

## Our School Rules:

1. Be safe.
2. Be respectful.
3. Be a good friend.

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

Be Safe Expected Behaviours	Be Respectful Expected Behaviours	Be A Good Friend Expected Behaviours
<p>Move calmly around the school and outside. Kind hands and feet. Not playing roughly outside. Use play equipment properly. Tell an adult if something is wrong. Play only in the places allowed. Use technology responsibly. Use classroom equipment properly. Wash hands regularly.</p>	<p>Keep the spaces we work in clear and tidy. Follow instructions first time. Try our best in all lessons. Notice when others have done something for me. Greet each other politely when we arrive each morning. Say 'please' and 'thank you' to others. Hold doors open for people.</p>	<p>Saying kind words. Helping someone who is hurt or upset. Smiling and making others feel welcome. Inviting others to join a game. Making sure no one feels left out. Telling the truth. Owning up to mistakes and saying sorry. Sharing toys, games, or ideas. Letting others go first sometimes.</p>

**Routines:** A routine is a sequence of actions that gets triggered by a 'cue' (aka prompt), all of which happens largely unconsciously and with minimal cognitive effort. Paul Dix refers to them as relentless routines, a predictable and repeatable process. *Creating a culture* by Tom Bennett refers to school routines as the bedrock of effective school systems and practices. They are at the centre of high performing schools and help to create the sense of belonging and safety that all children, especially our most vulnerable need.

Transitioning at St Uny C of E Academy	
 <ol style="list-style-type: none"> <li>1. Adults ensure all pupils are ready in pairs.</li> <li>2. Pupils walk in a calm and safer manner.</li> <li>3. Pupils walk quietly facing forwards.</li> <li>4. Pupils walk in pairs with hands down.</li> <li>5. Adults have high expectations and reinforce with positive praise.</li> </ol>	<p><b>Entering the school:</b> All pupils enter the school through main gates into the playground between 08.30am – 08.40am each morning wearing school uniform.</p> <p>A small group of pupils (directed by the SENDCO) enter the school through the main entrance at 08.30am to attend 'Funfit' in the main hall.</p> <p>Any 1-1 cases where pupils do not enter through the main gates agreed with SENDCO, class teacher and parents and reviewed regularly to monitor impact.</p> <p><b>Moving around school:</b> Adults to ensure all pupils are ready before moving. Pupils walk in a calm and safe manner. Pupils walk quietly facing forwards. Pupils move in set pairs with hands down.</p>

Adults must monitor the line and reinforce with positive praise.

*\*Some identified pupils will be paired with an adult to provide additional support.*

### **Transitioning from the end break / lunch:**

Whistle is blown once, all pupils stop.

Whistle is blown again, pupils walk calmly and line up in set pairs.

Adults to ensure all pupils are ready before moving.

Pupils walk in a calm and safe manner.

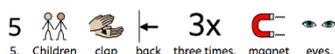
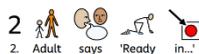
Pupils walk quietly facing forwards.

Pupils move in set pairs with hands down.

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## Gaining pupils attention at St Uny C of E Academy



### **The approach to gaining a pupils attention is:**

- 1. Adult raises hand.**
- 2. Adults says 'Ready in...'**
- 3. Adult counts down 5,4,3,2,1.**
- 4. Adult claps three times.**
- 5. All pupils repeat three claps, showing magnet eyes.**

### **Engagement:**

- It is an expectation that **all** pupils reply with three loud claps and stop talking immediately.
- It is an expectation that all pupils demonstrate '**magnet eyes**' and are ready for their next instruction.
- The SENDCO will collaborate with staff to implement strategies to support pupils with SEND to show they are ready to listen.

### **Support staff will:**

- Model the expected response to pupils at all times, actively listening to the teacher in the classroom.
- Not speak aloud when the class teacher has gained attention (unless directed by the SENDCO as part of bespoke support for a pupil).

## Clear and consistent expectations at St Uny C of E Academy



- 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.
- Unless there is a prior agreement with the SENDCO children should not be fiddling with anything at any point.
- When leaving the classroom tables should be orderly, the floor clear of any mess and chairs tucked in.
- 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 at St Uny C of E Academy

St Uny C of E Academy Noise Levels		
<b>5</b>	Outside Voices	
<b>4</b>	Normal Voice	
<b>3</b>	Small Group / Partners	
<b>2</b>	Whispering	
<b>1</b>	Silence	

<b>1</b>	<b>Brain</b> <small>Think about the learning objectives. Can you remember how to solve the problem you are facing today?</small>	
<b>2</b>	<b>Board &amp; Book</b> <small>Take a look at the board. There may be important information on the board which could help you.</small>	
<b>3</b>	<b>Buddy</b> <small>Can the person next to you help you with your question? Go to ask them if they can help you with it.</small>	
<b>4</b>	<b>Bits &amp; Bobs</b> <small>Think about the different resources you could use to help you become expert.</small>	
<b>5</b>	<b>Boss</b> <small>If you have finished all the class and are all done, call on your boss for support. You might also ask a teacher, or long as it doesn't interrupt the lesson.</small>	

### Noise level:

- There are five identified noise levels at St Uny C of E Academy. These are used consistently across all classrooms and support the children to understand different noise levels are appropriate for different situations.

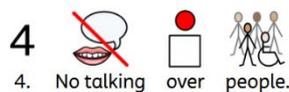
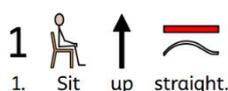
### Tasks:

- Children are expected to work independently in lessons. We follow the 5 B's when we get stuck, children are encouraged to solve learning problems independently.
- Task design is the deliberate planning of learning activities that structures how students engage with content, moving beyond mere busywork to foster deep thinking, skill application, and conceptual understanding. We use task design in our wider curriculum.

### Support staff will:

- Provide targeted support to pupils with SEND, under the direction of the class teacher and SENDCO.
- Encourage and support pupils with SEND to work as independently as possible, following the 5 B's where appropriate.

### Classroom Routines



### Entering the classroom:

- Pupils walk in a calm and safe manner.
- Pupils walk quietly facing forwards.
- Pupils move in set pairs with hands down.
- Pupils remove any non-uniform items and put these away.
- Pupils sit in their chair with all four chair legs on the floor.

### During lessons:

- Pupils will show they are ready to learn: sit up straight, listening ears, magnet eyes, no talking over people.
- Pupils remain in their seat unless instructed to stand by an adult.
- Children must raise their hand if they need to leave the classroom to go to the toilet and await instruction from an adult.

### Exiting the classroom:

- Pupils remain in their seat unless instructed to stand by an adult.
- Pupils access cloakroom spaces sensibly and quietly in small groups.
- Pupils line up quietly in set pairs with hands down.
- Adults to ensure all pupils are ready before moving.
- Pupils leave the classroom quietly with hands down.
- Adults must monitor the line and reinforce with positive praise.

### Dinner Hall Routines

#### Entry:

- Pupils walk in a calm and safe manner.
- Pupils walk quietly facing forwards.
- Pupils move in set pairs with hands down.
- Adults must monitor the line and reinforce with positive praise.

#### Eating:

- 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.

	<ul style="list-style-type: none"> <li>• All cutlery and plates are returned to the wash station and pupils exit the hall quietly.</li> <li>• Pupils collect their coat from outside the classroom and go outside, pupils are not to be in the school building (unless directed to Nurture Lunch).</li> </ul>
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**Reward Toolkit:**

**Recognition of rewards for effort:**

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

- Words of personal praise.
- House points.
- Public recognition in class or Collective Worship.
- Sending good work to the Head of School (HOS) or another member of SLT.



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

- House points.
- Stickers.
- 'Shining Star' certificate of achievement (linked to school values and learning powers) – weekly 'Shine' worship.
- Head of School awards – weekly 'Shine' worship.
- End of year awards – pupils identified as a 'Shining Stars' for achievements throughout the year.
- Parents informed (email, phone call, conversation at the end of the school day).

**Sanctions Overview:**

**Classroom / Learning Pathway:**

Stage 1	<b>Verbal Reminder</b> Adult to provide a verbal reminder of the expected behaviour.	
Stage 2	<b>Verbal Warning</b> 'This is your verbal warning' Adult to reiterate which behaviour is unacceptable.	
Stage 3	<b>Move Space</b> Child to be moved to another space in the classroom.	
Stage 4	<b>Reflection</b> If the behaviour continues, a 5 minute reflection at break / lunchtime using the St Uny reflection resource.	
Stage 5	<b>Senior Leadership</b> If a child refuses to engage with class teacher or continues to display unwanted behaviour, child taken to SLT.  Restorative conversation (when calm), using reflection resource - child repairs with others involved.  Incident logged on MyConcern.  Parents informed - phone call or meeting with class teacher (or SLT if appropriate).	

**Break / Lunch Time Pathway:**

Stage 1	<b>Verbal Reminder</b> Adult to provide a verbal reminder of the expected behaviour.	
Stage 2	<b>Verbal Warning</b> 'This is your verbal warning' Adult to reiterate which behaviour is unacceptable.	
Stage 3	<b>Move Zone</b> Child to be moved to another outdoor zone or to 'Nurture Lunch'	 playground zone
Stage 4	<b>Reflection</b> If the behaviour continues, a 5 minute reflection at break / lunchtime with class teacher using the St Uny reflection resource.	
Stage 5	<b>Senior Leadership</b> If a child refuses to engage with class teacher or continues to display unwanted behaviour, child taken to SLT.  Restorative conversation (when calm), using reflection resource - child repairs with others involved.  Incident logged on MyConcern.  Parents informed - phone call or meeting with class teacher (or SLT if appropriate).	

## **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. At St Uny C of E Academy we consistently use a 'reflection time' resource to structure these conversations. This is adapted for EYFS, KS1 and KS2.

The sequence is as follows:

What happened?

Who has been affected?

What were you thinking / feeling?

What needs to happen to put things right?

Next time I will...

How do you feel now?

