



Framework of expectations for Behaviour and Conduct

Everyone in our school community has rights and responsibilities to ensure that our schools are safe places in which to learn, work and play. We know how important it is to be respectful, and we want every child to access learning at every possible opportunity. Everybody has the right to a calm, safe, productive learning environment. A common approach to routines, behaviours and expectations is vital to the day to day running of our schools and classrooms. We work together as a community to make sure we are the best we can be. We know that it is important to be successful learners and contributors to our community.

This booklet provides an outline of our expectations and clarity on different aspects of our school rules, systems and behaviours. The routines in this booklet need to be applied consistently to create the environment that is steeped in respect, manners and learning. These will need to be regularly reinforced and rehearsed with the children so that we observe and maintain the high standards that we expect.

BEHAVIOUR: The way in which one acts or conducts oneself, especially towards others

Meet and Greet

Children will be met at the gate by a member of staff each morning. Greetings may be verbal or a physical action, and a pictorial reminder of actions will be available at the school gate.

When the bell rings, children will line up quietly in their class groups.

Children will be collected by the class teacher or TA and will walk quietly into school and put their belongings away in lockers, classrooms and on pegs as appropriate.

Adults stand in key areas reminding children how it is done.

Children walk quietly into class and sit in their places, ready to complete morning work activities.

Morning Work (also known as Early Work) will be ready and in place for children to independently engage with when they come into the classroom.

Whilst the morning work activities are completed, teachers will complete the register and any administration tasks such as completing visual timetables, supporting SEND interaction and preparation and chasing absences.

Behaviour expectations and rules

Demonstrate good manners - say please and thank you as appropriate and use positive language with each other.

Share and take turns.

Show respect for each other and the equipment in school - personal belongings and school resources cost money and should be treated with respect.

Accept responsibility for mistakes, errors and breakages (even if it ends in a negative consequence).

Wait for others to stop talking before speaking - everybody has a right to be heard, but it is important to listen to the opinions and ideas of others too.

Children will show they are ready to learn by being at their assigned place, facing the front with their feet on the floor under the table.

Long hair must be tied up - it will be less likely to get caught in anything, it won't be a distraction and there will be less chance to catch head lice.

Always have water in a water bottle - drink plenty throughout the day to keep hydrated. It can be replenished during break and lunchtimes.

Accept the directives of adults - unless they put anybody at risk or in danger. Adults in school ask children to complete activities to provide them with a broad educational experience and to keep them safe. They will not ask children to do anything that puts them or staff at risk.

Brain breaks

It is accepted that some children will need frequent brain breaks throughout the day. These will be for specific amounts of time and limited to a designated number of breaks throughout a day.

Timers will be available for brain break activities.

Activities may also be specified and chosen as a target to work towards.

Children may use the sensory room or an alternative quiet space with adult supervision if feeling dysregulated, in order to give themselves time to regulate their emotions.

Morning work activities

When children come in to school in the morning, they will be taking part in any of the following activities:

- Free writing opportunities
- Spelling practice
- Arithmetic practice
- Vocabulary building activities
- Independent reading/1:1 reading
- Accelerated Reading quizzes

Lining up

Children will face the front of the line.

They will stand quietly.

Children will react to any signal to stop talking- showing respect to all.

Children will stand in a straight line.

Break and Lunch

Children will talk quietly at the tables - lots of children in a small space makes it difficult to hear if others are being too loud.

Use cutlery correctly (asking for help if needed).

Be polite - say please and thank you when being offered meal options.

Line up neatly, keeping hands and feet to yourselves.

Clear away after the meal is finished - children are asked to clear the table, clear up any spillages, rubbish, plates and cutlery etc.

Use the dustpan and brush to pick up anything off the floor.

Store lunchboxes neatly on the trolley or back in the lockers.

Try to make good snack choices.

Children will play outside at breaktimes and at lunchtimes. They will only be inside if instructed to due to bad weather or behaviour incidents.

Children will be given a toilet pass or library pass if they have been given permission to walk through school at break or lunchtime.

Children will not remain in the school building at break or lunch unless they have been given permission and a suitable pass.

Other lunchtime routines

At the 10 minute warning bell, children should be encouraged to change their shoes and pack away resources, as well as make sure they have been to the toilet (so that they do not miss their learning time).

Children should be lined up at 12.45 pm, ready for prompt collection and registration.

Positive Consequences

Public / private praise and affirmation - linked to reasons why the praise has been issued.

House Points- attainment, achievement, school work.

postcards - sent home with child or through the post to highlight great personal achievements.

Points passport - stampers for positive choices, exemplary behaviour, manners, perseverance, resilience, good

learning behaviours.

Certificates - Head Teacher awards / Wow certificates from each class each week- shared in assembly across both settings

Monthly/Termly trophy awarded to house team with most passport points and house points (calculated separately).

Positive feedback will be shared verbally to parents on a regular basis at pickup and drop off times.

Each class will have their own class reward scheme with the aim of collectively building points that lead to a class prize/treat. This will be determined by the class teacher.

Positive learning will be shared via the Learning Pi app

Star writer awards will be given termly

Golden tickets will be left in children's books by the head teacher for strong effort in their presentation.

Negative Consequences

At Henley we have a restorative focus when dealing with negative behaviour. Through 4 carefully crafted steps, we aim to promote the child to recognise, take responsibility and seek to take steps to change their behaviour and positive choices to improve their day.

Teachers will follow a 4-step process for negative behaviours:

1. Positive Reminder which focuses on what the expectations are e.g. I would like you to show good listening.
2. Warning – a polite but firm warning to show that reiterates the expectation and gives the opportunity for the child to make a positive decision e.g. I would like you to show me good listening. This is your warning. If you can't show me good listening, you will have to spend some time at playtime catching up.
3. Up to Ten minutes catch up time/reflection time – up to ten minutes taken from the child's free time to catch up on time missed in class or to reflect on negative choices.
4. Academy Head Called - the Academy Head will be called to remove the child from class. The Academy Head will complete restorative conversations/activities and contact parents/guardians.

Reoccurring behaviour incident will be recorded on CPOMS.

If a child has got to step 4, then this incident will be recorded on CPOMS

Persistent negative behaviour will lead to a child being given a positive reflection book where their behaviour will be monitored closely by the Academy Head and the child will have daily opportunities to reflect on the positive points of the day as well as reflect and set targets for themselves to improve their behaviour.

For all consequences - positive or negative, we will be making explicit the reasons why they have been issued. Children should know and be able to share why a consequence has been given.

Opting out is not an option! If a conscious decision is made not to participate in a lesson, any missed work must be completed in own time - either in break / lunch time, at home or in isolation in a quiet workspace in school, under supervision.

Houses

All children are assigned a house group when joining the school. They compete in these 4 house teams for PE, sports day, behaviour points and house point challenges.

Points will need to be collected by house captains and recorded weekly. House points can be recorded on a weekly grid on display in classrooms. Behaviour points can be added to a grid or a collection jar also.

House groups will also be working with the school council / pupil parliament team to help make decisions about the future of the school.

House colour t-shirts can be worn as part of PE uniform.

Uniforms

Long hair should be tied up.

Stud earrings may be worn but must be removed for PE - other jewellery should not be worn.

Hair accessories should be small / minimal and in school or natural colours.

Children can wear a watch, but this will be their responsibility and will need to be removed for PE.

Nail polish should not be worn.

Name labels should be added to all items of clothing.

Clothing:

Wellies / outdoor trainers should be provided and kept in school - we will always attempt to be outside in all weathers

A set of spare / old clothing should be kept in school for use in outdoor learning activities - this does not need to be school uniform (an old tracksuit, warm sweatshirt and waterproof clothing is recommended)

Red school jumpers and white polo shirts - clothing with school logo is available in the school colours

Navy / Red fleeces may be worn (plain or with school logo) over jumpers in colder weather

School trousers or skirts should be worn - not leggings (leggings / tights should only be worn under skirts or dresses in colder weather. Cycling shorts may be worn under skirts in summer)

(At Helmingham trousers/skirts should be black or grey. At Henley trousers/skirts should be navy)

Tights should be navy or red

Socks - should be plain and colours of the school uniform

PE T-shirts - should be plain (preferably in the colours of their house team)

PE clothing should include shorts as well as plain jogging bottoms. Jogging bottoms are not suitable for use on PE apparatus indoors

Shoes:

Children should be wearing black school shoes - not boots. Shoes should be fastened and stay on the feet - not slip on pumps

School shoes should be flat - not heeled

Children should have plimsols to wear in school or wear clean school shoes

Trainers are needed for outdoor PE lessons

*It is important for all children to have a pair of trainers in school everyday for completing the Golden Mile

Note to parents: If your child wishes to have their ears pierced, the best time to get this done is at the beginning of the summer holiday so that the ears have time to heal. Children should be able to remove their earrings themselves or not wear them on the days that they have PE.

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