

*"The best institutions have absolute consistency. I don't care whether the system they use is behaviourist or whether the system they use is extremely old-fashioned, the critical difference is that people sign up to it and teachers act with one voice and one message: "This is how we do it here".*

Paul Dix – When the adults change




**Our School Rules:**

**Ready**

**Respectful**

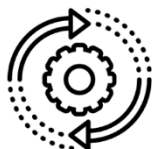
**Safe**

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

 <p><b>Ready</b></p>	 <p><b>Respectful</b></p>	 <p><b>Safe</b></p>
<p>We are ready to learn.            We arrive at school on time and attend every day.            We have the correct uniform and PE kit.            We have our equipment ready.            We show that we are listening, respond to Team Stop and are ready to try our very best.            We have a healthy snack and water.</p>	<p>We listen when others speak.            We discuss things calmly.            We respect the property of our friends and the school.            We respect the environment.            We respect that other people have different ideas, beliefs, backgrounds and needs from our own.            We respect the law and the rules of school and society.            We are kind and helpful.</p>	<p>We keep our hands, feet and unkind words to ourselves.            We move around school in a safe manner....walking, keeping to one side, holding doors open.            We follow instructions.            We use all equipment safely.            We make safe choices with our friends.            We stay safe online and make safe choices in our community.</p>

## Routines:

### Transitioning at Mawgan-in-Pydar School



#### **Entering the school:**

- A gate rota is in place to ensure that both entrances are always manned by a member of staff who will welcome our families and children into the grounds.
- All teachers will meet and greet at the door at the start of each session and ensure children complete their feelings system.
- Children will enter the school quietly and sensibly, settling to work in silence whilst calming music is played.
- Children will place their bags and coats neatly on the allocated pegs/in locker spaces. None will be on the floor.

#### **Moving around school:**

- Children will walk as they move around school at any point during the day.
- All staff will have the highest expectations for how children move around school and always address it if behaviour falls below the school's minimum expectation.
- All staff will set the expectation that children hold the doors open for staff and other pupils, show good manners at all times and say good morning/afternoon to visitors when we have them.

#### **Transitioning to and from the start and end of lunch/ break/ assembly:**

- Children will line up quietly whether that is at the beginning/end of break/ lunch or getting ready to go for an assembly/ activity or P.E.
- The line should never move unless it is quiet.
- As children walk within their line, they should do so quietly, and this must be re-enforced by all adults.
- 2 whistles will be blown at the end of break and lunch. 1st whistle= requires pupils to freeze. 2nd whistle requires pupils to tidy resources and move into their class lines. Adults will raise their hand to signal 'stop and listen'.
- As children are in their lines, they should be quiet and adults should use this as an opportunity to check uniform and ensure high standards.
- Adults should be stood thresholding as children enter the classroom from break or lunch. Pupils who are not quiet or following the school rules will be asked to wait until the end of the line and adults reinforce the expectations. Pupils who enter the room and begin to talk loudly will be asked to exit and try again.
- Children should be walked to assembly quietly. If possible an adult from the class should remain within the assembly to assist with behaviour support.
- Children should be quiet during assemblies unless asked otherwise.

### Gaining pupils attention at Mawgan-in-Pydar School



#### **The approach to gaining a pupils attention is:**


- The teacher/TA will shake the class bells and raise their hand to signal 'stop and listen'
- The adult will expect 100% compliance before starting to talk. This might include phrases such as: 'We are waiting for (this table, 3 pupils)' initially, before being more specific 'Fred place your pencil down and look this way, thank you.'
- Silence must mean silence.

#### **Support staff will:**


- Quietly address anyone not showing that they are ready.

	<ul style="list-style-type: none"> <li>• Not talk whilst the teacher is delivering their input unless required by the teacher and this will be quietly</li> <li>• Pause if they are working with a group to listen and ensure that other pupils aren't distracted.</li> <li>• Use the raised hand to gain pupils attention.</li> </ul>
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Clear and consistent expectations at Mawgan-in-Pydar School

	<ul style="list-style-type: none"> <li>• Tidy tables, tidy minds</li> <li>• Classrooms should be tidy and well presented.</li> <li>• Displays and boarders should be consistently maintained.</li> <li>• On pupil's tables there should only be equipment that they need and nothing else.</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)</li> <li>• Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers.</li> <li>• Whilst the teacher 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>
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Independent work expectations at Mawgan-in-Pydar School

	<p>Noise level:</p> <ul style="list-style-type: none"> <li>• Purposeful</li> <li>• Appropriate to task</li> <li>• Consistently monitored and willing to pull back when needed.</li> </ul> <p>Tasks:</p> <ul style="list-style-type: none"> <li>• Quiet work for specific tasks. Remember quiet must mean quiet.</li> <li>• Redirection takes place when any pupils are 'off' task.</li> </ul>
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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 at all times, quietly.</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 sit up straight.</li> <li>• Answering questions will require a range of strategies: Some questions will be answered on whiteboards (adults say '1, 2, 3 – show me'. 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.' Timers will be used to control this.</li> <li>• All adults will use 'Signal, Pause, Insist' to gain pupils attention. The signal will be a bell shaken with a raised hand. 100% compliance is required before progressing.</li> <li>• Pupils will begin work immediately after the teacher sets them off on their task. Pupils work quietly unless advised otherwise.</li> <li>• Pupils leave the room quietly, until they reach the playground.</li> <li>• Toilet passes will be used in all classes. Only 1 boy/girl is able to leave the room at any time.</li> </ul>
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Dinner hall Routines	<ul style="list-style-type: none"> <li>• Pupils enter the hall quietly when called for their meal.</li> </ul>
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	<ul style="list-style-type: none"> <li>• In KS2, 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> <li>• In KS1, they sit at a table with their peers. Voices should be at a talking level and not a shout.</li> <li>• Staff and lunchtime helpers will serve their meal to them and clear away their plates and cutlery.</li> </ul>
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**MIP School Behaviour Steps**

# MIP Behaviour Steps



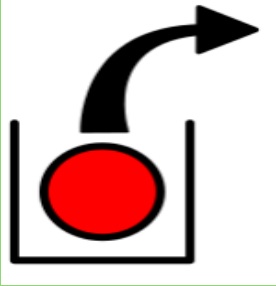
## 1

### Remind



## 2

### Reflect



## 3

### Reset

These are the suggested steps but they can be moved through in accordance with behaviour exhibited. Each one does not have to be worked through in turn – professional judgement, knowledge of the child & the situation is used. Some specific children may have an individual behaviour plan.

## Teacher Managed Behaviours

<b>Low Level Disruption</b> Calling out, not following instructions, distracting behaviour	<b>Physical Contact (Reaction)</b> Pushing, shoving, play fighting	<b>Defiance / Disrespect</b> Answering back, refusal, disruption to learning	<b>Inappropriate Language</b> Name calling, non-directed swearing	<b>Misuse of Property</b> Minor vandalism of property
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Steps		Action
<b>Ready Respectful Safe</b>		Our MIP Rules and expectations... We are <b>Ready, Respectful and Safe</b> members of our school community.
<b>1</b>	<b>Redirection</b>	Gentle encouragement to change and <b>redirect</b> the unwanted behaviour to one that we expect to see. 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.
<b>2</b>	<b>Remind</b>	A <b>reminder</b> of the expectations <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively - "Remember, being respectful means looking at and listening to the adult whilst waiting your turn to talk, thank you."
<b>3</b>	<b>Move Space</b>	A clear verbal <b>caution</b> delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example - "Talking over an adult is not being respectful, therefore you need to <b>move to sit by</b> .... I would like to see your eyes this way thank you."
<b>4a</b>	<b>Miss some Playtime</b>	A clear verbal <b>caution</b> delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example - "I know that you can be respectful & listen well. If you continue to shout out, you will <b>miss some playtime.</b> " Speak to the child privately and then give them silent reflection time for 5-10 minutes during their break or lunch time, completing any work and giving them a final opportunity to modify their behaviour.
<b>4b</b>	<b>Time with...</b>	A clear verbal <b>caution</b> delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example - "I know that you can be respectful & listen well. If you continue to shout out, you will <b>move to another class.</b> " Send the child to another class for 10 minutes with their learning, to reflect. When you collect them, have conversation with them. Child completes missed work at next breaktime and any apologies made.
<b>5</b>	<b>Reset</b>	A clear verbal <b>caution</b> delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and making it clear as to how they can turn this around. For example -

		<b>Senior teacher)</b>	<p>"I know that you can be respectful &amp; listen well. If you continue to shout out, you will go to <b>HoS's office.</b>"</p> <p>Send the child to leader's office for 10 minutes with learning &amp; information as to why sent, to reflect. When you collect them, have conversation with them.</p> <p>Child completes missed work at next breaktime (if refuses, work is sent home) and any apologies made.</p>
<b>6</b>		<b>Phone Call Home</b>	<p>In consultation with HoS / SENDCo, should the child persist with the unwanted behaviour, a phone call home to is to be made to make parents/carers making them aware of the behaviours being seen at school.</p> <p>This should be logged on Arbor.</p>

<b>Meeting with family</b>	<p><b>Continuing Concerns</b></p> <p>Following discussions in school with teacher and SLT, a meeting with the child, parents, teacher, SENDCo and Head of School to take place and recorded on Arbor if there is no noticeable change in behaviour.</p> <p>A behaviour plan will be implemented and monitored over the course of two weeks.</p>
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<b>Leadership Managed Behaviours</b>			
<p><b>Physical Aggression (Intent)</b></p> <p>Kicking, hitting, pushing with intent to harm, danger / harm to themselves or others</p>	<p><b>Abusive Language</b></p> <p>Swearing, racist language, homophobia, sexism, non-inclusive or offensive language</p>	<p><b>Threat / Verbal Bullying</b></p> <p>Verbal threats of aggression against another person, answering back</p>	<p><b>Vandalism of Property</b></p> <p>Major vandalism</p>

<b>Steps</b>	<b>Leadership</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Child taken to SLT.</li> <li>• Restorative conversation. Child repairs with others involved.</li> <li>• Child misses ALL of next break / lunchtime.</li> <li>• Parents informed - phone call.</li> <li>• Logged on Arbor / My Concern.</li> </ul>
<b>2</b>	<p><b>Repeat Behaviour</b></p> <ul style="list-style-type: none"> <li>• Child taken to SLT.</li> <li>• Restorative conversation.</li> <li>• Time out of class with SLT.</li> <li>• Advice from SENDCo.</li> <li>• Provision reviewed.</li> <li>• Parent meeting with SLT &amp; CT.</li> <li>• Positive Behaviour Plan implemented, shared &amp; monitored - weekly check ins with parents.</li> <li>• Logged on Arbor / My Concern.</li> </ul>
<b>3</b>	<p><b>Repeated Behaviour</b></p> <ul style="list-style-type: none"> <li>• Child taken to SLT.</li> <li>• Restorative conversation.</li> <li>• Consequences determined according to policy.</li> </ul>

## Breaktime Steps

Steps		Action
<b>Ready Respectful Safe</b>		Our MIP Rules and expectations... We are <b>Ready, Respectful and Safe</b> members of our school community.
1	Remind	Child has reported that another child is being unkind to them. The adult investigates and speaks with all children involved. If a minor disagreement, they will be asked to apologise and continue playing with their friends.
2	Reflect	If a child has admitted to or been found to have failed to follow one of the school rules of being Ready, Respectful and Safe, they will be asked to serve a time out of five minutes by sitting on a bench, standing by an adult or time off the field.
3	Reset	If there is believed to have been any of the following, more serious incidents - swearing, deliberate physical contact - the child will be taken into school to a class teacher or HoS who will deal with the incident and ensure it is recorded by the staff on duty. The sanctions may include missing the remainder of their break and subsequent break times, a phone call to parents or a meeting with SLT / HoS.

### Reward Toolkit:

 MIP Positive Behaviour Rewards		
'Thank You' - verbal acknowledgements	Positive Messages Home ~ phone calls, face to face, emails	Stickers
House points	Class rewards	Star of the Week certificates