

Approaches at RGS to Ensure Consistency

- Children to put their hand up when asking something specific rather than getting out of their seat and moving to the adult.
- The adult to go to the child - we should not have lines of children at the teacher's desk
- Children to have an opportunity to drink but this is structured within classes. Teachers decide what works best for them (eg. set times). Children should not be drinking while an adult or a child is speaking to the class. I discussed with the children again the reason for this
- We are aiming for children to take responsibility for toileting. Therefore, in KS2 we are aiming for children to last until 10am, not needing to go between break and lunchtime and then not needing to go until 2pm in the afternoon. Children should be asked if they can wait as they should be using before school and breaktimes and lunchtimes before they go. Staff will need to use their professional judgement as we do not want accidents and it will soon become apparent if it is the same children. This will obviously not apply to children with a medical need
- Children to walk through the corridors quietly.
- Staff to separate on the playgrounds so all areas are monitored. Position yourself so you have a good view of the playground. Staff to join in with activities, where possible, but please position yourself so you can see other areas of the playground
- All staff to take responsibility for helping with putting playground equipment away and for ringing the bell at the end of break/lunchtime
- Staff to be on time for the end of break and lunchtimes - this supports with the transition from the playground to the classroom
- Staff to lead classes in off the playground and then to be high profile in cloakrooms and other areas so incidents have a far less chance of occurring
- Staff to lead classes from the front when moving through the school corridors and stopping at various points to ensure all are making the right choices. Children are expected to move through the corridors in their lines in silence.
- High expectations about being ready to learn straight after breaktimes and lunchtimes. Staff should be ready so they can be facing the children and focussing on this
- All staff to deal with incidents when they see them eg. if children are engaged in rough play on the playground or are showing disrespect to the playground equipment then they should stand next to the wall for 2-5 minutes to reflect on their actions
- If children's behaviour is inappropriate, then follow the Relationships and Behaviours for learning policy and, if appropriate, issue yellow cards and remove children from class so others can learn. It is important that parents are informed.
- Staff to speak to children in appropriate, firm ways but avoid shouting at them. This is different to raising your voice which can be an effective strategy when used very occasionally

- Classes to be in the hall for a 2.45pm start of Collective Worship
- Adults to face the children in Collective Worship and take responsibility for other classes too
- If children are talking in Collective Worship then staff to note the names and pass onto the class teacher. These children will miss 5-10 minutes of their breaktime the following day
- Teachers to have their own exercise books that are used for modelling so there can be real clarity for the children. These will be used alongside the flip chart and teachers decide which is best depending on the learning.
- All staff to have their green pen and use this when intervening with the children. Have high expectations regarding their approach, their presentation (letter/number formation, writing next to the margin), etc
- Staff to have a positive mindset. We all know that there are times when we become frustrated but sharing these in the staff room is not appropriate
- Catch children making the right choices. Praise the vast majority of children who do the right things. Use the star chart, house points, as well as verbal praise to recognise those children who do the right thing each and every day.