



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 are 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.

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.

All teaching resources should be prepared and available before the start of each lesson. Plans should be made available for support staff ahead of each lesson and intervention/ group work logs made ready for completion.

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 interrupting- everybody has a right to be heard but it is important to listen to the opinions and ideas of others too.

Show you are ready to learn by sitting at your table, facing the front with your feet on the floor under the table Long hair should 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 as often as needed

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

Morning work activities

When children come in to school in the morning, they will be taking part in any of the following activities: Pobble 365- free writing or sentence started provided for imaginative writing

Maths challenges- times tables rock stars

- ten minute tests

- number bonds/ times tables

Reading activities- 60 second reading challenges, VIPERS, reading quizzes or comprehension Handwriting, spelling or SPAG activities

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

In the dinner hall

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 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

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 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,

Praise pads/ 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)

Negative Consequences

Teachers will follow a 3 step process for negative behaviours-

1- Reminder of expected behaviours from the teacher

2- Warning given from teacher

3- Child will be removed from situation or sent to SLT. At this stage the class teacher will meet with the parent at the end of the school day (with the child) to discuss reasons why behaviours occurred.

Minutes may be taken from play/ break times (for selected periods of time)

Time out timer- assigned to reason issued on playground or in class

Completing work in own time (if selected not to complete in class)

Record all incidents on My Concern

Conversations with parents and families where necessary

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 work space in school under supervision.

Teachers may operate a traffic light system in class- green= verbal warning, yellow= moved/ sitting out from from peers, red= sent to member of Senior Leadership Team.

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

Tights should be navy or red

Socks- should be plain and colours of school uniform

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

PE clothing should include shorts, plain jogging bottoms a warm navy top. This can be a hoodie, jumper or zip up top.

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. These should either be plain black or white with minimal pattern/logos.

*It is important for all children to have a pair of trainers in school every day 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. Tape is only used to cover ears as a last resort and should not be encouraged.

UPDATED: 19/01/2024