

Dream, Believe, Achieve Together



## Behaviour Policy

### “A Positive Approach”

Policy Updated by Adrian Nash

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Next review: July 2027 (Discussed annually)

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## 1. Introduction

This document is a statement of the aims and strategies for ensuring positive behaviour. It was revised during the Summer Term 2025 through a process of consultation with school staff and the Headteacher.

It was first presented to the Governing Body for approval in the Autumn Term 2025 and approved in the same term. It will be discussed annually by staff and governors and will be formally reviewed in the Summer Term 2027.

This policy was reviewed in Summer Term 2025 using relevant documentation and guidance as detailed in section 2.

## 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools - GOV.UK](#)

[Searching, screening and confiscation in schools - GOV.UK](#)

[Equality Act 2010: advice for schools - GOV.UK](#)

[Keeping children safe in education - GOV.UK](#)

[School suspensions and permanent exclusions - GOV.UK](#)

[Use of reasonable force in schools - GOV.UK](#)

[Supporting pupils with medical conditions at school - GOV.UK](#)

It is also based on the [SEND code of practice: 0 to 25 years - GOV.UK](#).

In addition, this policy is based on DfE guidance explaining: [What academies and further education colleges must or should publish online - GOV.UK](#) which states that academies should publish their behaviour policy and anti-bullying strategy.

## 3. Creating the Ethos

As a school, all the staff at Round Hill Primary are committed to creating a supportive ethos and culture that promotes positive behaviour and ensures that all pupils have the opportunity to learn in a calm, safe and supportive environment. We all take responsibility to set high expectations and model high standards of behaviour and conduct in how we interact with everyone in schools and as such establish the boundaries and environment in which positive relationships can develop.

We know and understand that behaviour – especially distressed behaviour – is communication.

As a staff we aim to:

- Promote and recognise excellent behaviour that reflects our school values—**The Round Hill Rose** and **The Round Hill Way (Appendix B)**— our school behaviour code.
- Build a culture where every individual feels **valued, respected, and included**, with a strong emphasis on recognising and upholding **protected characteristics**.
- Provide a **caring, supportive, and effective learning environment** where all children can thrive.
- Respond with empathy, curiosity and consistency to get to the root of the behaviour.
- Encourage relationships based on **kindness, respect, and an understanding of others' needs**.
- Ensure **fair and equal treatment** for all, regardless of **age, gender, race, ability, or disability**.

Central to a school's ethos is acknowledging empowering pupils with knowledge and strategies to understand and manage self-regulation and build positive relationships.

Alongside the PSHE curriculum, two school-wide strategies are used to support this:

- **Developing Supportive Relationships with a restorative approach** – The 3 R's - an approach that is based around Bruce Perry's Neurosequential Model: Regulate, Relate and Reason - we need to progress through the 3 R's in this specific sequence to get back to a regulated state, in the context of Relational Practice Louise Bloomer has added a fourth R. (Appendix 1)
- **Developing Self-Regulation using Zones of Regulation** - a framework for teaching regulation strategies for managing feelings and sensory needs to children

**The 3 R's** - an approach that is based around Bruce Perry's Neurosequential Model: Regulate, Relate and Reason - we need to progress through the 3 R's in this specific sequence to get back to a regulated state, in the context of Relational Practice Louise Bloomer has added a fourth R. (Appendix 1)

This step-by-step approach helps children feel supported, learn from their experiences, and build strong, trusting relationships with adults. This approach also helps children with understanding the impact of actions, encouraging accountability, supporting personal growth and restoring relationships. It avoids blame, invites curiosity, and opens the door for meaningful conversations

### **EMR approach:**

#### **1. Establish:**

This phase involves proactively building a foundation of trust, connection, and understanding with individuals. Key actions include:

- **Identifying individuals:** Focusing on those who may need the most support or who are most challenging to connect with.
- **Spending dedicated time:** Setting aside specific time to interact and build rapport.
- **Positive communication:** Using kind and encouraging language, and actively listening.
- **Validating feelings:** Acknowledging and respecting children's emotions and experiences.
- **Setting expectations:** Clearly communicating expectations and routines.

#### **2. Maintain:**

This phase involves sustaining the positive connections established, using ongoing strategies to reinforce the relationship and promote positive interactions. Key actions include:

- **Regular check-ins:** Brief, informal check-ins to maintain communication and monitor progress.
- **Consistent routines:** Establishing predictable routines and structures to foster a sense of safety and security.
- **Positive reinforcement:** Offering praise and encouragement for positive behaviour and efforts.
- **Open communication:** Encouraging open dialogue and creating opportunities for children to share their thoughts and feelings.

#### **3. Restore:**

This phase focuses on repairing relationships when conflicts or negative interactions occur. Key actions include:

- **Restorative conversations:** Facilitating conversations to address harm, repair relationships, and promote understanding.
- **Calm and supportive responses:** Responding to challenging/ unexpected behaviours in a way that de-escalates the situation and prioritises the relationship.
- **Focus on learning from mistakes:** Helping children understand the impact of their actions and learn from them.

### **The 4 R's; Regulate, Relate, Reason, Restore**

At Round Hill, we follow a caring and thoughtful approach to help children manage their feelings and behaviour. This is based on the work of Dr. Bruce Perry and is referred to as the 4 R's.

- **Regulate** – First, we help children feel calm and safe. This might mean giving them time to breathe, move, or take a break.
- **Relate** – Next, we connect with the child using kindness and understanding, so they know we care and are here to help.
- **Reason** – Once the child feels calm and connected, we talk together about what happened and why.
- **Restore** – Finally, we support the child to make things right using natural and logical consequences, such as saying sorry or finding a way to fix the situation.

## Zones of Regulation

The Zones of Regulation is an intervention framework which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can be described as the ability to maintain a well-regulated emotional state to cope with everyday stresses and concerns and to be most available for learning and interacting. The Zones of Regulation aims to equip children with strategies to help them identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn (in the 'green' zone). These coping strategies are called 'self-regulation'. The zones are explicitly taught through assembly provision, are part of every class environment and are consolidated through the PSHE Curriculum.

What does Zones of Regulation mean in practice.				
Zone	Green	Blue	Yellow	Red
How I'm feeling	Calm, Happy, Focussed, Ready to Learn	Sick, Sad, Tired, Bored	Frustrated, Worried, Silly, Excited	Mad, Angry, Yelling, Out of Control
What I can do	Help others Finish my work Share ideas I can also....	Take a break Ask for help Talk to someone I can also....	Take deep breaths Talk to someone Go for a walk I can also....	Take a time out Squeeze a stress ball Run a lap I can also....

## Routines, Classroom and Playground Management

We believe that a well sequenced, stimulating and enriched curriculum along with effective teaching pedagogy contributes to good behaviour. Thorough planning for the needs of individual children, the active participation of children in their own learning and structured feedback, help to develop positive self-awareness which contributes to children feeling motivated and ready to learn.

### School Routines

- Children walk round the school quietly and calmly
- Scooters and bicycles are to be walked when on the school grounds
- Unless the grass is dry, children to stay on paths and off grass areas when walking to/from the playground
- Two whistles are rung to mark the end of break time
  - First whistle: stops all play
  - Second whistle: the instruction to walk to line up sensibly

- Children are silent as teacher gives instructions for re-entry and return to learning
- For Assemblies:
  - Children line up silently in classrooms and walk into the hall silently for assembly
  - Children leave the hall silently at the end of assembly
- For Lunchtimes:
  - Children walk in and out of the lunch hall
  - Packed lunch boxes are collected and returned safely to the storage location
  - Children talk to their peers on their table using 'inside' voices
- Children show their 'Respect' Values by using good manners at all times.
  - Holding doors open
  - Using please and thank you (e.g. when collecting meals)
  - Looking at the person talking to them

## **Classroom Management and Routines**

- RWI Management Signals are used across all classes (**Appendix D**)
- The Round Hill Way, Round Hill Rose and The Zones of Regulation are displayed and provide a shared language for behaviour throughout school
- Daily check-ins to see how children are feeling
- Every classroom has monitors for roles and responsibilities to work successfully together
- There are consistent and clear routines for entering and leaving the classroom sensibly
- Classrooms and corridors are kept tidy by class monitors
- Children are responsible for their equipment
- Children start the day with a morning task
- Children respect and look after exercise, homework and reading books (e.g. no doodling)
- Classrooms and Teaching and Learning promote active listening and adaptations to ensure inclusivity for all pupils e.g. use of dual coding, working wall displays and visual timetables

## **Assembly**

Children come into and out of assembly in quietly and sensibly. During assembly, children are asked to only make contributions when requested or pair talk is facilitated.

## **Playground Management**

Break times and lunch times are parts of the school day which are less structured and therefore are a time when pupils may need more support with behaviour. As such, Sports Leaders are trained to support active playtimes, clear expectations are shared and other adaptations such as less reliance on football (often a source of playground issues) are put in place when appropriate. A calm and structured space is available in the Squirrels classroom for children who may find the playground environment overwhelming. This area offers access to sensory and play-based activities and equipment, providing a supportive setting to help them regulate and re-engage. Duty staff are distributed around the playground and are available to support resolution of any issues that may occur.

For all outdoor play:

- Specific areas (e.g. football pitch, Trim Trail etc) are used by year group as determined by a shared rota
- Two whistles at the end – first to mark the end of play; second whistle line up quietly in their class line.

Lunchtimes:

- A range of activities are available to ensure children have activity options. These include:
  - Football pitch and Trim Trail rota
  - Sports Ambassador led activities
  - Squirrels sensory and play-based activities

## Behaviour Outside of School

A child's behaviour outside of school – including online – is principally the responsibility of parents and carers to manage, but the school will acknowledge and reward positive behaviours when it becomes aware of them and also has the right to sanction poor behaviour choices when it affects another member of the school community or risks bringing the school into disrepute.

### 4. Responding to positive behaviour

When a pupil or group of pupil's behaviour meets or goes above and beyond the expected behaviour standard, or indeed significant progress towards it, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise and using the common language of our school values (The Round Hill Rose) and code of conduct (The Round Hill Way). **Long-term consistency** is key to establishing a safe and secure environment where children know what to expect and what is expected.

Rewards are may involve:

- **Relational rewards**; positive attention, praise, connection
- Verbal praise to parents about their children
- Class dojos
- Stickers and stamps
- Certificates are given at the end of the week in a whole school 'Celebration Assembly' where one child per class is recognised for promoting a behaviour linked to one of the school values.
- Sending good work to other staff members for reward or praise
- Positive phone call/text message home
- Class wide rewards to foster a sense of belonging and community e.g. Golden Time, chosen reward once class have achieved their target etc.

Individual Rewards involve:

- **Relational rewards**; positive attention, praise, connection
- Verbal praise to parents about their children
- Class dojos; relating to the five petals of our school values and The Round Hill Way
- Stickers and stamps
- Certificates are given at the end of the week in a whole school 'Celebration Assembly' where one child per class is recognised for promoting a behaviour linked to one of the school values.
- Sending good work to other staff members for reward or praise
- **Each phase** also rewards children at the end of the week by celebrating achievements for example 'Star of the Week', Class Dojo Winner etc.

## **5. Natural and Logical Consequences**

Although rewards are central to the encouragement of positive behaviour, there is a need for natural and logical consequences to acknowledge when behaviour is unacceptable and to protect the security and stability of the school community and to support pupils displaying distress behaviour.

Should a pupil misbehave and not follow our Behaviour Code, a natural and logical consequence will follow. It is important that these are communicated clearly, are proportionate and in line with the 'Hierarchy of Natural and Logical Consequences' set out below. It is also important to ensure that a child never feels humiliated for their behaviour. Instead, adults guide them towards better choices, focusing on emotional and physical safety.

The use of consequences should be characterised by certain features:

- it must be clear to the pupil why the consequence is being applied
- it must be made clear what changes in behaviour are required to avoid future consequences
- consequences will be applied fairly and consistently
- the seriousness of the consequence will be made clear in the line with the Hierarchy of Natural and Logical Consequences
- it should be the behaviour rather than the person that the support is focused on

## 6. Hierarchy of Behaviour / Natural and Logical Consequences

The table below sets out the escalation of sanctions from left to right. Every incident is different and, whilst it is important to ensure fairness and consistency, professional judgement will be used when determining behaviour sanctions.

Behaviour Support refers to restorative, reflective and information interventions such as use of social stories, shared time understanding emotions, emotional responses and strategies.

Behaviours			
Stage 1	Stage 2	Stage 3	Stage 4
<ul style="list-style-type: none"> <li>• Play fighting</li> <li>• Talking when a teacher or another child is talking</li> <li>• Interrupting/calling out</li> <li>• Not following instructions</li> <li>• Not listening</li> <li>• Inappropriate language</li> <li>• Disrespecting property</li> <li>• Not lining up correctly</li> <li>• Wasting time during transitions</li> <li>• Breaking class rules</li> <li>• Fiddling with equipment</li> <li>• Name calling</li> <li>• Off-task behaviour</li> <li>• Being unkind</li> </ul>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Discriminatory behaviour</li> <li>• Fighting/aggression</li> <li>• Spitting</li> <li>• Bullying</li> <li>• Vandalism</li> <li>• Leaving class without permission</li> <li>• Shouting at an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Physical violence towards a child</li> <li>• Physical violence towards adults</li> <li>• Verbal abuse towards a child</li> <li>• Verbal abuse towards adults</li> <li>• Serious Discriminatory behaviour</li> <li>• Serious Bullying incident</li> <li>• Theft</li> <li>• Possession of some prohibited items</li> <li>• Vandalism</li> <li>• Persistent refusal to obey rules</li> </ul>	<ul style="list-style-type: none"> <li>• Carrying offensive weapon</li> <li>• Arson</li> <li>• Supply of drugs</li> </ul> <p>Possession of some prohibited items. (Prohibited Items are listing in Section 8)</p>
1 <sup>st</sup> instance		Persistent Instances	1 <sup>st</sup> Instance or Persistent Instances

Natural and Logical Consequences				
1 <sup>st</sup> instance	↔ Persistent Instances		Fixed Term Suspension Internal or External	Permanent Exclusion
Verbal Warning ↓ Move to partner class ↓ Reflections made	Behaviour Support 1:1 with class teacher ↓ Behaviour Support during playtime over more than one day with SLT (parents informed) ↓ Loss of privileges ↓ Reflections made ↓ Logged on CPOMS	Removal from class for a half/whole day ↓ Behaviour Plan ↓ Reflections made ↓ Logged on CPOMS	<ul style="list-style-type: none"> <li>• set number of days at school in isolation or</li> <li>• fixed term external exclusion</li> <li>• re-integration meeting</li> <li>• behaviour plan</li> <li>• possible involvement of external agencies</li> </ul>	Permanent Exclusion from the school

## **7. Suspension and Permanent Exclusion**

Suspensions and permanent exclusions are seen as the final step in a process for dealing with poor behaviour following a wide range of other strategies, which have been tried without success. It is an acknowledgement that the school has either exhausted all available strategies for dealing with the child and will only be used as a last resort or the severity of the incident is such that it warrants a suspension or permanent exclusion.

When a child becomes identified as being at risk of suspension or permanent exclusion, the school will pursue the following course of action beforehand:

- there will be clear identification with the child of the relevant behaviour
- appropriate sanctions short of suspension or permanent exclusion will be used to discourage recurrence of such behaviour
- parents will be notified of concerns
- with the parents (where possible) a clear action plan will be put into place to support the child
- if behaviour is repeated, discussion with the child regarding possible suspension or permanent exclusion if behaviour does not improve;
- external agencies will become involved, in particular the School Primary Behaviour Partnership (SBAP) and the Educational Psychologist
- if appropriate, the school will agree a Pastoral Support Programme with the parents.

Occasionally the behaviour of a pupil will be such that suspension or permanent exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Headteacher reserves the right to suspend or to exclude permanently where the health, safety, welfare or education of others is threatened by an action of a pupil.

The school will follow the Statutory Guidance on exclusions as set out by the Department for Education.

## **8. Physical Restraint**

The school always seeks to build and an effective culture of safety which uses risk assessment, appropriate curriculum planning, de-escalation and distraction to minimise distress, emotional and aggressive behaviours. In the event of adults being unable to reduce these risks, physical intervention may be used and school staff are trained in line with The CPI Safety Intervention™ which adheres to the non-statutory guidance set out in Use of Reasonable Force 2013 (DfE).

All members of staff are regularly updated regarding government guidance relating to the use of Positive Handling, Physical Intervention and Duty of Care.

All staff may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Three key terms to consider when using reasonable force: is it reasonable, proportionate and necessary?

The actions of staff will always be in the best interest of the child and are in line with Government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a consequence.

In the event of reasonable force being used, parent/carers will always be informed and a discussion will take place setting out what happened with updated procedures agreed going forward. A form will be completed and shared with the parent/carer – the template is in Appendix A. All incidents where positive handling has been used will be recorded on CPOMS and positive handling plan initiated/reviewed.

## 9. Searching, Screening and Confiscation

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Refer to DfE Guidance.

The Headteacher and staff authorised by him have a statutory power to search children or their possessions, without consent, where they have a reasonable ground for suspecting the child may have a prohibited item. The list of prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images or any article a staff member reasonable suspects has been, or is likely to be used to commit a breach of the Behaviour Policy, or to cause personal injury to or damage to the property of any person (including the pupil).

- Children will be given a non- verbal prompt, if behaviour persists then a verbal warning by the class teacher, teaching assistant or supervisor. The child should then be asked to move to a different part of the classroom. Then if the behaviour continues 'Time out in another class' will be used where they can continue their work.
- After a combination of the above consequences children may then be sent to the Assistant Head teacher/Deputy Headteacher/Head teacher (except in extreme cases of inappropriate behaviour when immediate removal to see a senior member of staff is necessary).

## 10. Children with Special Educational Needs

We are an inclusive school and welcome children from all backgrounds. While we expect every child within the school to adhere to the Behaviour Code and the rules set out by class teachers, we do recognise that behaviour that doesn't meet expectations can stem from Special Educational Needs (SEN) or personal problems and difficulties. As mentioned previously, we aim to ensure that our Behaviour Policy is implemented fairly and consistently. However, we recognise that being 'fair', in the case of this policy, may not always be about the policy being implemented the same for everyone (equality) but, in some instances, children having it implemented based around their specific needs (equity) with reasonable adjustments and adaptations being made. Our restorative approach is designed, in part, to ensure good relationships between those with SEN and staff members and ensuring equity in the implementation of the Behaviour Policy.

We recognise that some learning difficulties and disabilities occur across a range of cognitive ability and can manifest itself as disaffection, emotional or behavioural difficulties. If pupils are identified as having a SEN which impacts on their behaviour, short term, detailed goals related to behaviour will be agreed between the SENCo, parents and class teacher. Use will also be made of Positive Behaviour Support Plans for those children at risk of exclusion or about whom the school has concerns, including those who have entered our school after a permanent exclusion from another school.

The school maintains close links with external support services such as the South Broxtowe School Behaviour and Attendance Partnership, Inclusion Support Services and the Educational Psychology Service. These services are used to provide guidance and strategies for children with SEN who experience behavioural difficulties. We adopt a multi-agency approach, seeking out information and support from Social and Family Services, such as the Early Help service, when appropriate

This Policy acknowledges the school's duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN. For further information, please speak to the Headteacher or the SENCO.

## 11. Pupil and Parent Voice

**Pupil Voice** - We believe that children are more likely to meet the expectations of our Behaviour Policy if it is clearly understood, consistently applied and fair.

Children's views about behaviour will be sought out through surveys and they also have the opportunity to raise issues and feedback on concerns during School Council meetings.

The School Council takes an active part in promoting good behaviour. School Council members are elected because they are good ambassadors, make good choices and exemplify our Round Hill Values.

Children's views have been sought in the development of this revised Behaviour Policy.

**Parent Involvement** - A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

It is vital that parents are aware of the existence and contents of this policy and support the values evident within it. Parents will not be expected to know every section of this policy, but they will be made aware that the policy exists and will be able to see a full copy if requested. Parents' views have been sought in the development of this revised Behaviour Policy.

We fully expect parents of the pupils in our care to support the school in all matters appertaining to behaviour. Parents are encouraged to contact school staff if they have concerns so they can be resolved swiftly and to the satisfaction of all parties.

Where behaviour is causing concern, parents will be informed at an appropriate, early stage, as decided by the class teacher / Headteacher, and given an opportunity to discuss the situation. If a parent feels that a matter has been dealt with unsatisfactorily, the guidelines laid out in our Complaints Policy explain the courses of action open to them.

## **12. Bullying**

Bullying is not tolerated at Round Hill Primary School. Our Behaviour Policy sets out clear rules and expectations. Working as a whole school we aim to be aware of what constitutes bullying, where it may take place and how best to prevent it. Each member of staff is prepared to listen to any child who has a problem, showing sensitivity and giving support and counselling to the bullied and bully to prevent further incidents.

Full guidelines and explanations about the school's response to the issue of bullying can be found in our Anti Bullying Policy.

## **13. Monitoring and Review**

The school believes that effective monitoring and analysis of behaviour incidents will lead to better outcomes for all children and improved behaviour across the school. The Headteacher will prepare a Behaviour Analysis on a half-termly basis that will be reported to governors and shared with the whole staff. This will consist of the following analysis:

- Behaviour Incidents
- Exclusions
- Prejudice Based Incidents
- Bullying Incidents
- Incidents of physical intervention

The analysis will include specific groups and links to any protected characteristics. Actions as a result of analysis will be taken on a termly basis and the impact of these measured and recorded.

Records of incidents that have led to a pupil filling in a Behaviour Reflection/ Serious Behaviour Incident sheet will be kept in the Behaviour File in the staffroom and uploaded to CPOMs. These will form part of the half termly analysis conducted by the Headteacher.






## 14. Appendix A – Physical Restraint

*This form is to be completed following the use of physical restraint. It forms part of a follow-up meeting with the parents/carers setting out what happened and what has been agreed going forward.*

Physical Restraint – Follow Up Meeting Record	
Child's Name	
Date of Meeting	
Date of Incident	
Brief details of the incident which involved physical restraint	
Agreed changes / adaptations going forward	

Policy discussed with:	
Parent / Carer Name	
Parent / Carer Signature	
Class Teacher Name	
Class Teacher Signature	

**15. Appendix B – The Round Hill Rose (School Values) and The Round Hill Way (school code of conduct)**

Value	What does it mean?	How might children earn this at home?	Examples
<b>Reflecting</b> 	<i>'We grow from our mistakes'</i>	<ul style="list-style-type: none"> <li>• Listening to feedback from parents or teachers</li> <li>• Editing their own work</li> <li>• Asking for help</li> </ul>	<ul style="list-style-type: none"> <li>• Writing diaries or journals, giving thoughtful responses to questions, changing work based on feedback</li> </ul>
<b>Daring</b> 	<i>'We are unique and challenge ourselves'</i>	<ul style="list-style-type: none"> <li>• Challenging themselves in something new or tricky for them</li> <li>• Being creative in their work</li> <li>• Thinking 'outside the box'</li> </ul>	<ul style="list-style-type: none"> <li>• Creative topic work, building models, artwork, creative solutions to problems, performances/ videos of skills learned in lockdown</li> </ul>
<b>Persevering</b> 	<i>'We don't give up, no matter what'</i>	<ul style="list-style-type: none"> <li>• Keeping going with a task</li> <li>• Completing a larger task over several days</li> <li>• Being resilient when things go wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Parent or child comments show that the task has required resilience, evidence of longer tasks is submitted</li> </ul>
<b>Dreaming</b> 	<i>'We aim high'</i>	<ul style="list-style-type: none"> <li>• Aiming high</li> <li>• Showing positivity towards their learning</li> <li>• Pushing themselves to achieve more</li> </ul>	<ul style="list-style-type: none"> <li>• Children have challenged themselves in their work, completed tasks to a high standard, range of work attempted</li> </ul>
<b>Together</b> 	<i>'We are a team ,and we are honest, kind, safe and respectful to eachother.'</i>	<ul style="list-style-type: none"> <li>• Helping out around the house</li> <li>• Working with parents and siblings</li> <li>• Thinking of others</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs, writing, videos to evidence teamwork at home.</li> </ul>



# The Round Hill Way



Grow from your  
mistakes



Challenge yourself



Don't give up



Aim high



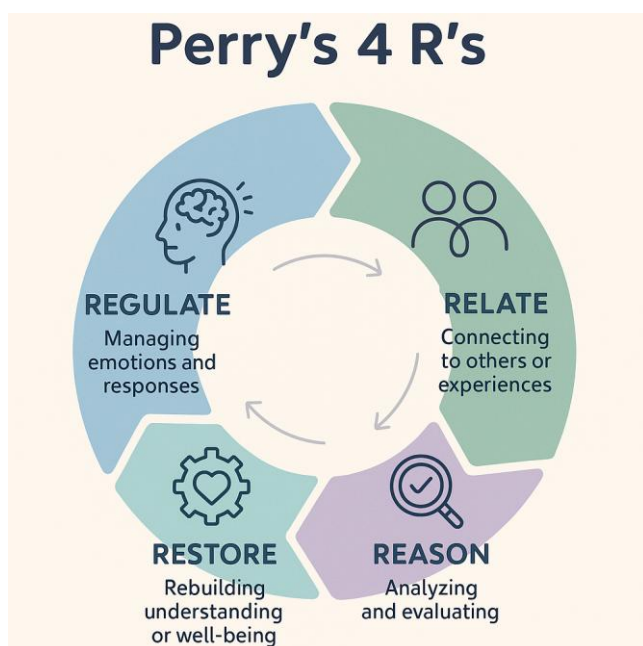
Be honest, kind, safe  
and respectful



Promoting respect, kindness, fairness  
and inclusion.

British Values in our actions - everyday!

16. Appendix C – EMR - Zones of Regulation, Bruce Perry's 4 Rs



## 17. Appendix D - Read Write Inc. (RWI) Management Signals

In the Read Write Inc. (RWI) phonics program, management signals are a set of non-verbal cues used by teachers to manage classroom activities and transitions, ensuring a smooth and efficient learning environment. These signals, taught to students from the beginning, help maintain pace, participation, and focus during lessons.

Here's a breakdown of common RWI management signals:

- a. "Turn to Your Partner" (TTYP): This signal encourages students to discuss their ideas and rehearse their responses with a partner, promoting active engagement and collaborative learning.
- b. "My Turn, Your Turn" (MTYT): Used when the teacher wants students to repeat something, often sounds or phrases, after them. This helps with pronunciation and memory reinforcement.
- c. Team Stop Signal: When a teacher raises their hand, students are expected to raise their own hands and stop talking. This allows for quick transitions and minimizes disruptions.
- d. Praise Phrases and Actions: These are used to acknowledge and celebrate student effort and success. Examples include "You are fantastic!" or actions like a "whoosh".
- e. Silent Signals (for pace): These are quick, non-verbal cues that indicate transitions, pauses, or specific actions the students need to take. They help maintain a lively and engaging pace.
- f. "1, 2, 3" (for movement): A quick countdown to help students transition from one activity to another, such as getting their belongings.
- g. "V to See" (for seating): This method is used to quickly arrange students into learning groups.

In essence, RWI management signals aim to:

- **Maximize learning time:**

By minimizing disruptions and transitions, more time can be devoted to teaching and learning.

- **Promote active participation:**

Signals like TTYP and MTYT ensure that all students are actively involved in the learning process.

- **Maintain a positive and focused learning environment:**

Effective use of signals helps create a calm and structured atmosphere where students can concentrate on the lesson.

- **Support consistent routines:**

Students learn to respond quickly and consistently to the signals, regardless of the teacher or setting.