

Our School Rules:

1. Care for everyone and everything
2. For everyone to try their best in everything they do.

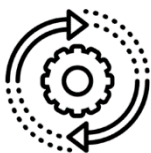
What behaviours might we see that are explicitly linked to our rules?

Care for everyone and everything	For everyone to try their best in everything they do.
<p>We use our manners at all times, speaking to adults and other children.</p> <p>We are kind towards other people and think about their feelings.</p> <p>We listen when someone is speaking, whether that is an adult or another child.</p> <p>We respect the property of our friends and our school.</p> <p>We respect that other people have different ideas, beliefs, backgrounds and needs from our own.</p>	<p>We work hard in all our lessons.</p> <p>We play kindly with each other on the playground at playtime and lunchtimes.</p> <p>We have the correct uniform and equipment ready for each day.</p> <p>We stay safe online and make kind choices in our community.</p> <p>We show that we are listening and are ready to try our very best.</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.

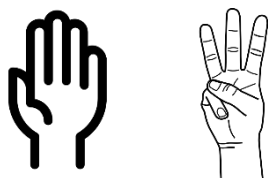
Transitioning at Crowan School



Entering the school: Children enter the school through the doors set for their class at 8.45am– class teachers are on the doors each morning to welcome the children. The children put their property away and go straight to their classrooms ready for the start of the day. There are Early Morning Tasks (EMTs) on their desks ready for them when they enter the classroom.

Moving around school: Children are expected to walk at all times in the corridor and move quietly around the school, so as not to disturb other children/staff who are working.

Gaining pupils attention at Crowan School



The approach to gaining a pupils attention (inside) is: One hand in the air, when the children see this, they stop what they are doing, raise their own hand in the air and look at the adult.

If necessary, this is will accompanied by an adult saying 1,2,3 look at me (one is stop, two is listen, three is look and be ready)

Clear and consistent expectations at Crowan School



- Classrooms should be kept tidy and well presented, free of clutter.
- On children's tables there should only be equipment that they need and nothing else. Resources should be respected.
- 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, jewellery) unless adaptations agreed.
- Children with hair longer than their shoulders should have their hair tied up to avoid distractions.
- Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers.
- Whilst the main speaker is talking, there should be no talking from any member of the class.

Independent work expectations at Crowan School



Noise level: Children are expected to work quietly, with only talking voices used.

Tasks: Children are expected to work independently in lessons, unless the adult has asked for paired/group working. We follow the 5 B's (Brain, Board, Buddy, Book, Boss) when we get stuck, children are encouraged to solve learning problems independently, only seeking support from an adult once other strategies have been attempted .

Classrooms Routines

Entering the classroom:

- Children walk in a calm and safe manner.
- Children sit in their chair with all four chair legs on the floor.
- Children follow the instructions given by the adult

During lessons:

- Children will show they are ready to learn: sit up straight, listening ears, magnet eyes, no talking over people.
- Children must ask permission if they need to leave the classroom and await instruction from an adult.

Exiting the classroom:

- Children remain in their seat until asked to leave by an adult.
- Children access cloakroom spaces sensibly and quietly in small groups.

Dinner hall Routines

Entering the dinner hall:

- Children walk in to the hall calmly and sensibly.
- Children sit at the table assigned to their class.
- Packed lunches start to eat, school dinners wait for their year group to be called up to collect their meal.

Eating:

	<ul style="list-style-type: none"> • Once they have collected their meal, they sit back down at a table with their peers. • Voices should be at a talking level and children should only be talking to children on their own table. • Manners are used towards lunchtime staff and other children. • All cutlery and plates are returned to the wash station and children sit and wait quietly. <p>Exiting the hall:</p> <ul style="list-style-type: none"> • Once staff are ready to go outside, the doors will be opened for outdoor time. Children collect their coat and go outside, only re-entering the school with an adult's permission.
--	---

Reward Toolkit:

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

- Words of personal praise.
- House points.
- Star of the Week certificates in achievement assembly
- Sending good work to the Head of School (HOS).

General rewards for individuals who go 'above and beyond' expectations:

- House points.
- Stickers.
- Star of the Week certificates in achievement assembly.
- Head of School awards – linked to school values (Aspiration, Self-Belief, Passion, Integrity, Resilience, Excellence).
- Parents informed (email, phone call, conversation at the end of the school day).

Sanction Pathway:



Sanctions Overview:

- Verbal reminder – Adult to provide verbal reminder of expected behaviour
- Verbal warning – Adult to remind which behaviour is unacceptable and why
- Move space – Temporary seat change or redirection to a different learning area

- Reflective time – Designated 5 minute time to calm, think about actions and reflective conversation
- Head discussion - Child to meet with Head of School
- Parent meeting - Parents/carers and child to meet with Head of School to discuss further actions

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 who they think was affected by their behaviour
- Ask them what they could have done differently and how to avoid the situation happening again.
- 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).