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# Newstead Academy



## Behaviour Policy

September 2024 – September 2025

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## 1. Our School

### 1.1 Our Vision and Ethos



Newstead Academy is a setting which seeks to continually develop its students and staff and influence practices and attitudes elsewhere. A whole-school behaviour strategy helps all students and staff within Newstead to work together in a safe and happy environment. The behaviour strategy translates the organisation's ethos and philosophy into practice that promotes good standards of behaviour and encompasses our vision to ensure every child achieves their full potential.

### 1.2 Our Values and Principles

The philosophy supporting the behaviour strategy and behaviour support practices within Waterton Newstead is based on the principles of Positive Behavioural Interventions. It is also based on the recognition that most forms of challenging behaviour reflect a communication by the individual that they are not managing in the environment as it is at that time. This way of looking at behaviour support promotes facilitation, empowerment and teaching rather than punishment or sanction as the most effective way to reduce challenging behaviours.

The following key principles form the foundation for this strategy:

- Equality for all students and staff
- Maximising potential by reinforcing positive and appropriate behaviour and encouraging learning from natural consequences
- An equal working partnership between staff and students
- All students have a right to have their individual needs taken into account when developing support approaches
- We believe that all behaviours, including the most challenging, represent attempts to communicate

### 1.3 Our Golden Rule



Our golden rule needs to be simple, accessible and understandable to all pupils. We feel that our golden rule ensures that our children are provided with an environment which enables them to achieve our vision.

### 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.

### 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 centre of support for our families, and provide a safe and loving environment for our children to grow and develop and achieve their full potential.

### 1.6 Our Academy Trust

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 Newstead, we believe that all children need a well-ordered, disciplined environment in which they are free to grow, develop and achieve their full potential that is consistent and fair. Good behaviour is directly linked to academic achievements; our emphasis at Newstead is on the value of hard work and a positive attitude towards learning, through high-expectations and consistent standards. We work to promote a happy, safe and thriving school built upon our values. We want our pupils to leave Newstead 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 Newstead Academy 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 Newstead Academy 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 learning sessions.
- Poor attitude/ not following our golden rule.

### 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/Damage to property
- 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 Star of the Week

Star of the Week are given 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 each 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 having their name displayed on the Star of the Week board.

### 6.3 Headteacher Award

The Headteacher's Award is an ad-hoc award that is given to 1 pupil in Star of the Week Assembly when applicable. The Headteachers Award is used to reward a pupil for going 'above and beyond' and an outstanding display of behaviour.

### 6.4 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. 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.

### 6.5 Kindness Award

Each week, in line with our golden rule, we will look to recognise a child or children who have demonstrated kindness towards others, or who have done something exceptional to help their peers or the Newstead team that demonstrates kindness.



### 6.6 Hive Time – Honeypots and Honeycombs

Whole school and class-based reward system – Each of our class bases will be referred to as our ‘hives’ and each hive will have a ‘honeypot’; at the end of each day each hive will have time to reflect upon positives and make nominations for a honeycomb of positivity, these will then be added to the honey pots. When the honey pot is full the hive (class) will achieve a pre-agreed reward. There will also be a whole school honeypot which will work in a similar way, nominations can be added to this for more wide scale activities and be given by any members of staff, children may also nominate a member of staff for a whole school honeycomb. We really want to build on our value of achievement and aspiration for all and feel that building this shared identity will help to nurture this in a positive way.

## 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.

### 7.2 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 (a 3 or 5 minute increment) as a consequence for inappropriate behaviour. If a child is to miss part or all of a playtime, this must be carried out under supervision and with the use of a 3 or 5 minute timer and clear instruction and direction from the adult; the child must remain seated for the duration of the timer, if they choose not to remain seated the timer will be paused until they follow the adult direction to sit on the chair. Children must never be left unattended.

### 7.4 Time Out

Time outs in away from an activity or peers may also be used, this will usually be led by a TA to enable a change of face and setting from the class teacher. It is the responsibility of the class teacher of the child to ensure supervision is provided. The length of the timeout will be dependent upon why it is needed.

### 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 SLT 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

Newstead Academy has a zero tolerance approach to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/sexual harassment. As a supportive and preventative measure, our RSE curriculum will cover, at an appropriate stage:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- Different types of relationships

- Acceptable and unacceptable physical contact

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. 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 suspensions or 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 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, staff are expected to deal with the behaviour accordingly. Where appropriate, staff will communicate this with the class teacher who will deal with the incident as outlined in this policy. Staff 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. 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 Newstead 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. We also recognise that for many of our pupils communication is a barrier, we will always strive to communicate with parents via phone, email or Tapestry as soon as we are aware of any incidents which may have occurred so that parents are able to reassure and communicate with their child at home.

## 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 Nurture 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 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 Newstead 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 display negative behaviours. For these children, a more tailored programme of support may be required. A bespoke plan will be created between teachers, parents and the pupil 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, 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 (including on transport)
- 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 remove pupils from a classroom/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 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.

### **11.4 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.

### **11.5 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 parents. 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	1 - universal	Following school values, Golden Rule & displaying expected positive behaviour	Detailed in the 'rewards' section
<i>1<sup>st</sup> Verbal Warning &amp; Opportunity to Correct</i>			
Amber	Warning(On 2 <sup>nd</sup> Warning)	Instance of: After a 1 <sup>st</sup> verbal warning, if behaviour and the child placed on amber. <ul style="list-style-type: none"> <li>Lack of Effort</li> <li>Consequences may be, but</li> <li>Distracting Others</li> <li>Defiance/ Failure to Comply</li> <li>Rudeness</li> <li>Out-of-class</li> <li>Reminder of expectations and risk of red</li> <li>Potential missed playtime minutes</li> </ul>	does not improve, or <ul style="list-style-type: none"> <li>Low Level Disruption escalates, a 2<sup>nd</sup> warning is given</li> </ul> are not limited to: <ul style="list-style-type: none"> <li>Moving seats</li> <li>discussion with teacher</li> <li>card</li> </ul>
<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"> <li>Continued failure to comply or correct behaviour (many of the above)</li> <li>Refusal</li> <li>Absconding</li> <li>Fighting</li> <li>Aggressive Behaviour</li> <li>Physical Behaviour</li> <li>Bullying</li> <li>Swearing</li> <li>Damage</li> <li>Any prejudicial incidents</li> <li>Any sexual incidents</li> </ul>	If behaviour does not improve, an appropriate and proportionate consequence will be applied: <ul style="list-style-type: none"> <li>Missed playtime/ lunchtime</li> <li>Missed privileges/ treats</li> </ul> Parents must be informed at end of day by the class teacher
			If the child continues to display inappropriate behaviour, or behaviour escalates: <ol style="list-style-type: none"> <li>1. Time out with another adult to complete work</li> <li>2. SLT Intervention (this should only be used when all other strategies have been applied, or a behaviour is so severe it requires automatic SLT intervention).</li> </ol> Parents must be informed at end of day by the class teacher
			If behaviour continues to escalate, or is severe enough: <ul style="list-style-type: none"> <li>HT intervention (as above but the next stage up as a final option)</li> <li>Possible suspension</li> </ul> Parents must be informed at end of day by the class teacher

### Red Card Thresholds (In 1/2 Term)

3	6	9
Parent invited to formal meeting (in person/online or over the phone) with class teacher to discuss concerns	Parent invited to formal meeting with class teacher (in person) to discuss concerns & Behaviour Support Plan	Parent invited to formal meeting with class teacher & headteacher (in person) 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

### Transition Script 1

*Attracting Attention Before a Transition*

1	Adult to raise hand to signal 'stop' and sign 'finished'. This is the Newstead signal for the end of a session Children to stop and turn to track the teacher
2	Adult to wait for attention, giving non-verbal praise (e.g thumbs up for children following the instruction) <b>Note:</b> Avoid using unnecessary language; cut off any conversations with another child/ adults when stop signal has been used <b>Note:</b> Rhymes or mantras may be used alongside the signal (e.g 1, 3, 3 eyes on me [children stop]). <b>Note:</b> Support staff must also stop talking and support class teacher with gaining children's focus
3	Adult to direct children into the transition (either to another area or activity)

### Transition Script 2

*Sitting as a group, to moving around the classroom (e.g to tables, group to task )*

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 give clear directions using now and next language, but maintain tracking Children to stand up, ready to follow the direction <b>Note:</b> This may be as a full class, or group, by group
3	Teacher to direct children to their activity, quietly and calmly Children to face the direction of their activity and move towards it <b>Note:</b> Children will either be directed to sit straight down or to work with an adult in an area of provision.
4	Children sit down at their table and track the teacher for their group activity or start a task (depending on the initial instructions)

### Transition Script 3

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

1	Teacher to clearly state that a transition is about to happen and ensure that children are tracking before beginning the routine using ability-appropriate language Children to follow transition script 1 <b>Note:</b> Equipment should have been tidied away prior to the transition
2	Teacher to ask children to show that they are ready and will inform them of what behaviour is being looked for. Children to demonstrate the behaviour asked for by the class teacher. <b>Note:</b> This may be as a full class, or group, by group
3	Teacher to direct children to another area, quietly and calmly
	Children to face the direction of travel and move towards it

**Transition Script 4**

*Moving around school in a line – pre/post break times and Friday celebration assembly*

<b>1</b>	Teacher to carry out transition script 1 and 3 as above Children to follow transition script 1 & 3 as above
<b>2</b>	Teacher to remind children to walk in single file, quietly and calmly Children to follow the teacher and walk behind supported by TA's, children should not move positions. <b>Note:</b> The teacher must be within a close distance of the first child, with TA's supporting key/focus children and at the end of the line.
<b>3</b>	If the routine is not followed, repeat the process where appropriate/for those needed.