



# Expectations and Systems



## Our School Rules:


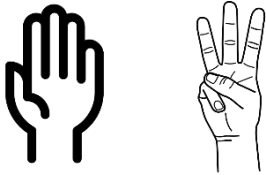

1. **Be Ready**
2. **Show Respect**
3. **Show Kindness**

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

| Be Ready   | Show Respect   | Show kindness  |
|--|--|--|
| <p>Being Ready includes:</p> <p>We are ready to learn.</p> <p>We arrive at school on time.</p> <p>We have the correct uniform and PE kit.</p> <p>We have our equipment ready.</p> <p>We show that we are listening and are ready to try our very best.</p> <p>We have a healthy snack and water.</p> | <p>Showing Respect includes:</p> <p>We track and listen when others speak.</p> <p>We respect the property of our friends and our school.</p> <p>We respect the world environment.</p> <p>We respect that other people have different ideas, beliefs, backgrounds and needs from our own.</p> <p>We respect the law and the rules of school and society.</p> <p>We move around school in a respectful manner: walking, keeping to one side, holding doors open.</p> | <p>Showing Kindness includes:</p> <p>We keep our hands, feet and unkind words to ourselves.</p> <p>We use manners and think of others.</p> <p>We use equipment safely together.</p> <p>We make kind choices with our friends.</p> <p>We stay safe online and make kind choices in our community.</p> <p>We discuss things with kindness.</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 Indian Queens Primary School                                       |  |
|---|--|
|    | <p><b><u>Entering the school:</u></b></p> <p>Children will enter school through the appropriate gate and move along the left hand side of the corridor to their classroom, ready for registration.</p> <p><b><u>Moving around school:</u></b></p> <p>Children should move around quietly, walking on the left hand side of the corridor. Good manners and respect should be shown to others.</p>   |
| Gaining pupils attention at Indian Queens Primary School                            |  |
|  | <p><b>The approach to gaining a pupils attention indoors is:</b></p> <p style="text-align: center;"><b>One, two, three, look at me</b></p> <p style="text-align: center;"><b>(one is stop, two is listen, three is look and be ready).</b></p>   |
| Clear and consistent expectations at Indian Queens Primary School                   |  |
|  | <ul style="list-style-type: none"><li>• Classrooms should be kept tidy and well presented, free of clutter.</li><li>• On pupil's tables there should only be equipment that they need and nothing else. Resources should be respected.</li><li>• When leaving the classroom tables should be orderly, the floor clear of any mess and chairs tucked in.</li><li>• Unless there is a prior agreement with the SENDCO children should not be fiddling with anything at any point.</li><li>• All pupils should have removed any items not deemed school uniform in the classroom (Hats, scarfs, gloves, ear muffs, bracelets, rings) unless adaptations agreed.</li></ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers.</li> <li>• Whilst the main speaker is talking, there should be no talking from any member of the class.</li> <li>• The behaviour support policy will be adhered to consistently.</li> </ul>  |
| Independent work expectations at Indian Queens Primary School |   |
| Classrooms Routines   | <ul style="list-style-type: none"> <li>• Pupils will arrive before 8:45am and wearing school uniform.</li> <li>• Children to enter the room quietly at all times</li> <li>• Pupils 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 will sit up straight.</li> <li>• Answering questions will require a range of strategies: Some questions will be answered on whiteboards. Cold Calling may be used and at all other times pupils will raise their hand.</li> <li>• Pupils may be asked to speak to their partner for a period of time. They will be asked to 'Talk to your partner.'</li> <li>• All adults will use the Walkthru 'Signal, Pause, Insist' to gain pupils attention. The signal will be a raised hand followed by 'One, two, three - look at me.'</li> <li>• 100% compliance is required before progressing.</li> <li>• Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work quietly unless advised otherwise.</li> <li>• Pupils will leave the room silently, until they reach the playground.</li> </ul> |
| Dinner hall Routines  | <ul style="list-style-type: none"> <li>• Pupils enter the hall quietly when called for their meal.</li> <li>• 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.</li> <li>• Manners are used towards lunchtime staff.</li> <li>• All cutlery and plates are returned to the wash station and pupils exit the hall quietly.</li> </ul>  |

## Reward Toolkit:

### Recognition of rewards for effort:

All staff within our school will make an effort to praise each and every child for their work, effort, attitudes, behaviour or achievements. Our system is flexible to take account of individual circumstances.

When children are recognised for their achievement, they move up the tree, earning positive praise moving towards 'Sky High'. Weekly reward assemblies celebrate certificates awarded to those achieving 'Sky High'. Head Teacher Awards are given for children who have been exceptional in any area of school life.

### Rewards are never to be taken away once earned.

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

- 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 that recognise the achievement
- Weekly certificates that are then published social media and in the school newsletter
- Gold Head Teacher award
- Parents informed (text, phone call, secret post card)

## Sanction Pathway:

### Consequences

We want children to be aware that for poor behaviour, there are consequences.

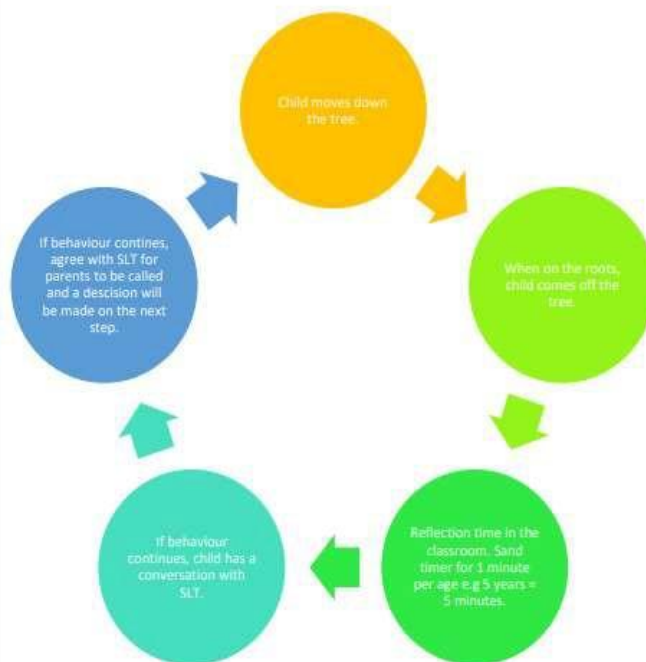
- Verbal reminder - Dialogue and reminder of how to improve.
- Use of the Tree (visual reminder) - Dialogue and reminder of how to improve.
- Thinking time - If undesired behaviour persists, time to reflect on the behaviour will be given with the adult who gave the consequence
- Child to meet with a member of the senior leadership team.
- If behaviour does not improve parents/carers and child to meet with Head of School to discuss an individual behaviour plan

**This system is followed by all staff at all times.**



## Indian Queens School – Managing Challenging Behaviour.

| Classroom management consistencies: |   |
|-------------------------------------|---|
| KS1                                 | <p>Stop and listen – Tambourine shake.</p> <p>We line up quietly before we leave the classroom for assembly, to lunch and at the end of the day.</p> <p>We walk into assembly sensibly and silently.</p> <p>All children to have signed their classroom rules which is then displayed.</p> <p>We leave our classroom tidy every time that we leave.</p>                         |
| KS2                                 | <p>Stop and listen – countdown from 5.</p> <p>We walk into assembly sensibly and silently.</p> <p>We line up sensibly and silently when we leave the classroom.</p> <p>All children to have signed their classroom rules which is then displayed.</p> <p>We leave our classroom tidy every time that we leave.</p> <p>We leave our classroom tidy every time that we leave.</p> |



When a child returns to an activity after reflection time, take time to talk through the incident with them and ensure that they know how to complete the task that they are continuing with.

If a child physically hurts another child which causes a bruise, mark, cut etc – skip to reflection time and ensure that an accident form is completed/ parents of both children are informed.

Ensure that all staff working with children know their individual triggers to behaviour and the targets on their GRIPS.

For some children, they will have an individual positive behaviour support plan.

For some children, particularly those with additional needs, a bespoke behaviour support plan and reward system may be required to scaffold success. This policy can be adapted for individual pupils where exceptional circumstances requires it, e.g. an identified SEND need.

### 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. 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).

**Restorative resources are available to be accessible for all learners**

## Pathway:

| Steps                                 | Action  |
|---------------------------------------|---|
| 1<br><b>Redirection</b>               | <p>Non-verbal cues or a Gentle encouragement to change the unwanted behaviour to one that we expect to see.</p> <p>For example: "Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready" At this point, pause and wait before continuing.</p> <p><b>If the behaviour continues move to step 2.</b></p>  |
| 2<br><b>Reminder.</b>                 | <p>A reminder of the expectations 'Be ready, show respect and show kindness' delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively – "Remember, showing respect means look at and listening to the adult whilst waiting your turn to talk, thank you."</p> <p><b>If the behaviour continues move to step 3.</b></p>   |
| 3<br><b>Caution</b>                   | <p>A clear verbal caution 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?"</p>  |
| 4<br><b>Time with/Missed playtime</b> | <p>Pupil will spend time with the class teacher for 10 or 20 minutes at a break or lunch period</p> <p>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.</p> <p><b>If the behaviour continues move to step 5</b></p>  |
| 5<br><b>Escalation to SLT</b>         | <p>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 behaviour log sheets. <b>SLT involved.</b></p>   |
| 6<br><b>Formal Meeting</b>            | <p>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.</p>   |
| <b>Exception Immediate response</b>   | <p>When certain gross misbehaviour has occurred towards pupils and adults, an <b>immediate response</b> is necessary, such as:-</p> <ul style="list-style-type: none"> <li>• Serious fighting</li> <li>• Bullying</li> <li>• Derogatory behaviour such as racist, homophobic or non-inclusive</li> <li>• Bad language directed at an adult</li> <li>• Defiance</li> <li>• Damaging property</li> <li>• Hurting others with deliberate intent</li> </ul> <p>In these cases, the incident will <b>immediately</b> 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.</p> |