



MARAZION SCHOOL

BEHAVIOUR CURRICULUM POLICY

Reviewed September 2022 by staff
Reviewed November 2022 by Headteacher, Chair of Governors and Link Governor for Behaviour

Approved November 2022 by FGB

APPENDIX:

Appendix 1: Marazion Manners

Appendix 2: Charlie Taylor's Behaviour Checklists

‘You belong. You matter. We think highly of you.’

Michelle Obama

1 Purpose, Leadership and Management

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like. We want to make sure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and **respect for all**. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We want to create a culture where children and staff flourish in safety and dignity.

This policy aims to help children to grow in a safe and secure environment and uncover **confidence** to become positive, responsible and increasingly independent members of the school community. We treat all children fairly and apply this behaviour **curriculum** policy in a consistent way.

The primary aim of the behaviour policy is to promote good relationships, through making appropriate choices, so that people can work together with the common purpose of helping everyone to learn, be kind and be happy. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. We have a whole school approach to preparing children for life in modern Britain and a culture of zero tolerance to sexism, misogyny, homophobia; biphobic and sexual violence /harassment.

Marazion School expects **every** member of the school community to behave in a considerate way towards others. The school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment. Members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which children are safe and feel safe and everyone is treated respectfully; and any incidents of

bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively. School leaders visibly and consistently support staff in managing children's behaviour through following the Behaviour Curriculum Policy.

School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy, for example aligning this training with the new Early Career Framework (ECF); ensuring that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs affect a pupil's behaviour. Robust annual training includes school response procedures, early help strategies and questioning behaviours.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school Behaviour Curriculum Policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff also challenge children to meet the school expectations and maintain the boundaries of acceptable conduct.

Staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with children. Staff also consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff have clear guidance about school expectations of their own conduct in the Marazion School General Code of Conduct.

Marazion School's Behaviour Culture consistently promotes high standards of behaviour and provides the necessary support to ensure pupils can achieve and thrive both in and out of the classroom. Our school considers how a whole-school approach meets the needs of pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community. High expectations are always maintained for pupils. Good behaviour cultures create calm environments, which benefit all pupils.

All children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. Every child is made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. A classroom ethos is negotiated/built with children in September, and appropriately displayed depending on the FS/KS. Pupils are taught that they have a duty to follow the school behaviour curriculum policy and uphold the school rules as well as an active role to play in contributing to this culture. Pupils are asked about their experience of behaviour and provide feedback on our school's behaviour culture, helping to support the evaluation, improvement and implementation of the school's behaviour curriculum policy. Children, adults and governors have written 'Marazion Manners' (MM), which captures the high everyday expectations for behaviour at Marazion School.

Every child is supported to achieve the behaviour standards through a clear induction process that familiarises them with the school behaviour culture. Some of this induction process is repeated for children at suitable points in the school year, for example during autumn Adventure Days when the class team is setting up the class ethos for the school year; during assembly and circle times with a focus on MM. Provision is also made for new pupils to ensure they understand the school's behaviour curriculum policy and wider behaviour culture. Staff offer extra support and induction for any children who are mid-phase arrivals.

The standard of behaviour expected of our children is included in Marazion School's home-school agreement, which parents sign following their child's admission to school. Parents are crucial in helping Marazion School maintain good behaviour. We encourage parents to get to know our Behaviour Curriculum Policy and to work in partnership with us. This document is available on our school website and is sent out at least annually with the school newsletter. We aim to keep parents updated about their children's behaviour, including celebrating successes; discussing any queries linked to the management of behaviour; sharing information about any

pastoral work; organising reviews of specific behaviour interventions in place.

Behaviour is monitored and evaluated regularly by the Behaviour and Safety Committee and, termly, by the Link Governor for behaviour who is **Tanya Tredinnick**.

2 School Systems and Social Norms

Support and strategies to promote and encourage consistent good behaviour:

- Children are constantly reminded about and encouraged to refer to the high expectations in **MM**
- There are 6 vertical (children from YR to Y6 working together) **TREE groups - Oak, Chestnut; Yew; Beech; Pine and Ash**. Working together in these groups promotes resilience, independence and creativity and develops positive relationships, showing love, tolerance and respect.
- During Forest Fridays, children in Reception and KS1 have Woodland or Beach School every morning and KS2 children learn outside of the classroom in the afternoon
- On Thursday afternoons, children work in small nurture groups with a focus on emotional wellbeing and pastoral care. These sessions usually take place in Marazion Woodland. These sessions also promote resilience and independence, supporting children to uncover confidence and self-esteem
- Children work together in other ways:
 - Year 6 are *Class Angels* for children in Reception
 - Year 6 are expected to be *role models* for the whole school
 - Children have *Buddy Readers* in other classes
 - Some children are *Peer Mentors* to younger children
 - Older children are encouraged to make sure that children are cared for and are happy during breaks
 - Promotion of *social responsibility*: building teamwork as a whole class in order for children to see how their hard work and action can impact others.

Rewards:

- **Marvellous Merit** system:
 - Pupils earn **merit charts** with 20 spaces on each chart. Merits are awarded for great behaviour, manners, kindness, respect. Once a pupil has scored 20 merits they are presented with a certificate during "Celebration Assembly."
 - When a pupil has been awarded 40 (and then @ 80 and 120) merits, they can choose a prize from the **Pirate Merit Treasure Chest**.
- There is a termly **Marvellous Merit Raffle** with a prize
- There is a termly **100% Work Raffle** (for pupils who have earned 100% work) with a prize
- There is a termly **Kind and Caring Jar Raffle** (for pupils who have been nominated for the kind and caring jar) with a prize of £10, which pupils donate to their chosen charity
- **The Jago Cup** is awarded annually to the pupil who has the most kind and caring nominations over the school year
- Children celebrate **achievement outside of school** – during Celebration Assembly
- **Star of the Week** from each class is announced in Celebration Assembly and recorded in the school newsletter. Pupils receive a 'Star of the Week' certificate
- **Sporting Stars of the week** from YR/KS1 and KS2 are announced in 'Celebration Assembly' and recorded in the school newsletter

- **Music Stars of the week** from YR/KS1 and KS2 are announced in 'Celebration Assembly' and recorded in the school newsletter
- **Star of the Term** from each class, for outstanding achievement (eg in writing, in behaviour, in being caring, in progress in reading, in using good manners) over the term is announced in 'Celebration Assembly.' The reward for 'Star of the Term' is a £5 book/sports voucher
- **Suns** are displayed in all classrooms – pupils are able to see their name remain on the sun all week as a clear prompt that they have been working hard and behaving well
- **Supernovas / rainbows / planets/ marshmallow land** offer a way for pupils to show consistent 'super effort' displayed in all classrooms.

Also:

- **Good Manners noticed during lunchtimes and Breakfast Club** is celebrated during our PSHE assembly (Monday morning) and in the school newsletter
- **Awards of Merit Certificates; Good Manners and Birthday Greetings** are updated and included each week in the school newsletter
- **Active Lunchtimes:**
 - a range of equipment is available during lunchtime to encourage pupils to be active. This is managed by Sports Leaders (see below)
 - Team Training sessions take place at lunchtime too. This is general fitness training for Marazion School teams
- **Marvellous Monitors** are appointed in Year 6 every September to take on roles in the school eg Office Monitor; ICT Monitor
- **Sports Leaders** are pupils who are trained to support PE and sport in school, including at break times; lunchtimes and during after school clubs.

Sanctions

- 1 **Staff** responses will be made both in non-verbal and verbal form.
- 2 A verbal warning by **a member of staff**
- 3 Sun, Cloud and Storm Cloud system in each class:
 - The aim is for the pupil to remain on, or rise above, the Sun each day (see 2.1)
 - Pupil can earn their way back from the Cloud to the Sun within a session through appropriate behaviour
 - There may be time out for subsequent pupil inappropriate behaviour, if a pupil remains on the Cloud
 - Time out, usually during lunchtime, if pupil appears on the Storm Cloud
- 4 **Time Out** in a 'Buddy Class' may be used – Buddy Classes are arranged as needed
- 5 Time Out may also be during lunchtime and include school-based **community service** such as tidying a classroom / sharpening pencils / **written tasks for example, an apology letter**
- 6 Loss of privileges, for example suspension of marvellous monitor / sports leader duties; attendance at an after-school club; not being able to play football at break/lunch times.
- 7 Pupil to see Headteacher
- 8 **Removal from classrooms** – this is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is different to when a child is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. Continuous education is provided in a supervised setting when a child is removed from the classroom - this may differ to the mainstream curriculum but should still be meaningful for the child. Removal from the classroom is considered a serious sanction and is only used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents are informed on the same day if their child has been removed from the classroom. Removal should be used for the following reasons:
 - a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

c) to allow the pupil to regain calm in a safe space.

There are usually 2 members of staff supporting a child that has been removed from the classroom for serious disciplinary reasons. The time is usually monitored with a timer so that both adults and the child are aware of the appropriate time limit in the room.

Removal is different to the use of separation spaces (sometimes known as sensory or nurture rooms), safe spaces or individual pods for non-disciplinary reasons, for example, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. Incidents of removal are recorded in a *Removal Log* or as part of a child's *Pastoral/Behaviour Plan*. Removal data is monitored to evaluate repeat patterns and effectiveness of removal.

- 9 Telephone conversation between Headteacher and/or Class Teacher and parents
- 10 Meeting with Headteacher and/or Chair of Governors, Class Teacher with pupil and parents
- 11 **Suspension** in line with the Cornwall Council Policy. Children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

For behaviour that is considered to be extremely inappropriate, the first sanction may start at 7 or 11. The above sanctions (from 7) are taken against pupils who are found to have made malicious accusations against school staff.

‘We can’t repair a community if we haven’t built a community.’ Joe Brummer

3 Responding to Misbehaviour

Staff respond predictably, promptly, and assertively following the school behaviour curriculum policy. The first priority is to ensure the safety of children and adults and to restore a calm environment. It is important that staff across Marazion School respond in a consistent, fair, and proportionate manner so children know with certainty that misbehaviour is always addressed.

Responses to behaviour may include:

- deterrence**: for example, sanctions
- protection**: keeping children safe is a legal duty of staff
- improvement**: to support children to understand and meet the behaviour expectations of Marazion School.

Children are supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support. **Staff listen to children. Staff ask, ‘What harm has been caused?’ and ‘What can we do to repair it?’** Parents are informed, discussing misbehaviour with staff. Where appropriate, staff take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the child has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation, or is experiencing significant challenges at home. It is important that we are meeting the needs of our children.

Marazion School has a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This can involve reintegration meetings between the school, pupils, parents and, if relevant, other

agencies. Marazion School considers what support is needed to help the child return to mainstream education and meet the expected standards of behaviour in our school.

4 Behaviour Outside of School Premises

Marazion School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. In response to non-criminal poor behaviour and bullying, which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, Marazion School can apply sanctions for a child's misbehaviour in the following situations:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- for making poor choices that could have repercussions for the orderly running of the school;
- for making poor choices that pose a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction is made on the school premises or elsewhere at a time when the child/children /are under the control or charge of a member of staff of Marazion School. Parents of the child/children will be notified of the misbehaviour outside of school premises. Parents are also encouraged to report any misbehaviour outside of school premises that they witness, from children of Marazion School, to the headteacher or their child's class teacher.

5 Power to search without consent

School staff are able to confiscate items from pupils including:

- stolen items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school eg mobile phones; pokemon cards

It is for the teacher and/or senior leader to decide if and when to return a confiscated item. [Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the event.](#)

6 Power to use reasonable force

Members of staff have the power to use reasonable force (see 6 below) to prevent pupils injuring themselves and others, or damaging property, and to maintain good order and discipline in the classroom.

7 'Positive Handling' of pupils

Members of staff are trained in 'team teach' techniques (refer to 'Positive Handling Policy') in order that they can remove a disruptive child around school safely, again preventing children injuring themselves and others, or damaging property, and to maintain good order and discipline in the classroom. Any child who has to be positively handled, using Team Teach techniques, will have details of the incident recorded in the 'Bound and Numbered' book. These details are shared with parents/carers on the day of the incident. Parents, [staff involved and the headteacher](#) sign the book. [This book is monitored by the Behaviour and Safety Committee.](#)

8 Near Miss Book

The Head Teacher/Assistant Headteacher/Business Manager will record any incidents from which there are lessons to be learnt in the 'Near Miss Book'. The outcomes, actions and responsibilities

are then shared with staff. Annual analysis of these incidents is shared with staff and monitored by the Behaviour and Safety Committee.

9 Incident Book

Incidents of poor choices and behaviour are recorded in the Incident Book (IB). This book is monitored in order to analyse behaviour over time, identifying rates and patterns of behaviour and any further actions required. Termly analysis of these incidents is shared with staff and monitored by the Behaviour and Safety Committee. The IB is also reviewed as a standing agenda item for TA meetings.

10 Specific Behaviour Issues

• Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, Marazion School follows the general safeguarding principles set out in Keeping children safe in education (KCSIE) – in particular Part 5. The designated safeguarding lead (or deputy) decides on Marazion School's initial response. Each incident is considered on a case-by-case basis.

Sexual violence and sexual harassment are never acceptable, will not be tolerated and children whose behaviour falls below expectations will be sanctioned. Staff at Marazion School are aware of the importance of challenging all inappropriate language and behaviour between children such as grabbing bottoms, genitalia, pulling down trousers, lifting up skirts. Marazion School never normalises sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We relentlessly insist on high standards of conduct between children and staff, demonstrating and modelling manners, courtesy and dignified/respectful relationships. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school is not downplayed and is treated equally seriously. A victim is never given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, Marazion School will consider whether any disciplinary action is appropriate for the individual who made it as per our own behaviour curriculum policy. It is important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

• Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at Marazion School. Negative interactions online can damage our school's culture and can lead to school feeling like an unsafe place. Marazion School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language and/or images is addressed following the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. Marazion School will follow the principles as set out in KCSIE for these online incidents.

Many online behaviour incidents amongst children occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Marazion School will sanction children when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of Marazion School, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Staff and parents will work together to set sanctions;

support children to know how to change their online behaviours; help children understand that everyone online should be treated with respect.

- **Mobile phones**

Mobile phones cannot be used by children during the Marazion School day. In exceptional circumstances, children may leave their personal mobile phone in the School Office, for example if they are staying away from home that evening and need to be in contact with their family.

- **Suspected criminal behaviour**

In cases when a member of staff or headteacher suspects criminal behaviour, the staff will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. Once a decision is made to report the incident to police, Marazion School will ensure any further action we take does not interfere with any police action taken. When making a report to the police, it is often appropriate to make in tandem a report to our local children's social care department. In these circumstances, it is usually the designated safeguarding lead (or deputy) who would take the lead.

Following any incidents linked to the above the DSL would attend meetings, working with other agencies as required on a case by case basis. **IF IN DOUBT – REFER OUT.**

Staff and governors are aware of how to respond:

RECOGNISE what abuse is – be calm and measured, always discuss with DSL

RESPOND appropriately, choose your words carefully

RECORD following school procedures

REPORT to your DSL.

Appendix 1

Marazion Manners

At Marazion School we are here to:

- Uphold the right to be yourself and be unique
- Show tolerance and respect for others and the environment around us
- Fight for freedom of expression and equality
- Challenge bullying, stereotyping and injustice
- Support our community
- Be leaders and positive role models.

Appendix 2

Charlie Taylor's behaviour checklists: Getting the simple things right.

Why is it that some schools continue to struggle with managing and improving behaviour? At a recent event at King Solomon Academy in Paddington I gathered together a group of headteachers of outstanding schools who succeed with some of the most deprived pupils in England. I asked

them to outline what they felt were the key principles that they had followed for improving behaviour in their schools. What soon became clear was how much similarity there was between the approaches that the headteachers had followed. Many of them emphasised the simplicity of their approach, but they agreed that most important of all is consistency. Where there is inconsistency in schools, children are more likely to push the boundaries. If a pupil thinks there is a chance that the school will forget about the detention he has been given, then he is unlikely to bother to turn up. If he gets away with it, the threat of detention will be no deterrent in the future. Often it is doing the simple things that can make a difference with behaviour. For example, the teacher who takes the time to meet and greet pupils at the door will find they come in happier and ready to learn. I recently read the 'Checklist Manifesto' by Atul Gawande, a surgeon who was concerned that so many patients seemed to suffer serious complications in the days after their operation. He realised that many of these problems were caused by operating staff failing to follow basic procedures. For example, a surgeon failing to wash his hands could cause an infection, or failing to account for all the swabs used in the process could lead to one being left in the patient's body. Gawande developed a checklist to be read out before each operation to ensure that all of the simple, but essential procedures were followed. The outcome was a marked decrease in the number of patients becoming seriously ill or dying after surgery. I took the idea of a checklist and adapted it to help schools to improve behaviour. My list is a menu of ideas from which schools can develop their own checklist. The list is not exhaustive and some parts would apply just to secondary or to primary schools. School staff or headteachers decide what their priorities are for improving behaviour and then create a bespoke checklist of between five and 10 essential actions to promote good behaviour. The teachers run through the checklist first thing in the morning and again after lunch to ensure the correct preparations are in place. It serves as a reminder of what needs to be done and ensures consistency across the school. I have asked some schools to look at areas of behaviour they want to improve and devise their own checklist. Examples have included: making sure all adults in the room know how to respond to sensitive pupils with special needs; ensuring that children actually receive rewards every time they have earned them and receive a sanction every time they behave badly; carefully following each stage of the behaviour policy rather than overreacting to poor behaviour; or simply remembering to stay calm. Teachers who follow these guidelines find there is more consistency of approach to managing behaviour, both in the classroom and around the school. When children know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves. The checklist may seem too simple, but managing a school or a class is a complex operation and because of this complexity it is easy to fail to get the simple, but essential, things right. After all, who could have believed patients die in hospitals because staff fail to wash their hands properly? In the special school where I am headteacher, we have considerable expertise with the most challenging behaviour. Yet a few years ago, one of my teaching assistants pointed out that we had become very good at ensuring children got the sanctions they had earned, but they were not getting their rewards with the same consistency. The message we were inadvertently sending to our pupils was that your good behaviour is less important to us than the things you are doing wrong. A checklist would have stopped us getting into this situation. Like Gawande's checklists for surgeons, mine are not written in tablets of stone and purporting to be perfect. They have been tested in a few schools who have gone on to develop and refine them to suit their own particular context, just as surgeons are now doing in hospitals. This is the start of a grassroots project led by heads and teachers – not a Government initiative in which schools are told what to do. I thought the idea of the checklist was exciting and I hope more people will try it out in their schools or classrooms. I would be interested to hear the views of colleagues on the checklist and I would be keen to visit schools who decide to use it.

CHARLIE TAYLOR Government's Expert Adviser on behaviour in schools

Key principles for headteachers to help improve school behaviour

Policy

Ensure absolute clarity about the expected standard of pupils' behaviour.

Ensure that behaviour policy is clearly understood by all staff, parents and pupils.

Display school rules clearly in classes and around the building. Staff and pupils should know what they are.

Display the tariff of sanctions and rewards in each class.

Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

Model the behaviour you want to see from your staff.

Building

Visit the lunch hall and playground, and be around at the beginning and the end of the school day.

Ensure that other Senior Leadership Team members are a visible presence around the school.

Check that pupils come in from the playground and move around the school in an orderly manner.

Check up on behaviour outside the school.

Check the building is clean and well-maintained.

Staff

Know the names of all staff.

Praise the good performance of staff.

Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

Children

Praise good behaviour.

Celebrate successes.

Teaching

Monitor the amount of praise, rewards and punishments given by individual staff.

Ensure that staff praise good behaviour and work.

Ensure that staff understand special needs of pupils.

Individual pupils

Have clear plans for pupils likely to misbehave and ensure staff are aware of them.

Put in place suitable support for pupils with behavioural difficulties.

Parents

Build positive relationships with the parents of pupils with behaviour difficulties.

In Consultation

Behaviour checklist for staff

Classroom

Know the names and roles of any adults in class.

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Display the tariff of sanctions in class.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

Pupils

Know the names of children.

Have a plan for children who are likely to misbehave.

Ensure other adults in the class know the plan.

Understand pupils' special needs.

Teaching

Ensure that all resources are prepared in advance.

Praise the behaviour you want to see more of.

Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).

Differentiate.

Stay calm.

Have clear routines for transitions and for stopping the class.

Teach children the class routines.

Parents

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.