

Our School Rules:

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

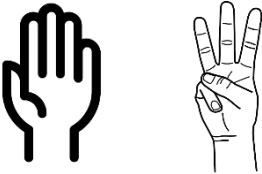
What behaviours might we see that are explicitly linked to our rules? *(What behaviours that you would want to see in your school?)*

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 – sunshine, MPB, achievements, rainbow awards, class marble jar
- Rainbow reward system embedded

Transitioning at Biscovey Primary Academy – Infants and Nursery	
	<u>Entering the school:</u> - Adults greet the children on the gate in the morning. - Children greeted by familiar adult when they enter the classroom. <u>Nursery:</u> - Children are welcomed into the classroom by a member of staff - Children enter the classroom, put their own things away and go to the carpet for morning activity, class discussions - Daily timetable shared and days of the weeks completed with all children.

	• Children to sign in by writing their name and putting name card onto the five/tens frames • Children to join the carpet to join in with rhyme time • Children to sing days of the week and complete days of the week and weekly timetable. <u>REC/KS1:</u> • Children welcomed into the classroom by member of staff • Children enter the classroom and put their belongings away • Children sign in on the self-registration • Children vote for their story • Children to sit on the carpet ready for the register • Children to sing days of the week and complete days of the week and weekly timetable. <u>Moving around school:</u> • Children walk sensibly around the school • Quiet voices • Children to be kind and caring towards others • A structured transition of 1, 2, 3 will be used to support behaviour when transitioning around the school and the classroom. Adults will silently signal the 1, 2, 3. One will signal for the children to stand up and tuck their chair in, 2 will signal for the children to their new location and 3 will signal for the children to sit down or follow their line. <u>Transitioning to and from the start and end of lunch/ break/ assembly:</u> • Children walk sensibly around the school • Children to use quiet voices • Adult will call classes down when they are ready in the hall • Children to walk to the playground from the hall in a safe and sensible manor • 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. <u>Assembly</u> • Adult will say 'infants' to gain children's attention. They will then use the 3, 2, 1 countdown and show the stop sign for children to be ready. One class will be dismissed at a time from assembly. Children will walk calmly back to their classes.
Gaining pupils attention at Biscovey Primary Academy – Infants and Nursery	
	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	
	• Classrooms will be calm • Classrooms will be clear and tidy • Classrooms will be well presented • Class resources will be ready for the lesson • Displays are up to date • Children will be provided with the equipment they require for the lesson • Resources ready and on table for the lessons • Children to tidy up and support tidy up routines • Children should be in full school uniform and PE kit • Children will be ready and listening during carpet times • Behaviour policy followed consistently by all adults • Children will have book bags in school • Children will be ready to learn • Children will listen with respect to the teacher when they are talking
Independent work expectations at Biscovey Primary Academy – Infants and Nursery	
	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:

- Children will receive verbal praise for following routines and rules
- Children will move up the rainbow throughout the day, aiming for red
- Children will receive stickers at each step of moving up the rainbow
- 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

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

- Rainbow awards – Red – Rainbow reward card

Amber – Sticker

Green – Verbal praise

- My Personal Best awards
- Stickers
- Marble jar – whole class reward
- Showing children's work to another member of staff or SLT for praise

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

- Sunshine awards - send the certificate home.
- Weekly certificates – achievements in assembly, MPB, sunshines
- Stickers for effort on numbots in assembly

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