



Our School Rules:


1. Be Ready
2. Be Respectful
3. Be Safe

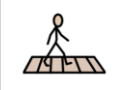









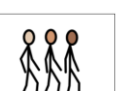



What behaviours might we see that are explicitly linked to our rules?

Be Ready – expected behaviours	Be Respectful - expected behaviours	Be Safe - expected behaviours
<p>Be ready to learn.</p> <p>'Help myself and others to learn by being in the right place, with the right equipment, ready to listen and complete my work'.</p>	<p>Respect everyone and everything.</p> <p>Listen and talk politely to adults and other pupils, look after equipment and other people's property.</p>	<p>Be kind and look after myself and others, following appropriate instructions from adults.</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 Whitemoor Academy	
	<p><u>Entering the school:</u></p> <p>Pupils to enter the school at the correct time through the designated entrance points. Pupils are then to walk straight to their classrooms displaying our 'Be Ready' rule.</p> <p>At Whitemoor, our staff adhere to visible consistencies throughout the day. When pupils arrive in the morning, and to support respectful relationships, the first of these consistencies is</p>

<p>Wonderful Walking</p>  <p>Walking feet</p>  <p>Voices low</p>  <p>Hold open doors</p>  <p>Hands still</p>  <p>Personal space</p>  <p>Calm</p> <p>Lovely lining up</p>  <p>Eyes on me</p>  <p>Voices off</p>  <p>Listening ears</p>  <p>Hands still</p>  <p>Single file</p>  <p>Calm</p>	<p>that pupils are greeted by their teacher or teaching assistant with a warm welcome and a smile.</p> <p><u>Moving around school:</u></p> <p>Pupils are expected to demonstrate 'Wonderful walking' when moving around school. Our second visible consistency is that staff pay attention to the best conduct and endeavour to 'catch children doing the right thing' in order to praise desired behaviours. This makes expectations clear.</p> <p><u>Transitioning to and from the start and end of lunch/ break/ assembly:</u></p> <p>During these transitions, pupils are expected to demonstrate our routine of 'lovely lining up'. Pupils line up from break and lunch in single file and register order and are walked in by a member of staff. Pupils are expected to walk in and out of assembly in a single file line without talking. Our Nursery and EYFS children have the same expectations with the addition of a song that supports this process.</p>
<p>Gaining pupils attention at Whitemoor Academy</p>	
	<p>The approach to gaining a pupils attention is: 'Team Stop'</p> <p>This involves a raised hand which the children mirror and a clear verbal instruction of 'Team Stop'. Staff will pause and insist that this instruction is followed as this shows that the pupils are ready to learn.</p> <p>Support staff and all other adults in the room are also expected to mirror this action with the raised hand and to model the desired behaviour.</p>
<p>Clear and consistent expectations at Whitemoor Academy</p>	
	<ul style="list-style-type: none"> • Tidy tables, tidy minds • Classrooms should be tidy, clutter free and well presented. • Displays and borders should be consistently maintained and relevant to support learning. • 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. • All fidget toys and sensory activities should be approved by the SENDCo and be included in the pupil's IPM. • Only items in the school uniform policy to be worn – Pupils are not allowed jewellery other than simple stud earrings and watches (no smart watches), no make up or nail varnish.

	<ul style="list-style-type: none"> • 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. • Pupil mobile phones are not permitted in school. If a pupil needs to bring their phone in to school for any reason, it is to be switched off and stored in the school office for the entirety of the day. Parents understand that we do not take responsibility for loss of damage to phones.
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Independent work expectations at Whitemoor Academy

	<p>Noise level: Class teachers will ensure that the pupils are aware of the appropriate noise level for a task. Some tasks will require silence whereas it is appropriate for partner talk or group talk to take place at other times.</p> <p>It is an expectation across the school that pupils are silent during registration.</p>
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<p>Classrooms Routines</p> <p style="text-align: center;">Super Sitting</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td> Eyes on me</td> <td> Voices off</td> </tr> <tr> <td> Listening ears</td> <td> Hands still</td> </tr> <tr> <td> Legs crossed</td> <td> Calm</td> </tr> </table> 	 Eyes on me	 Voices off	 Listening ears	 Hands still	 Legs crossed	 Calm	<ul style="list-style-type: none"> • Pupils will arrive before 8:45am for registration and will be wearing school uniform. • Children to enter the room quietly and calmly. • Pupils sit on a chair with all 4 legs of the chair on the floor. • When sitting on the carpet, children will demonstrate our expectations for 'super sitting' • 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. • Turn to your partner – Paired talk is an essential way of ensuring all children are participating in learning. Adults will face their hands towards each other to indicate paired talk time. • Children are expected to show 'whole body listening' and turn to their partners when conducting a conversation. • 1,2,3 – The three fingered silent signal will indicate a transition from one area to another. E.g. 1 – stand up, 2 – walk and stand behind your chair, 3 – sit down looking this way. • Toilet passes will be used in all classes. Only 1 boy/girl is able to leave the room at any time.
 Eyes on me	 Voices off						
 Listening ears	 Hands still						
 Legs crossed	 Calm						

<p>Dinner hall Routines</p>	<ul style="list-style-type: none"> • Pupils to enter the dinner hall quietly and find their seat. They should listen to be called to line up for their meal. • Once they have collected their meal, they should sit back at a table with their peers. Voices should be at a talking level throughout and wonderful walking should be used to move around the hall.
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	<ul style="list-style-type: none"> • If a pupil needs support during lunchtime, they should raise their hand and wait for a member of staff rather than move from their seat. • Manners are used at all times towards lunchtime staff. • All cutlery and plates are returned to the wash station and pupils exit the hall quietly when asked to line up. • Our lunchtime leaders have additional responsibilities in the dinner hall to support with the routines in the dinner hall.
Playtime routines	<ul style="list-style-type: none"> • At Whitemoor, we encourage our older pupils to play with the younger pupils and therefore have play time for the whole school at the same time. • Pupil Play Leaders exit the hall before the other pupils to set up toys and games for play time. • Only the play leaders are permitted to access the toy shed each day. • Pupils understand the designated areas that are open each day (This is dependent on weather). On occasion, the field can only be accessed by pupils who are wearing wellington boots and pupils are expected to respect this. • Football is open to all KS2 children but is managed by play leaders and a member of staff to ensure that pupils play fairly and safely. A strategy of using 'rock, paper, scissors' is in place to support decision making in lieu of a referee. • At the end of play time, a tidy up whistle is blown – this is one sharp blow on the whistle with the instruction 'toys away'. Pupils stack toys neatly outside of the toy shed for play leaders to put away. Class 2 pupils also take their wellington boots off at this time and put their school shoes back on. • A second whistle is then blown (2 sharp blows) and the instruction of 'line up'. Pupils from Class 2, 3 and 4 line up in the playground, in register order. Class 1 children line up outside of their classroom door. Pupils are expected to line up in silence and are walked in by the class teacher.

Reward Toolkit:

We believe that positive behaviour should be recognised and celebrated to promote a positive, learning focused environment. Staff endeavour to praise pupils immediately when they demonstrate our school rules and expectations. Staff also use a variety of strategies to promote positive behaviour as appropriate to a child's personal development stage. These include, but are not limited to:

- Quiet word of personal praise
- Stickers
- House points

- Celebrating success in our weekly celebration assembly with certificates that relate to our school rules and values.
- Using the recognition board to celebrate good behaviour (A child's name will not be removed from the board once it is on).
- Sending positive texts, phone calls and postcards home to share successes with parents.
- Sharing examples of work with HOS or another member of SLT.

Cumulative Rewards

· House points

10 house points = a prize from the class prize box.

The winning house team at the end of each term will receive a group reward.

Sanction Pathway:

Sanctions Overview:

Sometimes, for a variety of reasons, a child will find it difficult to behave in an acceptable manner.

At Whitemoor Academy, we use a 'fresh start' cycle to support children to make the right choices and reflect on the impact of their choices. The emphasis of this approach is to support the child to get back on track so that it is not necessary to move to the next stage in the cycle. Emphasis is placed on restorative conversations and communication between the child, staff and parents. Incidents of extreme behaviour do not follow this model (see below).

Pathway:

Fresh start cycle	
Step 1	<p>Support the child to follow the rules by using strategies to re-engage the child with their learning.</p> <p>E.g. proximate praise, offering choices, working with the child, giving the child a job or a short break to refocus.</p>
Step 2	<p>Verbal reminder</p> <p>Staff member to address the behaviour with reference to the school rules.</p> <p>Use 30 second script relating to 'zones of regulation' as necessary - 'I have noticed that you were.... It was the rule about being ready/respectful/safe that you have broken. Remember last week when you ... (discuss positive behaviour), that is what I need to see now. Thank you for listening.' This is done privately where possible.</p>
Step 3	<p>Warning</p> <p>Remind the children of the rules whilst making it clear that there will be a consequence if the behaviour continues. The consequence will depend on the behaviour but may involve loss of some time from breaktime, loss of privileges (e.g. football at playtime or leadership responsibilities) or community based service (e.g. tidying the library or classroom).</p> <p>Staff will use the 30 second script – 'I have noticed that This is the second time that I have had to speak to you. (Insert name) if you choose to break our school rules again then I will ask you to move to.../go to...</p>

	Remember last week when (insert positive behaviour). That's what I need to see now. Thank you for listening. This is done privately where possible.
Step 4	Reflection The child is sent to another area to de-escalate. Use script – 'I've noticed that... You need to (move to a quiet space/another classroom) I will come to speak with you when I can see that you are ready.'
	If the child is too distressed or disruptive then they will be asked to move to HOS office or with a senior member of staff.
Step 5	Restorative conversation Once the child is visibly calm, the adult who initially dealt with the behaviour (supported by a colleague is appropriate) should conduct a restorative conversation with the child. This ensures that the relationship between the adult and child remains positive but also allows for time to evaluate and reflect on the behaviour. This conversation can be supported with the restorative conversation booklet complete with widget symbols. The questions will depend on the age and needs of the child <ul style="list-style-type: none"> - What happened? - What were you feeling at the time? - What have you felt since? - How did this make people feel? - Who has been affected? - How have they been affected? - What should be done to put things right? - How can we do things differently in the future? When the behaviour has impacted others, the child may be asked to write an apology letter. This may occur at breaktime or lunchtime. The child may also be asked to complete any incomplete work as a consequence of their behaviour. In some cases, they may be asked to complete this work at home.
Step 6	Communication with parents The parents may be contacted if the child has to be supported by a member of SLT and where this is deemed appropriate based on individual circumstances. If a child receives a restorative conversation, this will be logged by the class teacher. A phone call to the parents will take place following three restorative conversations to determine further support that may need to be put into place.

Exception Immediate response	When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:- <ul style="list-style-type: none"> • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property
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- 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.

Where incidents take place at lunch time or break time, the same approach is followed. Pupils may be asked to stop playing for a 5 minute period of time and will be asked to stand near to the fence for reflection. A restorative conversation will still take place before the child re-integrates. Where needed, SLT can be called to support with behaviour outside.

To support pupils at breaktime , the wheel of choices can also be used.

