

Our School Rules:

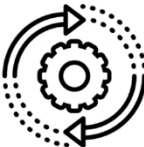
1. Kind eyes
2. Kind Mouths
3. Kind Hands

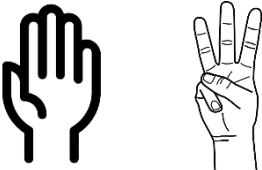
What behaviours might we see that are explicitly linked to our rules?

Rule 1 – Kind eyes - Expected behaviours	Rule 2 – Kind Mouths - Expected behaviours	Rule 3 – Kind Hands - Expected behaviours
- Looking at someone when listening - Looking correct way on carpet - Focussing on work - Showing kind emotions - Not glaring at others - Looking at where we are going	- Smiling at others - Quiet when listening - Talk when appropriate - Quiet voices inside - Not shouting at others - Talking politely - Using manners, saying please and thank you - Saying kind things about or to others - Quiet voices when walking in the corridors	- Keeping hands to ourselves - Not hurting others - Using our best hands e.g. handwriting, cutting etc...

Routines:

- Walking in the classrooms
- Walking in the corridors
- Quiet voices
- School values embedded in all lessons and PE and assembly
- Rewards – Gold awards, house points, signed gold awards class marble jar
- Gold award reward system embedded

Transitioning at Biscovey Primary Academy	
	<u>Entering the school:</u> - Adults greet children on the gate as they arrive. - Class teachers to greet children at the classroom door. - Support staff meeting and greeting in the corridor and classroom to support class teacher. - Children put their coats and bags away. - Children work silently during SODA for a calm start to the day. <u>Moving around school:</u> - Children walk sensibly when they are moving around the school.

	• Children should be accompanied by an adult. • Children walk in silence to and from assembly. <u>Transitioning to and from the start and end of lunch/ break/ assembly:</u> • The adults outside will blow the whistle 5 minutes before the end of lunch to give children a 5 minute warning. Children will put any equipment away sensibly that they have been using. • The whistle will blow a second time to signal the end of lunch 5 minutes after the first whistle. • Support staff will call classes for them walking in sensibly to their classes. Children are not expected to line up. • Children must walk to their classrooms. • Children put their coats away and sit in their chairs ready for their next lesson. • For assembly, children line up in classes in line order. • Adults escort children to the hall. • Children walk down the corridor sensibly and in silence. • Children enter the hall for assembly in silence. • At the end of assembly, the adult will get the children's attention by saying 'juniors' and showing the stop sign. • Classes are dismissed one at a time. • Class adult to escort their class from the hall in silence back to class. • When transitioning between the carpet to chairs or lining up, adults will use 1,2,3 silently using their hands. 1 signals for children to stand up silently and tuck their chair in. 2 signals for children to move to their chair or line. 3 signals for children to either sit down or follow on in the line.
Gaining pupils attention at Biscovey Primary Academy	
	The approach to gaining a pupils attention is: • To gain the children's attention adults will use their class name to stop the class. This will act as a signal for the class to stop. • The adult will then use 3, 2, 1 to stop the children and hold up the stop signs. • The adult will say 3, verbal praise for a child who has stopped, 2 and voices off, 1 magnet eyes. All children will stop and mirror the stop sign. • Activities starting using the green traffic light • Staff will encourage correct behaviour by acknowledging the children who have stopped and are ready for the next instruction. Support staff will: • Support the teacher in gaining all children's attention by providing support and praise • Use traffic lights to support individuals who require additional support • Use agreed silent signals

	• Maintain high expectations and consistency in the classroom • Support routines such as tidying up • Support pupils who require additional support.
Clear and consistent expectations at Biscovey Primary Academy – Infants and Nursery	
	• Tidy tables, tidy minds • Classrooms should be tidy and well presented. • Displays and boarders should be consistently maintained. • On pupil's tables there should only be equipment that they need and nothing else. • 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 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) • 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. • When transitioning between the carpet to chairs or lining up, adults will use 1,2,3 silently using their hands. 1 signals for children to stand up silently and tuck their chair in. 2 signals for children to move to their chair or line. 3 signals for children to either sit down or follow on in the line.
Independent work expectations at Biscovey Primary Academy	
	Noise level: • Children will work quietly and use indoor voices. • The adults in the classroom will ensure high expectations of behaviour • Teacher can easily get the class's attention when needed using the countdown signal of 3,2,1. Tasks: • Brian, buddy, browse to support with work - Children to think about their task and how they could work it out. Children to ask a friend and see if they can support. Children to browse the room and use displays and resources to support.
Classrooms Routines	• Children enter the classroom quietly and sensibly • Adults will use 1, 2, 3 to transition children around the room and to activities/tables • 1, 2, 3 to transition around the class or to line up. On one the children will stand up, 2 walk to their new location and 3 leave in orderly fashion or begin activity • Children will work quietly on their work

	• Use Brain, buddy, browse to support when working • Work to best of their ability • Children will sit at tables with the correct posture • Adults will use a range of strategies to support learning, e.g. hands up, talk to your partner and walk and talk. • Children will treat resources with respect
Lunchtime Routines	• Children will go to the hall for lunch when asked to by a member of staff • Children will walk in and out of the hall sensibly and quietly • Children will collect their dinner and sit down at a table • Children will eat sensibly, using quiet voices when at their tables talking to their peers. • Correct table manners are used at all times (knife and fork used correctly) • Children will take their cutlery and plates to the station to be scraped and put away correctly • Children will leave the hall and walk sensibly down the hallway to the outside area At lunchtime and playtime the whole school expectations are the same as in class. They are: 1. Kind eyes 2. Kind Mouths 3. Kind Hands The school has special praise cards which will be given out to the children who follow these rules correctly. Adults will actively engage children in play to support with a calming and positive atmosphere as well as allowing pupils to engage in physical activity. If behaviours are escalating this must be dealt with by a member of staff who will discuss this with the child and will spend 'walk and talk time' reflecting on their behaviour. At the end of lunchtime, the adults outside will blow the whistle 5 minutes before the end of lunch to give children a 5-minute warning. Children will put any equipment away sensibly that they have been using. The whistle will blow a second time to signal the end of lunch 5 minutes after the first whistle. Support staff will call classes for them to walk in sensibly to their classes. Children are not expected to line up. Children must walk to their classrooms. Children put their coats away and sit in their chairs ready for their next lesson/register.

Recognition of rewards for effort:

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 the Head of School (HOS) or another member of SLT.
- 'You've been spotted' certificate in assembly.

General rewards for individuals who go 'above and beyond' expectations:

- Stickers
- House points
- Weekly certificates/ awards/nominations – newsletter publication
- Gold award for reaching gold on the behaviour horizon.
- Gold award signed by other members of staff and SLT for children going above and beyond.
- Parents informed (text or phone call)

Recognition of rewards for effort:

- Children will receive verbal praise for following routines and rules
- Children will move up the behaviour horizon throughout the day, aiming for gold.
- Children will receive certificates for going above and beyond
- Children will be sent to other classrooms to show exceptional work and effort
- Children will be sent to SLT to showcase work
- Whole class works together to earn marbles in the marble jar

Sanctions Overview:

- When sanctions are deemed appropriate then children will be given a verbal warning and a reminder of positive behaviour.
- If behaviour continues the child will be moved onto the thinking cloud, giving them time to reflect on their behaviour.
- If low level behaviours continue then they will be sent to a parallel class and will have a discussion around why their behaviour is not appropriate.
- Speak to a member of SLT if behaviour is continuing to be a challenge after the steps above have been followed.
- If behaviour is significant or persistent parents will be informed of behaviour

Approaches taken for repair/restorative conversations: (amend and delete as appropriate)

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 and why they chose to behave that way
- Talk about whether they feel they made the right choice
- Ask what they could have done differently
- Agree strategies moving forward
- Allow time to reflect