

Our School Rules:

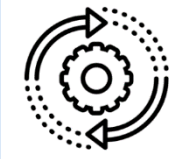
1. Be Ready to Learn
2. Be Respectful
3. Be Safe

These are the expected behaviours we would see following our 3 rules:

Rule 1 – expected behaviours	Rule 2 - expected behaviours	Rule 3 - expected behaviours
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 Ready	 Respectful	 Safe
Come to school on time	Greet each other politely when we arrive each morning.	Move calmly around the school and outside.
Look and listen when others are talking	Thank each other at the end of the day when we leave.	Use play equipment properly.
Follow instructions the first time	Keep the spaces we work in clear and tidy. Work hard in lessons.	Kind hands and feet.
Start work straight away	Follow instructions the first time.	Tell an adult if something is wrong.
Wear the correct uniform	Notice when others have done something for me.	Play only in the places allowed.
Line up correctly and promptly	Hold doors open.	Use technology responsibly.
Have the correct equipment	Win and lose gracefully.	Wash hands regularly.
	Use people's names correctly.	Catch and bin coughs and sneezes.

Routines:

Transitioning at Breage C of E School	
	<u>Entering the school:</u> KS2: Children enter through playground main gate, up the outerstairs where an adult greets them on the door. They take coats and bags to the cloakroom and drop their reading records in the box. EYFS and KS1: Children enter through playground main gate, through the Maple Class provision area and into the classroom via the shed cloakroom. *pre-agreed families and children use the main reception door. In some cases, this is part of the children's provision <u>Moving around school:</u> Pupils are expected to line up quietly and walk around the school in single file, keeping to the left on the stairwell, and in corridors. <u>Transitioning to and from the start and end of lunch/ break/ assembly:</u> KS2: Break: Children released in year groups so as not to clog up the cloakroom. They quietly get coats and snacks and leave via classroom steps. After break, the children line up at the bottom of the steps and the playground is checked for toys and equipment. Lunch: Children are asked to stand behind chairs before they can leave the room. They wash their hands, get their lunches from the cloakroom and head to the hall. EYFS and KS1: Break: Children line up by back classroom one at a time to go outside and exit in single file. After break they line up at EYFS playground door, single file, ready to come in. Lunch: One at a time children wash their hands and return to carpet. An adult will be ready to receive children from the classroom into the hall. One at a time they are asked to line up in the hall, ready to start their lunch.

	At the end of lunch, both classes are lined up on the top playground and are led by an adult into school once the playground is tidy. Children have 5 minutes notice at 12:55 to tidy the outside areas. KS2 children come through the hall, staying to the left and move quietly to their class via their cloakroom. KS1 go straight to their room through the EYFS provision area, via the shed. Collective Worship: Children in KS2 line up at the door and a monitor will encourage children to move quietly. Children stay to the left. Y6 children will have set up the hall for the collective worship. KS1 come directly from their room quietly with an adult leading.
Gaining pupils attention at Breage C of E School	
	The approach to gaining a pupils attention is: A countdown from 5 to 0. An adult raises their hand, showing five fingers. They count backwards from five to zero with the expectation that at zero both adults and children stop talking and listen to what is being said.
Clear and consistent expectations at Breage C of E School	
	• Tidy tables, tidy minds • Classrooms should be tidy and well presented. • Displays and boards should be consistently maintained. • On pupil's tables there should only be equipment that they need. • When leaving the classroom, tables should be orderly, the floor clear of any mess and chairs tucked in. • Unless there is a prior agreement with the class teacher or SENDCO, children should not be fiddling with anything at any point. • All pupils should have removed any items not deemed school uniform in the classroom (hats, scarfs, gloves, ear muffs, bracelets, rings) unless it is part of an agreed plan. • Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers. • Whilst the teacher is talking there should be no talking from any member of the class. • The behaviour support policy will be adhered to consistently.
Work expectations at Breage C of E School	
	Noise level: Pupils should be expected to work within the expectation of the class staff which will depend on the task given. We encourage pupils to use 'indoor voices' during lessons but also to understand that there are times when silent working is necessary. Different Situations: • Independent working • Pair / share talk • Group work • Whole class discussion
Classrooms Routines	• Pupils will arrive before 8:45am and wearing school uniform. • Children to enter the room at all times, quietly. • Pupils sit on a chair with all 4 legs on the floor, chairs are tucked in with approximately a fists gap between their chest and the table. Children will endeavour to sit up straight. • Answering questions will require a range of strategies: some questions will be answered on whiteboards (adults will say '1, 2, 3 – show'. Cold Calling may be used and at all other times pupils will raise their hand. • Pupils may be asked to speak to their partner for a period of time. They will be asked to 'talk to your partner.' • All adults will use the Walkthru 'Signal, Pause, Insist' to gain pupils attention. The signal will be a raised hand followed by a countdown from 5 to 0. All pupils are expected to follow this before progressing. • Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work quietly unless advised otherwise. • Pupils will leave the room quietly, until they reach the playground.
Dinner hall Routines	• Pupils enter the hall quietly when called for their meal. • Once they have collected their meal, they sit at a table with their peers. Voices should be at a talking level and not a shout. • Polite manners are used towards lunchtime staff. • All cutlery and plates are returned to the wash station and pupils exit the hall quietly.

Reward Toolkit:

Name of the reward	Why is the reward given?	When is the reward given?		Who gives the reward?
Wonderful Writers and Marvellous Mathematicians	Academic attainment, effort or progress in English and Maths	Certificate given to child after celebration assemblies.	Chosen by class teachers and shared in Celebration Assembly.	Chosen by class teachers and shared in Celebration Assembly.
Star of the week	Overall Recognition	Certificate given to child after celebration assemblies.		Chosen by class teachers and shared in Celebration Assembly.
Individual class rewards – Treasure Box	Any of the above as decided by individual class teachers	Often at the end of the school day decided by individual class teachers. Chart: green, purple, blue, gold. When pupils are recognised following a school rule, an adult can move the pupil's name up the chart. This resets every half day. When a pupil reaches blue, the class get a When a pupil reaches gold, they receive something from the treasure box.		Class teachers & support staff

In-Class Reward Systems:

'Our Behaviour Horizon'.

Within each class, similar to the below scale will be displayed. All children will start on green at the beginning of each lesson. Dependent upon behaviours they will move left or right. It is crucial that this is displayed in a horizontal manner to avoid the negative connotations associated with moving 'down'.

Repair	Amber	Green	Purple	Blue	Gold
Reflect! Time in to repair and reflect with the class teacher. Name removed from board.	Refocus! We can turn this around and get you back to green	Aim for gold! All start here	Well done! You are moving in the right direction!	Great! You've earned a house point!	Amazing! You've earned a gold award!
Help me understand... What happened... I wonder what you were thinking/ feeling at the time... I imagine that was... I imagine you felt... I wonder how this might... I wonder what we could do... What I'm noticing is that when x happens you do x...	Regulate: take some time to calm down Reflect: what went wrong? What can I do differently? Act: now it's time to do it and get back to green				
Physical or verbal aggression to others or directed towards the environment Leaving the classroom	Leaving seat repeatedly Disrupting the learning of others Shouting out,	Ready Respectful Safe	Showing consideration and support for others, Seeking support appropriately Consistent effort,	Exceeding expectations of learning Persevering when learning is challenging	Showing behaviour that is continually above and beyond the expectation Consistently being in

without permission Any behaviour that compromises the safety of others within the classroom Bad language Mobile phones out in class	interrupting the calm environment of the class Disengagement with own learning		attention and concentration	Demonstrating care and concern for others	the right place, at the right time, doing the right thing
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Other rewards include:

- Giving praise, both verbal and written
- Sharing and making an example of good behaviour
- Positive feedback to parents/carers

General rewards for individuals who manage to consistently meet our high expectation:

- Quiet word of personal praise.
- Public recognition in class or assembly.
- Sending good work to a senior leader

Sanctions

Sanctions Overview:

- Pupils will have 2 warnings before a sanction is given. Firstly a verbal warning. Followed by the movement of their name to Orange. At this point the child can change their behaviour without loss of break time.
- When the child moves to white (Repair and reflect) they must miss a maximum of 5 minutes of their break. Lunch period sanctions can last up to 15 minutes.
- Teachers will be responsible for supervising the loss of break time and lunch time.
- If pupils reach the 'Repair' phase 2 times in a week, a conversation with a parent/carer will take place.
- Pupils that have persistent behaviours of concern over a 4- week period will have a Positive Behaviour Support Plan which will detail an individualised approach to their behaviour support.

Sanctions Pathway:

<u>Steps</u>		<u>Action</u>
1	Redirection	Non-verbal cues or a gentle encouragement to change the unwanted behaviour to one that we expect to see. For example: "Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready" At this point, pause and wait before continuing. If the behaviour continues move to step 2.
2	Reminder.	A reminder of the expectations ' Ready, Respectful and safe ' delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively – "Remember, being respectful means look at and listening to the adult whilst waiting your turn to talk, thank you." If the behaviour continues move to step 3.
3	Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. E.g. "What can I do to help you? Help me to remember what you should be doing right now?"
4	Time with/Missed playtime	Pupil will spend time with the class teacher for 5 or 15 minutes at a break or lunch period. It is imperative that this is conducted with the class teacher or HOS and that the focus of the discussion is centred around the pupil understanding the behaviour displayed, the consequence and then how they reset their behaviours ready for the next period of learning. If the behaviour continues move to step 5
5	Escalation to HOS	Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with'. The HOS will be notified and a phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in MyConcern or using ABC/behaviour log sheets. HOS involved.
6	Formal Meeting	A meeting with the pupil, parents, teacher, SENDCo and Head of School to take place and recorded on MyConcern if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week.

Exception Immediate response	When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:- • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property • Hurting others with deliberate intent In these cases, the incident will immediately be reported to HOS and recorded/logged, and an appropriate sanction/action taken in consultation with HOS. A phone call home by a member of HOS will automatically take place. The behaviours will be explored and managed by the school's leadership team, class teacher and SENDCo.
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Sanction pathway for break and lunch periods:

- Pupils are expected to follow the school rules during break times and lunch times also.
- 1 quiet verbal warning.
- A second one might be given to remind of expectations
- If behaviours persist, the pupil will need to walk and talk with the adult on duty for 5 minutes to reflect.
- For significant incidents, a member of the teaching team will be called to support.

Approaches taken for repair/restorative conversations:

These are to take place following an incident. This is to be conducted by the class teacher/ person leading the session. It should be a coaching conversation for the pupil. The structure for the conversations is:

- Ask what happened
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have been done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently and what they could do differently next time to support.
- Agree strategies/goals/targets for the future
- Give the child a chance to add anything else they wish. Do not force an apology – it will not improve the situation (however acknowledge those freely given appropriately).
- In KS2, this process may be physically recorded by the pupil **and adult**.