

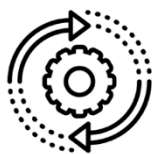


Behaviour Systems and Expectations

Our School Rules:

1. **C**are for everyone and everything.
2. **D**emonstrate good manners.
3. **A**lways follow instructions.

Rule 1 – Care for everyone and everything. expected behaviours	Rule 2 - Demonstrate good manners. expected behaviours	Rule 3 - Always follow instructions. expected behaviours
<p>All children are encouraged to show respect and consideration for.</p> <ul style="list-style-type: none"> • themselves, • for others, • for our animals, • for school property • for the school environment • for the world environment <p>All children are encouraged to show respect and consideration for British Values:</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Tolerance of different cultures and beliefs • Mutual respect • Individual Liberty 	<p>All children are encouraged to remember and use their manners in all interactions with adults and peers, as modelled by staff working in school.</p> <ul style="list-style-type: none"> • Say please when asking • Say thank you when receiving • Say excuse me when passing one another. <p>All children to learn and use the mantra:</p> <p>‘Manner’s cost nothing but mean the world.’</p> <ul style="list-style-type: none"> • Children to show kindness and respect to others • Children are helpful to others 	<p>All children are encouraged to.</p> <ul style="list-style-type: none"> • Respond immediately to adult listen signal; hand up by adult. <p>All children will:</p> <ul style="list-style-type: none"> • Stop, face the adult and copy this hand signal. <p>Expectation:</p> <ul style="list-style-type: none"> • Only when the attention of all children has been gained, will the adult address the class. • Children follow instructions with thought and care, both individually and collectively.



Entering the school:

Gates open at 8.30am and close at 8.45am.
Children to arrive on time and enter their respective Year group, external door by walking in sensibly.
Children to be wearing school uniform. (Reasonable adjustments considered for pupils with SEND, in liaison with the SENDCO).
Children to have a coat, water bottle and reading book.
Children to hang up coat and bag in cloak space.
Children to sit in allocated space in classroom.

Moving around school:

For Health and Safety reasons, children to walk at all times, except during playtimes.
Children to walk in single file, keeping a safe distance between themselves and their peers.
'Eye and toes facing the same way' mantra to be used to encourage children to face the direction of their travel to avoid collisions.
Children to keep to the left of all corridors.
Children to step aside when meeting at a doorway to allow safe movement through doorway.

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

Start of play:

Children to line up at classroom door, in single file.
Children to be overseen by class teacher, walking from classroom to playground, keeping to the left of the corridor.

End of play:

School hand bell to be rung to signal the end of play.
Children to stop and listen to adults on duty.
On adult verbal signal, children to line up in single file year groups, facing the front.
Class teacher to meet class at head of line and lead class back to classroom, walking in single file, keeping to the left of the corridor, without talking.

Gaining pupils attention at Connor Downs Academy



The approach to gaining a pupil's attention is:

All staff will:

- Raise their hand, straight in the air, without talking.

All children will:

- Stop, face the adult and copy this hand signal.

Expectation:

- Only when the attention of all children has been gained, will the adult address the class.

Clear and consistent expectations at Connor Downs Academy



Our expectations of good behaviour must be within the context of an orderly academy day.

It is essential that we consider each aspect of the children's day. This includes:

- The learning environment – tidy, interactive, stimulating and celebratory
- Classroom organisation – so that the basic needs are met, and children can find what they need
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the academy – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day,
- Assemblies- a time for communal celebration and quiet reflection - children and adults to enter and leave quietly

Independent work expectations at Connor Downs Academy



Our Noise Levels

We use different noise levels at different times.

This helps everyone learn and feel calm.

● Level 0 – Silent

🤫 No talking

- Lips closed
- Listening or working quietly
- Used in assemblies, tests, lining up, and corridors

● Level 1 – Quiet Voices

🤫 Whisper voices

- Talk very quietly
- Only talk about learning
- Stop straight away when the adult asks

● Level 2 – Talking Voices

 **Normal voices**

- Used for group work
- Take turns to speak
- Voices must not disturb others

 **Level 3 – Outdoor Voices**

 **Outdoor voices**

- Used in the playground or outside learning
- No shouting indoors
- Always listen when an adult is speaking

Remember

- ✓ The adult will tell you which level to use
- ✓ Change your voice straight away when asked
- ✓ Good noise levels help everyone learn

Classrooms Routines



Our Classroom Routines

We follow routines to help everyone feel safe, calm, and ready to learn.

 **Coming into the Classroom**

- Walk in quietly
- Hang up coats and bags
- Sit down and get ready to learn
- Start the first task straight away

 **Sitting and Learning**

- Sit safely on your chair
- Feet on the floor
- Hands ready for learning
- Listen when someone is speaking

 **Getting Attention**

- Put your hand up to speak

- Wait your turn
- Listen carefully to others

Listening to the Adult

- Stop what you are doing
- Look at the adult
- Ears listening
- No talking.

During Learning Time

- Try your best
- Follow instructions
- Ask for help if you need it
- Use the correct noise level

Working with Others

- Use kind words
- Take turns
- Share equipment
- Help each other learn

Changing Activities

- Stop when asked
- Tidy up carefully
- Move calmly to the next task
- Listen for instructions

Moving Around School

- Walk quietly
- Hands by your side
- Keep to the left
- Show respect to everyone
- Eye and toes, facing the same way.

Tidying Up

- Look after our classroom
- Put things back where they belong
- Help others if needed

Remember

- ✓ Follow routines the first time
- ✓ Make good choices
- ✓ Everyone has the right to learn

Dinner hall Routines



Our Dinner Hall Routines

We use good manners and calm behaviour in the dinner hall so everyone can enjoy their meal safely.

Walking to the Dinner Hall

- Walk calmly and quietly
- Hands by your side
- Follow the adult instructions

Lining Up for Food

- Stand quietly in the line
- Keep hands to yourself
- Use quiet voices
- Wait patiently for your turn

Eating Your Lunch

- Sit sensibly and safely on your seat
- Use good table manners
- Talk quietly to people near you
- Try your best with your food

Clearing Away

- Carry trays safely
- Put rubbish in the bin
- Stack trays carefully
- Walk, do not run

Good Manners

- Say **please** and **thank you**
- Use kind words
- Be respectful to everyone

Remember

- Use the correct noise level
- Follow instructions first time
- Keep everyone safe and happy

Rewards



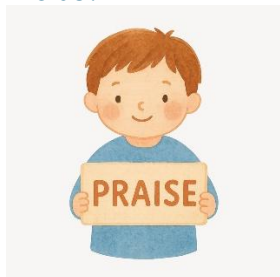
Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements.

The pupils must be aware of the rewards system that is in place and the consequences; Good to be Green. This is used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school. These should be clearly displayed in each classroom.

Our system is flexible to take account of individual circumstances.

The emphasis of the academy behaviour policy is on REWARD and PRAISE, which should be given whenever possible for both work and behaviour.

Praise.



House System

All of the children and staff from Reception to Year 6 will be organised into four House Teams and will be able to earn House Points as an additional reward for good effort, behaviour, achievement and also participation and success in school competitions and events throughout the year.

During the weekly Shine assembly, the house cup is given to the team with the most house points for the week.

	<p>House points, any amount at any time.</p> <ul style="list-style-type: none"> · Green Time: up to 25 minutes weekly for the whole school. · Character of the Week nominations and awards at Shine assembly. · Positive notes or verbal feedback to parents/carers to inform them of success during the school day. <p>Verbal praise given for effort with work and social communication.</p> <p>Stickers and positive comments included on pupil work.</p> <p>Head of School stickers given for exceptional work or progress shown.</p> <p>Nomination for weekly Shine Assembly awards made:</p> <ul style="list-style-type: none"> • Year group Shine • EYFS/KS1 Reader Shine • KS2 Reader Shine • Writer Shine • Mathematician Shine • TT Rockstar Shine • Performer Shine • Character Shine. <p>Parents and carers, invited to the Shine assembly.</p>
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Sanctions



<p>We want children to be aware that for poor behaviour, there are sanctions. For children at thinking and above, this will be in the form of sanctions (depending on the severity of the behaviour):</p> <ol style="list-style-type: none"> 1. Verbal reminder – dialogue and reminder of how to improve 2. Yellow card – dialogue and reminder of how to improve 3. Red card – communicated to parents/carers (severe incidents, such as fighting, swearing, bullying, vandalism, refusing to follow an adult's instructions, lying may result in step 3 being the first sanction) 4. Incidents to be recorded on whole class tracking sheet and on individual incident log using My Concern 5. Records are kept daily and are monitored for patterns of behaviour. If a child received an instant red card, he/she misses all Green time 6. Records are monitored by the SLT and overseen by the Head of School. 7. If behaviour does not improve parents/carers and child to meet with Head of School to discuss an individual behaviour plan <p>This system is followed by all staff at all points in the school day, including lunch and breaktimes.</p>

Individual Behaviour Plan



When parents/carers are invited into the academy to discuss a child's behaviour, it may be appropriate to agree an Individual Behaviour Plan. This will identify the additional support which will be given to the child, exactly what the child is expected to do and what will take place if the inappropriate behaviour still continues.

Parental involvement



The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home.

Connor Downs Academy welcomes the interest and close involvement of parents/carers and by choosing to send their child to our school we expect that parents/carers will support the agreed behaviour policy.

If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible. Parents/carers are invited to work with the Academy in order to support the child to develop appropriate behaviour.

Children who persistently have difficulties with their behaviour will have an Individual Behaviour Plan, shared with the parents/carers, staff and the child.

If a behaviour problem is severe or recurring, suspension procedures may be implemented, following correct procedures.

On rare occasions, this may take the form of a permanent exclusion.

Restorative approaches



When an incident between children occurs, we need to aim to:

- a) Give the child/ren time to calm down before speaking to them
- b) Listen to each child explaining what has happened including any witnesses if possible
- c) Ask anyone who has been at fault what should have happened and what they would do differently next time
- d) If developmentally appropriate, we should support the child to apologise. If this is not appropriate, adults will need to apologise on their behalf, modelling good practice.