

1. Our School Rules

We have three clear and simple school rules:

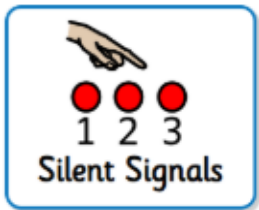
1. Be **Ready** to Learn
2. Be **Respectful** to everyone and everything
3. Be **Safe**

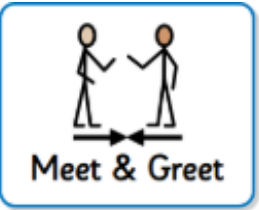
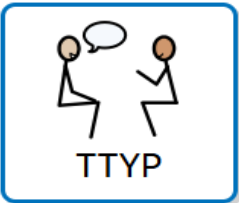
What behaviours might we see that are explicitly linked to our rules?

Rule 1 – Be <u>Ready</u> to Learn 	Rule 2 - Be <u>Respectful</u> to everyone and everything 	Rule 3 - Be <u>Safe</u> 
✓ Come to school on time. ✓ Wear the correct uniform. ✓ Line up and transition correctly and promptly. ✓ Listen carefully to adults and one another. ✓ Follow instructions the first time. ✓ Have the right equipment (e.g., pencil, book, PE kit). ✓ Sit smartly (e.g., feet on the floor, eyes on the speaker). ✓ Show curiosity and effort – trying even when things are tricky. ✓ Start tasks quickly, without delaying or distracting others. ✓ Stay on task during independent, group, or whole-class work. ✓ Ask for help appropriately if they are stuck. ✓ Complete their learning to the best of their ability.	✓ Greet each other politely each morning. ✓ Use kind words, tone and body language. ✓ Take turns speaking and listening. ✓ Celebrate difference and include others in play and learning. ✓ Solve problems calmly or seek adult help if needed. ✓ Follow adults' instructions politely. ✓ Look after classroom equipment, books, devices and furniture. ✓ Tidy up after themselves and help others. ✓ Use resources properly (e.g., not breaking pencils, wasting paper, or misusing equipment). ✓ Respect the school environment – no littering, damaging displays, or inappropriate writing/drawing. ✓ Notice when people have done something for us. ✓ Hold doors open. ✓ Win and lose gracefully. ✓ Use people's names correctly.	✓ Walk calmly around the school, especially indoors. ✓ Use equipment safely, following the rules (e.g., scissors, sports gear). ✓ Keep hands, feet and objects to themselves. ✓ Stay in the right place, not wandering without permission. ✓ Play kindly and fairly, following playground rules. ✓ Report unsafe behaviour to an adult. ✓ Include others safely, avoiding rough or dangerous games. ✓ Use technology responsibly and only for the task set. ✓ Tell an adult if something online worries them. ✓ Follow login and device rules, not sharing passwords or misusing accounts. ✓ Wash hands regularly. ✓ Catch & bin coughs and sneezes.

2. 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.

Transitions at St Keverne Primary School	
 A blue-bordered square sign. At the top is a simple line drawing of a person with arms raised in a 'V' shape. Below the drawing, the text 'St Keverne' is written in a bold, sans-serif font, and 'Welcome' is written below it in a slightly smaller, regular font.	Entering the School: St Keverne Welcome • The adult on the gate in the morning will greet children with a warm, welcoming greeting, a smile and use their names. • The expectation is that children will respond with either a smile, a wave, a high five or a polite verbal greeting. • Children will walk into the school building. • Children are responsible for hanging their belongings on their peg and getting any equipment needed out of their bags. • Children will enter classrooms walking. • During the register, the adult will say a greeting (this could be Good Morning/Good Afternoon or a similar phrase in Cornish or French) and the child's name. • Children are expected to respond with a similar greeting and the adult's name.
 A blue-bordered square sign. At the top is a line drawing of a hand with the index finger pointing down. Below the hand are three red circles, each with a number below it: '1', '2', and '3'. At the bottom of the sign, the text 'Silent Signals' is written in a bold, sans-serif font.	Classroom Transitions: Silent Signals (1,2,3) Carpet to Table: • Teacher shows number of fingers on one hand – children complete the action associated with each one 1 – stand up 2 – walk and stand behind chair 3 – sit down on chair Table to Carpet: • Teacher shows number of fingers on one hand – children complete the action associated with each one 1 – stand up behind chair 2 – walk and stand in carpet space 3 – sit down in carpet space Table to Lining Up: • Teacher shows number of fingers on one hand – children complete the action associated with each one: 1 – stand up behind chair 2 – walk and stand in line space 3 – ready to leave

 Meet & Greet	Thresholding: Meet & Greet • Staff to be at the front of all lines. • Staff to line children up outside classrooms/hall. • Staff to stand at door and threshold children in, ensuring they are quiet and meeting behaviour expectations. • Any child not ready to enter, waits until the end of the line.
 Wonderful Walking	Moving around school: Wonderful Walking • Agreed line spaces. • Adult always walks at the front of the line. • Tuck your head in behind the person in front. • First person holds the door, everyone else whispers thank you. • Door holder joins the back of the line. • Silent walking.
Gaining pupils attention at St Keverne Primary School	
 Team Stop	The approach to gaining a pupil's attention is: Team Stop • Hand raised at shoulder height. • All children to stop, raise hand at shoulder height and face adult. • Adult to wait and insist that all children stop, equipment down and silent. • When ready, hand down and begin instructions. • *Verbal countdown in EYFS/KS1/large groups if needed
Classroom Routines at St Keverne Primary School	
 Super Sitting	Sitting at tables or on the floor: Super Sitting • If on the floor, children sit cross legged with their hands in their lap. • Children sit in their allocated carpet space or where directed by an adult. • If sat at tables, children 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 sit in their allocated table space or where directed by an adult. • Children will sit up straight.
 TTYP	The approach to Partner Talk in KS1 is: Turn To Your Partner • Clear instructions given re. content of partner talk. • Thinking time given. • Adult using 'TTYP' hand signals to signal start. • Knee to knee – physically turn to partner. • Eye contact or eye contact with school logo. • Discussion on given topic/ ideas. • Team Stop to gain children's attention. • Children give a response. • Responses could be their own based on their partner talk, or children may be asked to give their partner's response to ensure listening and turn taking.

 Discuss & Decide	The approach to Partner Talk in KS2 is: Discuss & Decide • Clear instructions given re. content of partner talk. • Thinking time given. • Adult using 'TYP' hand signals to signal start. • Knee to knee – physically turn to partner. • Eye contact or eye contact with school logo. • Discussion on given topic/ ideas. • Team Stop to gain children's attention. • Children give a response and justification based on their discussion. • Responses could be their own based on their partner talk, or children may be asked to give their partner's response to ensure listening and turn taking.
 Mini Whiteboards	Answering questions will require a range of strategies. Some questions will be answered on whiteboards. If whiteboard are used, an adult will give the following instructions: • Boards – whiteboard on the table/carpet in front of children with pen on top. • Hover – once children have recorded their response, hold the board with two hands (one either side) and hover with answer facing down above the table/carpet. • Flip – once given the command, children flip boards up to show answers, no higher than shoulder height.
 Agree, Build, Challenge	Answering questions will require a range of strategies. Some questions will be answered through 'ABC' (Agree, Build, Challenge). • Either an adult or a child will pose a question or a thought. • The rest of the class will be given thinking time. • All children will be expected to show either a) thumbs up for 'Agree', b) stacked fists for 'Build' or c) a hand in the shape of a 'C' for 'Challenge'. • The adult will call upon children to share. • Children will use the sentence stems below before adding their justification or thoughts: <i>'I agree with _' or 'I agree with _ because..'</i> <i>'I want to build on this' or 'I want to build on what _ said...'</i> <i>'I want to politely challenge that' or 'I want to politely challenge _ because..'</i>
Clear and Consistent Learning Environment Expectations at St Keverne Primary School • Tidy tables, tidy minds. • Classrooms should be tidy and well presented. • Displays and boards and borders should be consistently maintained. • On pupils' 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.
- Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work silently unless advised otherwise.
- Only 1 boy/girl is able to leave the room/hall/playground at a time to go to the toilet.
- The behaviour support policy will be adhered to consistently.

Clear and Consistent Dining Hall Expectations at St Keverne Primary School

- Pupils enter the hall quietly.
- They line up quietly and sensibly 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 when it is time to go outside.

3. Reward Toolkit

Restore	Time to Think	Ready	Great	Well Done	Amazing
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- In EYFS, KS1 and KS2 classrooms, we use a 'Behaviour Rainbow'.
- This is displayed at the front of the room, with the children's photographs on it.
- Children always start on 'Ready' at the beginning of the day, after breaktime and after lunch.
- Children can move along to 'Great', 'Well Done' and 'Amazing' throughout the session. Whichever element of the Behaviour Rainbow they are on at the end of that session, they receive that reward.
 - Great = quiet word of personal praise
 - Well done = two House Points
 - Amazing = St Keverne Star Award
- When a child has received a St Keverne Star Award, the class teacher writes a note on the back to explain the reason for the award and this goes home at the end of the day with the child.
- Children can earn up to 3 x St Keverne Star Awards a day.
- Class teachers keep a record of how many St Keverne Star Awards a child has earned each academic year.

Rewards for St Keverne Star Awards within an academic year:

- 25 – Photo on the Hall of Fame display
- 50 – Book of choice ordered and signed by SLT
- 75 – Treat afternoon
- 100 – Amazon voucher to spend on their class

Rewards for half termly House Point winners:

Children can earn points for their House throughout the day, as part of the Behaviour Rainbow, or as recognition for showing school values or effort in their learning. These points are recorded and weekly totals are shared in Celebration Assemblies and newsletters.

The winning House each week earns 5 minutes extra break time on a Friday.

The winning House each half term earns a reward. The rewards for each half term are agreed by the School Council at the beginning of each year. These could include things such as non-uniform days, hot chocolates, movie afternoons etc.

Other Rewards for Recognition of Effort:

General rewards for individuals who manage to consistently meet our high expectations

- 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
- House points (1 at a time)
- Weekly certificates/ awards/nominations – newsletter publication
- Merit award (surprise and public)
- Parents informed (text, phone call, secret post card)
- HOS stickers

4. Sanction Toolkit

Sanction Pathway for Classroom Learning:

- Pupils will have 2 verbal warnings ('Redirect and Remind') before a sanction is enforced. Should behaviour continue, this is followed by the movement of their name to 'Time to think' on the 'Behaviour Rainbow'. At this point the child can change their behaviour without loss of break time.
- If the behaviour continues, the child will move to 'Restore' on the 'Behaviour Rainbow'. When the child moves to Restore, they must miss a minimum of 10 minutes of their next breaktime (break or lunch). Lunch period sanctions can last up to 20 minutes.
- 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 centralised 'Restore Room.'
- Class teachers will keep a record of how many 'Restore' sessions children have in an academic year.
- If pupils reach the 'Restore' phase 4 times in a week, the parent will be invited in and the child will be placed on a 'Behaviour Transformation Plan'; a bespoke plan to support that child in being successful.

Steps	Action
1 Redirection	Positive check in: Non-verbal cues or a gentle encouragement to change the unwanted behaviour to one that we expect to see. If the behaviour continues move to step 2.
2 Reminder	A verbal reminder of the expectations ' Ready, Respectful and safe ' delivered privately wherever possible. Continue to frame all language positively – "Remember, being respectful means look at and listening to the adult whilst waiting your turn to talk, thank you." If the behaviour continues move to step 3.
3 Warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. E.g. " <i>What can I do to help you? Help me to remember what you should be doing right now?</i> " This is accompanied by the child's photograph moving to 'Time to Think' on the Behaviour Rainbow. If the behaviour continues move to step 4.
4 Time with/Missed playtime	Pupil will spend time with a member of staff for 10 or 20 minutes at a break or lunch time. It is imperative that this is conducted with the class teacher or SLT and that the focus of the discussion is centred around the pupil understanding the behaviour displayed, the consequence and then how they reset their behaviours ready for the next period of learning. A restorative conversation approach is used. If the behaviour continues move to step 5
5 Escalation to SLT	Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with'. The SLT will be notified and a phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in MyConcern or using ABC/behaviour log sheets. SLT involved.
6 Formal Meeting	A meeting with the pupil, parents, teacher, SENDCo and Head of School to take place and recorded on MyConcern if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week. A behaviour plan will be implemented and monitored over the course of two weeks.
Exception Immediate Response	When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as: • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property • Hurting others with deliberate intent In these cases, the incident will immediately be reported to SLT and recorded/logged, and an appropriate sanction/action taken in consultation with SLT. A phone call home by a member of SLT will automatically take place. The behaviours will be explored and managed by the school's leadership team, class teacher and SENDCo.

Sanction Pathway for Break & Lunch Times or Outdoor PE lessons:

- Pupils will have 2 verbal warnings ('Redirect and Remind') before a sanction is enforced. Should behaviour continue, this is followed by the children standing next to the adult for 5 minutes. At this point the child can change their behaviour without loss of break time.
- If the behaviour continues, the child will be given a 'white'. This is the equivalent of a 'Restore'. When the child gets a white card during a break or lunchtime, they must miss the remainder of that breaktime or 10 minutes of their lunchtime if there is longer than 10 minutes left.
- 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 'Restore Room.'
- Class teachers will keep a record of how many 'white cards' children have in a break/lunch book and share this with class teachers.

- If pupils reach the 'Restore' phase 4 times in a week, the parent will be invited in and the child will be placed on a 'Behaviour Transformation Plan'; a bespoke plan to support that child in being successful.

Steps	Action
1 Redirection	Positive check in: Non-verbal cues or a gentle encouragement to change the unwanted behaviour to one that we expect to see. If the behaviour continues move to step 2.
2 Reminder	A verbal reminder of the expectations ' Ready, Respectful and safe ' delivered privately wherever possible. Continue to frame all language positively – "Remember, being respectful means allowing other people to join your game." If the behaviour continues move to step 3.
3 Warning	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour. Clearly outlining the consequences if they continue but making it clear as to how they can turn this around. E.g. "What can I do to help you? Help me to remember what you should be doing right now?" This is accompanied by the child standing with the adult outside for 5 minutes before joining back in with play/PE. If the behaviour continues move to step 4.
4 Time with/Missed playtime	Pupil is asked to go inside with a 'white' card. If this is during break or lunch, they will spend time with a member of staff for the remainder of that break time (if morning break) or 10 minutes of the remaining lunch break. If this is during outdoor PE, they will have a restorative conversation with a member of staff and return to their PE lesson. They will also miss 10 minutes of their next break time. If the child does not follow the instructions to go inside, the staff member may use a radio to call for assistance. It is imperative that this is conducted with the class teacher or SLT and that the focus of the discussion is centred around the pupil understanding the behaviour displayed, the consequence and then how they reset their behaviours ready for the next period of learning. A restorative conversation approach is used. If the behaviour continues move to step 5.
5 Escalation to SLT	Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with'. The SLT will be notified and a phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in MyConcern or using ABC/behaviour log sheets. SLT involved.
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5. Approach for 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).