly and with respect, treating each day as a fresh start
- Follow the rules and systems set out in this policy at all times
- Communicate with, and foster, good relationships with parents/ carers
- Recognise each child as an individual and be aware of reasonable adjustments
- Manage behaviour in all areas and aspects of school, not just their classroom
- Record any incidents in a timely and factual manner
- Ensure a fair and consistent approach to rewards
- Set out and display class rules

4.2 Headteacher

The headteacher has a responsibility to:

- Review this policy in the time frames specified
- Ensure that this policy is adhered to in school and that the environment encourages positive behaviour
- Make decisions on suspensions and exclusions when appropriate

4.3 Parents & Carers

Parents/carers have a responsibility to:

- Support their child in displaying positive behaviour
- Support school in managing inappropriate behaviour and sanctions
- Inform school of any changes that may impact their child's behaviour
- Discuss any behaviour concerns with the class teacher through the correct channels
- Recognise that different children have different needs and school endeavors to support all children

4.4 Pupils

Pupils have a responsibility to:

- Follow and show the school values
- Follow and respect 'The Golden Rule'
- Not stop other children from learning
- Not make any other children feel unsafe

5. Definitions

5.1 Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, the playground or any other areas of school.
- Non-completion of work in class.
- Poor attitude/ not displaying our values.

5.2 Serious Misbehaviour

Serious Misbehaviour is defined as:



- Repeated breaches of our school values/ The Golden Rule
- Any form of bullying
- Malicious sexual behaviour
- Sexual harassment
- Vandalism
- Theft
- Any physical behaviour towards a pupil or adult
- Foul or inappropriate language
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of a weapon

6. Rewards & Incentives

Rewards and incentives are used to promote positive behaviour in school. Rewards are used as a reinforcement/ stimulus to encourage the behaviour in the future, more frequently. However, rewards should also be used in a purposeful and targeted manner, and not over-used.

6.1 Positive Praise

We recognise that positive praise can be one of the most powerful tools for promoting positive behaviour. Staff use both verbal and non-verbal praise on a regular basis to provide instant feedback. Positive praise will always reinforce the positive behaviour that has been displayed.

6.2 House Points

House Points are used as a team-based reward system to encourage collaborative working, friendly competition between houses, and a sense of team spirit through a collective goal. House Points are used across school, and tie all of our behaviour systems together. Pupils are placed in a House (siblings in the same house) on entry into school and (in most cases) will remain in that House for the entirety of their time at Churchfield. Houses are also used for Sports Day teams and other events in school. House Points are awarded through the Class Dojo system, and are awarded for behaviours that directly tie to our values, and staff will always use the language of our values to reinforce other actions (e.g. *Well done, you have shown great **determination** to improve your handwriting*). House Points are collated each week and updated on the central board. House Point team rewards are voted for and selected by the School Council.

6.3 The Churchfield Award

House Points also directly link to the 'Churchfield Award'. An individual system that rewards pupils, but also encourages community involvement and personal development. All House Points that children accrue are collated over the year. When a child reaches the thresholds below, they are able to choose a reward from the 'Prize Station'.

Churchfield Award	House Points	Reward
Bronze	50	Prize from the Prize Station & Certificate
Silver	100	Prize from the Prize Station & Certificate
Gold	150	Prize from the Prize Station & Certificate
Diamond	250	Enamel Churchfield Award Badge & Diamond Prize

The Diamond Churchfield Award is an aspirational target for all pupils. Each half-term, bonus points are awarded for particular actions or commitments (e.g. supporting in the local community, taking part in a club, litter picking, volunteering).

6.4 Churchfield Champion Postcards

In order to recognise 'in the moment' instances of outstanding work, or outstanding example of our school values, staff are able to send home a 'Churchfield Champion Postcard'. These are for instances when a pupil has gone above and beyond, and to further develop home-school relations. Churchfield Champion postcards will include a



short hand-written message from a class teacher, member of support staff or member of SLT with information on why the pupil has been recognised. These will be posted home so may be received a few days after the event. Staff will give office staff a completed postcard to be posted home. Postcards must be sent in an envelope in order to protect the identity of the child.

6.5 Golden Awards

Golden awards are held on a weekly basis (Friday) as a means of raising self-worth and rewarding outstanding learning behaviours by giving a positive, high profile reward to one child from every class. Children may be chosen if they have produced work of a high standard, made a positive contribution to school life, made a noticeable and sustained effort to improve the standard of their work, behaviour or relationships with their peers. Pupils will receive a sticker, certificate, handwritten postcard and five House Points and having their name displayed on the Golden Awards board. Pupils will receive a 'Golden Card' to display on their class banner.

6.6 Value Awards

Golden awards are held on a weekly basis (Wednesday) as a means of rewarding children who have shown an outstanding display of one of/ all of our school values over the last week. Pupils will receive a sticker, certificate, handwritten postcard and five House Points and having their name displayed on the Value Awards Board.

6.7 Headteacher Award

The Headteacher's Award is an ad-hoc award that is given to 1 pupil in Golden Awards Assembly when applicable. The Headteachers Award is worth 10 House Points, and is used to reward a pupil for going 'above and beyond' and an outstanding display of behaviour.

6.8 School Council Award

As the Headteacher's Award, when applicable, the School Council vote on and select a winner of the 'School Council Award' and present this in a Wednesday assembly. This award is given to 1 pupil who has done something, or acted in a way that is a truly outstanding example of our school values. School Council members discuss and vote for a winning candidate after being nominated by other members.

6.9 Breakfast of Champions

Any children who win a Golden Award or Headteacher Award are invited back to school the following Friday at 8:00am for the Breakfast of Champions with their families. School provides a breakfast buffet (sausage sandwiches, fruit, pastries, drinks) for children and family members.

6.9.1 VIP Lunch

Any children who win a Value Award or a School Council Award are invited to the VIP Lunch on the following Wednesday at 12:00pm, along with their family members to enjoy a special celebratory lunch together, served by staff.

6.9.2 Star of the Day

Each day every class teacher will select a pupil for 'Star of the Day'. The Star of the Day will receive a sticker and a 'Star Card' to place on their class banner for the next day. A pupil may be awarded Star of the Day for displaying our values consistently, a particularly impressive piece of work/ effort, a positive shift in learning behaviours or displaying our school values. In order to reduce paperwork for staff, Star of the Day does not need to be formally recorded.

6.9.3 Good to be Green Text

Good to be Green is the name of our main behaviour management system, and focuses on recognising pupils for consistently good behaviour. All children that have been 'Green All Week' will receive a personalised celebration text on a Friday afternoon.



6.9.4 Monopoly Board

Linking in to our Attendance Policy, classes may win a roll of the dice on our Monopoly Board.

6.9.5 FS2 Rainbow

In FS2, staff use a cloud, rainbow and sun as a behaviour management tool that feeds into the use of red, amber green cards in KS1.

7. Consequences

We recognise that consequences are a pivotal part to any behaviour approach, and go hand-in-hand with rewards and act as a deterrent to stop negative behaviour happening, as opposed to sanctioning after an incident. More advice for staff on making consequences effective can be found in the 'Expectations & Routines' section of this policy.

7.1 Good to be Green System

We operate a Good to be Green system in school, with visuals used for yellow and red cards directly linking to consequences. Any child who has had a red card, or more than 3 yellow cards in a week, will not receive a Good to be Green text.

KS2 cards reset each registration, whereas KS1 cards reset at each registration and after any break/ playtimes.

7.2 Appropriate Consequences

Staff should use the guidance in this policy to choose an appropriate consequence based on the behaviour that they wish to deter. This will depend on the severity of the incident, others involved and any reasonable adjustments. Consequences will always be delivered privately, away from peers as to not cause undue emotional stress or damage relationships.

7.3 Missed Playtimes & Rewards

Staff may choose to use missed playtimes (either in full or part) as a consequence for inappropriate behaviour. Rewards such as Monopoly Board prizes may also be missed. If a child is to miss part or all of a playtime, this must be carried out in a classroom, and not in the main hall. Children must never be left unattended.

7.4 Time Out

Time outs in another class may also be used, this will usually be the class of a Phase Leader to enable a change of face and setting. It is the responsibility of the class teacher of the child to ensure appropriate work is provided.

7.5 Restorative & Reflective Conversations

If a child has received a consequence, a restorative conversation must take place between the child and staff member who has imposed the sanction once the child is regulated. Members of staff are supported by the Pastoral & SEND Team when required. Restorative conversations ensure positive relationships are reinforced and children have understood how their behaviour has had wider consequences besides the sanction. This restorative conversation gives all parties the opportunity to learn from the behaviour to prevent further sanctions being imposed.

7.6 Unacceptable/ Inappropriate Behaviour

Unacceptable/ inappropriate behaviour is any behaviour that is not in line with our high expectations, school values and Golden Rule. We acknowledge that sanctions run alongside rewards when promoting positive behaviour, and it is essential for later life that pupils understand that their actions have consequences. To be effective, a consequences system must be consistent. Class teachers will deal with minor/ low level infringements that will inevitably happen in a large community of pupils. There are certain forms of behaviour that a member of the Senior Leadership Team will be informed of immediately to determine the consequence. Should a child exhibit these behaviours, the sanction



procedure does not apply. These behaviours are defined as those that may inflict physical or mental harm upon another member of the school community. Examples of such behaviours are given in the points below.

More serious incidents are dealt with by a member of leadership. It is essential that staff do not direct all red incidents to SLT, as this poses a risk of undermining the class teacher's authority and damaging relationships.

7.7 Prejudice Behaviour

There is no place for any prejudiced activity (racism, sexism etc), bullying, violence, verbal abuse, vandalism or rudeness within our school to any pupil or staff member, and we have a zero tolerance approach. We will always make all attempts to discourage, address and eradicate any of these behaviours, as well as educating our pupils as to why these are not acceptable under any circumstances. We will report all incidents of prejudice, bullying and physical/ verbal abuse to Governors and these will be logged using CPOMS.

7.8 Physical & Verbal Abuse

Physical behaviours like hitting, kicking, biting and spitting are not acceptable in school. Children can be boisterous and some may engage in 'play fighting'. This is not to be accepted and we urge parents to reiterate this at home. Where there is an incident where a child has been intentionally physically harmed, we will make every effort to contact the parent of each child to discuss the incident.

7.9 Sexual Harassment & Sexual Violence

We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

School has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our Safeguarding Policy and Sexual Harassment Policies for more information.

7.9.1 Suspensions & Exclusions

Please see the Waterton Academy Trust Exclusion Policy. We recognise that exclusions should only be used as a last resort in cases where all other possible options and advice have been exhausted, or if an incident of misbehaviour is so severe that it poses a safety to risk to the pupil, other children or adults.

7.9.2 Reasonable Adjustments

For children who consistently find it difficult to meet our high expectations, we will make reasonable adjustments, whilst the safety of all within our school community remains the highest priority.

7.9.3 Lunchtimes & Playtimes

If there is a behaviour issue at playtime, a child may be given a time out to sit on the bench, or sent into school (depending on the severity). At lunchtimes, Lunchtime Supervisors are expected to deal with the behaviour accordingly. If appropriate, LSs will communicate this with the class teacher who will deal with the incident as outlined in this policy. LSs will feedback any minor issues to teachers after lunch.

8. Reporting & Recording

8.1 Reporting & Recording

All incidents of inappropriate behaviour must be logged on CPOMS by the end of the day of the incident. Whenever a red card has been issued, staff must inform parents the same day, either in person or via phone and explain what



has happened, and what the sanction was/ will be. All incidents of negative behaviour are monitored by the headteacher.

8.2 Safeguarding

We recognise that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8.3 Link Between Home & School

We are very fortunate at Churchfield that we have an incredibly supportive school community. While it is completely natural for parents to become frustrated with issues in school from time to time, we believe that school staff should be trusted to deal with behaviour issues fairly and consistently. School leaders make themselves available to discuss any issues and offer support at the earliest opportunity. School should be a safe and welcoming environment for children, parents and staff. For this reason, we will act swiftly to ensure that we safeguard our school community from:

- Casual swearing
- Threatening behaviour
- Raised voices
- Vexatious, demanding or constant communication
- Aggression or violence
- Unpleasant or personal comments

Parents need to be aware that pupils will sometimes keep information to themselves at school (or become confused about the finer details of what has happened) but then may share an incident when they get home. Staff may be unaware of the incident, so unable to act on it. The best way to deal with any incident of this kind is for parents to contact school and speak with their child's class teacher. Working together is key for the happiness and safety of our school community. Parents should encourage children to be open with staff and bring incidents to a staff member's immediate attention.

9. After-Incident Support

Supporting pupils after a misdemeanor is essential to building a restorative approach. We believe that it is essential that children can see the outcomes of an action, and the impact it may have on them and others.

9.1 Learning Mentor Support

As part of our PHSE and well-being curriculum, we may offer pupils who have displayed inappropriate behaviour and reached the consequences stage sessions with a trained member of staff such as our Learning Mentor or Nurture Practitioner. This will enable them to take part in restorative activities and to support them in understanding school's values and expectations.

9.2 Monitoring & Improving Persistently Negative Behaviour

For the majority of pupils, the clear and consistent boundaries, sanctions & rewards will be effective in promoting positive behaviour. However, there may be a small minority of pupils whom this does not work for, and regularly receive red cards/ display negative behaviours. In these cases, these pupils will be placed on an Individual Behaviour Support Plan (IBSP). The IBSP will be a working document, between teachers, parents and the pupils with clear strategies in place to stop a particular behaviour, and promote particular positive behaviours. When a teacher feels that a particular child is regularly displaying negative behaviour/ receiving red cards, they must raise this concern with a member of SLT.



10. Off-Site Behaviour

Sanctions may be applied where a pupil has behaved in a way that is not in line with our values off-site when representing the school. Community is at the heart of our ethos, and we expect all of our school community to display our values both in, and out, of school to contribute to a more positive society. Consequences may be applied if a pupil displays negative behaviour when:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has displayed negative behaviour off-site at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip). The police may also be involved, depending on the incident.

11. Additional Info

11.1 Accidents

We acknowledge that accidents can happen. On occasions children can get mixed up or have a different perspective on what has happened during the day. Parents sometimes become frustrated about an incident that seems to have happened in school and can become upset. We urge all parents to please contact school if you feel that your child has been hurt or involved in an incident so that we can work together to resolve it. From our experience, the majority of issues come from a breakdown in communication, rather than the actual incident.

11.2 Physical Intervention

Physical intervention will always be used as a last resort after de-escalation techniques and other strategies have been applied. Physical intervention may be used to break up fights or remove pupils from a class/ situation when other techniques have failed and/or the child's or other pupils' safety or learning is at risk. All physical interventions are logged and monitored, with parents informed. Please see the Positive Handling Policy for more information.

11.3 Use of CCTV

School has CCTV in operation in key areas of school to increase the security of the building. To increase the efficiency of dealing with behaviour, footage from CCTV may be used when appropriate to support the leadership team in investigating incidents.

11.4 Malicious Allegations Against Staff

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, appropriate action will be taken and proportionate consequences applied. A focus will also be placed on what support the pupil may need, and a restorative approach to understand the outcome of their actions.

11.5 Malicious Sexual Allegations

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, appropriate action will be taken and proportionate consequences applied. A focus will also be placed on what support the pupil may need, and a restorative approach to understand the outcome of their actions. In all cases where an allegation is determined to



be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the LADO, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. We will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

11.6 Confiscation & Search

Any prohibited/ dangerous items found in pupils' possession will be confiscated. These items will not be returned to pupils and must be collected by pupils. We will also confiscate any item which is harmful or detrimental to effective learning. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. School reserves the right to conduct searches with reasonable grounds.



A1. Appendix 1 – Rewards & Consequences Ladder

Colour	Level	Behaviour Choices	Consequences
Green	Good to Be Green	Following school values, Golden Rule & displaying expected positive behaviour	Detailed in the 'rewards' section
<i>1st Verbal Warning & Opportunity to Correct</i>			
Amber	Warning (On 2 nd Warning)	Instance of: <ul style="list-style-type: none"> Low Level Disruption Lack of Effort Distracting Others Defiance/ Failure to Comply Rudeness 	After a 1 st verbal warning, if behaviour does not improve, or escalates, a 2 nd warning is given and the child placed on amber. Consequences may be, but are not limited to: <ul style="list-style-type: none"> Moving seats Out-of-class discussion with teacher Reminder of expectations and risk of red card Potential missed playtime minutes
<i>Behaviour Escalates/ does not improve (or the behaviour is severe enough to move straight to red from green)</i>			
Red	Consequences	If behaviour shows no improvement after an amber card, or any instance of: <ul style="list-style-type: none"> Continued failure to comply or correct behaviour (many of the above) Refusal Abseonding Fighting Aggressive Behaviour Physical Behaviour Bullying Swearing Damage Any prejudicial incidents Any sexual incidents 	If behaviour does not improve, an appropriate and proportionate consequence will be applied: <ul style="list-style-type: none"> Missed playtime/ lunchtime Missed privileges/ treats Off yard for X amount of days Parents must be informed at end of day by the class teacher/ cover
If the child continues to display inappropriate behaviour, or behaviour escalates: <ol style="list-style-type: none"> 1. Time out in another class room to complete work (should be a Phase Leader or Senior Teacher. If a Phase Leader's Room this should be another Phase Leader) 2. DHT/ SENCO/ IDL Intervention (this should only be used when all other strategies have been applied, or a behaviour is so severe it requires automatic SLT intervention). Parents must be informed at end of day by the class teacher/ cover			
If behaviour continues to escalate, or is severe enough: <ul style="list-style-type: none"> HT intervention (as above but the next stage up as a final option) Possible suspension Parents must be informed at end of day by the class teacher/ cover			

Red Card Thresholds (In 1/2 Term)

3	6	9
Parent invited to formal meeting with class teacher to discuss concerns	Parent invited to formal meeting with class teacher, Phase Leader/ DHT/ Wellbeing Manager to discuss concerns & Behaviour Support Plan	Parent invited to formal meeting with class teacher & headteacher to discuss consequences and next steps



A2. Appendix 2 – Scripts, Expectations, Routines & Norms

A script is a pre-prepared routine for managing an aspect of behaviour for staff to follow. To be effective, scripts must:

- Have instructions that are clipped and clear
- Be as short as possible
- Avoid humour/ side comments/ sarcasm/ rhetorical questions (this may work for a select number of children, but may confuse more – especially children with ASD)
- Always allow time for children to process the instruction (thinking time) before speaking again

Each class/ phase may also have their own class-specific routines (e.g distributing equipment, asking for help). These must be covered through class rules. Each class must have their own class rules, and these be displayed and referred to.

Transition Script 1 <i>Attracting Attention Before a Transition</i>	
1	Adult to raise hand. This is the Churchfield signal for silence/ stop Children to stop, raise their hand and turn to track the teacher (teacher will signal to fold arms)
2	Adult to wait for silence, giving non-verbal praise (e.g thumbs up for children following the instruction) Note: Avoid speaking when your hand is up; cut off any conversations with another child/ adults when the hand is raised Note: Rhymes or mantras may be used in KS1 & EYFS alongside the signal (e.g 1, 3, 3 eyes on me [children stop]). In KS2, no rhymes, clapping or mantras must be used. Note: Support staff must also stop talking and raise their hand
3	Adult to direct children into the transition (either to another area or activity)

Transition Script 2 <i>Sitting as a group, to moving around the classroom (e.g carpet to tables, group to task in PE)</i>	
1	Teacher to clearly state that a transition is about to happen and ensure that all children are tracking before beginning the routine using age-appropriate language – using transition script 1. Children to follow transition script 1
2	Teacher to ask children to stand up, but maintain tracking Children to stand up in silence and face the teacher Note: This may be as a full class, or group, by group
3	Teacher to direct children to their table, quietly and calmly Children to face the direction of their table and move towards it Note: Children will either be directed to sit straight down or stand behind their chairs if equipment is out on a table
4	Children sit down at their table and track the teacher or start a task (depending on the initial instructions) Note: If equipment (e.g science) is out and must not be touched Children stand behind their chairs, and wait for direction to sit down. Teacher to use a lowered hand gesture to tell children to sit down



Transition Script 3

Sitting at tables and moving to another place (e.g carpet or to line up at the door)

1	<p>Teacher to clearly state that a transition is about to happen and ensure that all children are tracking before beginning the routine using age-appropriate language – using transition script 1. Children to follow transition script 1</p> <p>Note: Equipment should have been tidied away prior to the transition</p>
2	<p>Teacher to ask children to stand behind their chairs Children to stand up in silence behind their chair and track the teacher</p> <p>Note: This may be as a full class, or group, by group</p>
3	<p>Teacher to direct children to another area, quietly and calmly Children to face the direction of travel and move towards it</p>

Transition Script 4

Moving around school in a line

1	<p>Teacher to carry out transition script 1 and 3 as above Children to follow transition script 1 & 3 as above</p>
2	<p>Teacher to remind children to walk in single file, quietly and calmly Children to follow the teacher and walk behind, not moving positions</p> <p>Note: The teacher must be within a close distance of the first child, with some children placed strategically</p>
3	<p>If the routine is not followed, repeat the process</p>

