

Our School Rules:

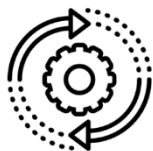
1. Be Kind
2. Be Respectful
3. Be the best you can be

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

Rule 1 – expected behaviours	Rule 2 - expected behaviours	Rule 3 - expected behaviours
Greet each other politely when we arrive each morning Look and listen when others are talking Use kind words, hands and feet towards each other Saying please and thank you to others Line up correctly and promptly when asked to do so	Listen to instructions carefully Follow the instructions of adults Ask for instructions to be repeated if you are unsure Hold doors open for others Keeping our work area tidy Help keep our school environment tidy for others Use technology responsibly	Come to school on time Move calmly around the school and outside Use play equipment as intended Tell an adult if something is wrong Play only in the places allocated Start a task straight away Be ready to learn by having the correct equipment ready Understand that work will be challenging and this is how we learn

Routines:

Transitioning around the school



Entering the school:

Quietly
Calmly
Organised

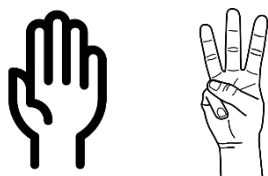
Moving around school:

Quietly
Calmly
Organised

Transitioning to and from the start and end of lunch/ break/ assembly:

Silently
Calmly
Organised
In a line

Gaining pupils attention



The approach to gaining a pupils attention is:

Classrooms - staff will ring the chimes and then follow with a 3,2,1 with their hand raised in the air. 100% participation is required before the staff member will continue.

Hall - staff will ring the chimes and then follow with a 3,2,1 with their hand raised in the air. 100% participation is required before the staff member will continue.

Outside – staff will blow a whistle. Children are expected to pause silently. On the second whistle blow, they line up or follow the instruction that was given on the first whistle.

Clear and consistent expectations



- Tidy tables, tidy minds
- Classrooms should be tidy and well presented.
- Displays and borders 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.
Independent work expectations	
	Noise level: Quiet or silent (as deemed appropriate by the staff member leading) Tasks: Quiet or silent (as deemed appropriate by the staff member leading)
Classrooms Routines	• Pupils will arrive before 8:50am and wearing school uniform. • Children to enter the room at all times, silently. • 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 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 me'. 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.' Timers will be used to control this. • All adults will use the Walkthru 'Signal, Pause, Insist' to gain pupils attention. The signal will be a raised hand followed by 3, 2, 1. 100% compliance is required before progressing. • Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work silently unless advised otherwise. • Pupils will leave the room silently, until they reach the playground. • Toilet passes will be used in all classes. Only 1 boy/girl is able to leave the room at any time.
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. • Manners are used towards lunchtime staff. • All cutlery and plates are returned to the wash station and pupils exit the hall quietly.

Reward Toolkit

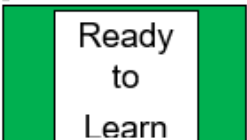
Creativity, Curiosity, Courage



Purple slip with value circled - see a member of SLT
- Certificate
- 'In it to win it' x2



Class recognition with a clear identification of why pupil has moved up
- 'In it to win it' x1



All pupils begin each new session on green.
Pupils will be consistently reminded what 'Ready to Learn' looks like.



Growth Mindset reminders
Clearly explained which 'value' is letting them down.
Warning



Red slip with criteria circled
- time to reflect with an adult
Not publicly displayed

Rewards

Every effort will be made by all staff to praise every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards.

Rewards are never to be taken away once earned.

Frequency	Behaviour	Implications
Daily	Keeping to the Rules Any praiseworthy behaviour	General Praise Purple Certificates Praise phone call home Headteacher award In it to win it tickets
Weekly Rewards Assembly	Very good behaviour, effort and/or achievement	General In it to Win it Update – top class In it to win it ticket draw – one from each class to have extra play or another reward with HOS or SLT member Other Awards (competitions, special events, awards from extra-curricular activities, etc) Star of the Week Certificates

Purple Slip = see Head of School for a certificate

Name:		Date:		Class:	
Details of why the child has received a 'new' slip.					
Kind	Respectful	Resilient	Responsible	Positive	Thoughtful
Hard-working	Sparkle				

In it to win it tickets = enter class draw

Name: Class:	Name: Class:	Name: Class:	Name: Class:	Name: Class:

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.

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

- Stickers
- In it to win it ticket
- Weekly certificates/ awards/nominations – newsletter publication
- Parents informed (text, phone call, secret post card)
- HOS purple award

Sanction Pathway

- Pupils will have 2 warnings before a sanction is enforced. Firstly a Verbal warning. Followed by the movement of their name to Amber. At this point the child can change their behaviour without loss of break time.
- When the child moves to Red (Repair) they must miss a minimum of 10 minutes of their break or lunch period. Lunch period sanctions can last up to 20 minutes. Some instances of behaviour will move to red automatically and pupils will receive a red slip. Eg: physical harm, racist comments or swearing (**see below**)
- Teachers will be responsible for supervising the loss of break time. A duty rota of leaders will cover the loss of lunch times through a centralise 'Repair Room.'
- If pupils reach the 'Repair' phase 4 times in a week, the parent will be invited in and the child will be place on a 'Behaviour Transformation Plan – Weekly Reflection Card.' (**See below**)

Red Slip:

Name:		Date:		Class:				
Details of why the child has received a reflection slip...								
Refusal	Disrespectful	Physical	Calling Out	Bad language	Unkind	Disruptive	Equality	Poor Choices

Sanctions Overview:

St Stephen Churchtown Academy Behaviour Code Every child matters; every moments counts			
Stage 1 LOW LEVEL DISRUPTION	Stage 2 DISRESPECT OF PEOPLE OR PROPERTY	Stage 3 ANTI-SOCIAL BEHAVIOUR AND REFUSALS	Stage 4 DANGEROUS, VIOLENT & THREATENING BEHAVIOUR
Actions For example: • Interrupting the lesson. • Not on task and wasting time. • Talking while the teacher is talking. • Distracting other children. • Making irritating noises, gestures or actions. • Unsafe movement around the classroom/school. • Dropping litter/food. • Not allowing children to join in games. • Interfering with another person's property. • Continuing to play after the whistle is blown. • Not lining up properly in line order. • Being in school at break times without permission. • Talking in assembly.	Actions For example: • Persistent Stage 1 behaviour. • Not accepting instruction / deliberately not following instructions. • Minor deliberate damage to another child's or school property. • Disrespectful dialogue about another child or adult. • Swearing in a non-aggressive way. • Disrespectful language to (or about) another child or adult. • Misuse of classroom equipment. • Throwing or flicking objects in the classroom. • Misuse of toilets or wash areas. • Lying to an adult. • Play fighting.	Actions For example: • Persistent Stage 2 behaviour. • Persistent refusal to follow instructions (after a warning). • Being physically unkind towards other pupils (e.g. poking, pushing, prodding). • Spreading hurtful or unkind rumours about another child. • Verbal threats of violence. • Deliberately targeting another child. • Leaving the learning environment without permission. • Significant, deliberate damage to another child's or school property. • Stealing. • Vandalism of school property (e.g. ripping down displays). • Swearing at another person.	Actions For example: • Persistent Stage 3 behaviour • Physical violence that is a significant danger to themselves or others (e.g. deliberately throwing objects or furniture at another person). • Leaving the school premises without permission. • Actions which affect the health and safety, welfare and learning of members of the school community
Consequences • A reminder of the school rules and expectations. • If during learning time, name moved down the learning ladder (time to reflect).	Consequences • If during lesson time, name moved down the learning ladder (reminder of positive choices). • Reported on My Concern. • 'Time out' in a designated area (10 minutes in a classroom or a designated space a breaktime to reflect and complete Time to Reflect discussion). • Phone call home to parent.	Consequences • Red Slip • 'Time out' with class teacher (10 minutes to complete Time to Reflect discussion). • Loss of breaktime with SLT to share the Time to Reflect log (if after the breaktimes for that day, then spend equivalent time before the end of the day with SLT to share). • Behaviour recorded on My Concern. • Daily check in with a member of SLT. • Phone call home to parent.	Consequences • Red Slip • Head of School intervention and time out for the day with senior leadership team. • Reported on My Concern. • Internal suspension (Fixed term or Permanent suspension – Head of School). • Meeting with parent.

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 and why they chose to behave the way they did.
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently
- 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).

Time to Reflect	
TIME TO REFLECT	
Name	Date
Class	Time
Which value did I break?	kind, respectful, resilient, responsible, positive, thoughtful, hard-working
What did I do wrong?	
How will I fix what I did wrong?	
What will I do next time?	
Pupil Signature	
Parent/Carer	

Reflection Cards					
If 3 or more incidents at Stage 2 or above occur during a half term, the child will have a reflection card for a week. Whilst on a reflection card, their behaviour will be monitored daily by the class teacher and the child will have a daily check in/discussion with the behaviour lead/team, who will sign the card. At the end of the week, the child will have a discussion with a member of SLT. Parents will be informed if a child is on a reflection card and feedback will be given at the end of the week from the class teacher.					
_____s Reflection Record Focus _____					
Class: _____ Week Beginning: _____					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Lessons					
Break and Lunchtime					
Afternoon Lessons					

See our Behaviour Curriculum for further information on how we explicitly teach good behaviour, systems and routines.