

**Our School Rules:**

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

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



1. Be ready



2. Be respectful

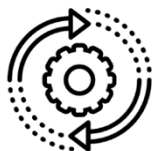


3. Be safe

Rule 1 – expected behaviours	Rule 2 - expected behaviours	Rule 3 - expected behaviours
<ul style="list-style-type: none"> <li>• Arrive on time and begin tasks promptly.</li> <li>• Bring the right equipment (e.g., reading book, PE kit).</li> <li>• Listen carefully and follow instructions.</li> <li>• Have a positive mindset and be prepared to learn.</li> <li>• Keep your learning space tidy and organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words and polite language.</li> <li>• Listen when others are speaking.</li> <li>• Treat other people the way you want to be treated.</li> <li>• Look after school property and other people's belongings.</li> <li>• Work cooperatively and include others.</li> <li>• Follow adult directions calmly and courteously.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk indoors and move around school sensibly.</li> <li>• Keep hands, feet, and objects to yourself.</li> <li>• Use equipment properly and safely.</li> <li>• Tell an adult if something worries you.</li> <li>• Make safe choices in the playground, classroom, and online.</li> </ul>

**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.*



### **Entering the school**

**Pupils are expected to:**

#### **Be Ready**

- Arrive on time and walk straight to their classroom or designated area.
- Bring everything they need for the day (bag, water bottle, PE kit, reading book).
- Hang up coats and bags neatly/Place items into their locker.
- Get out the equipment they need and settle quickly.
- Begin morning tasks or routines straight away.

#### **Be Respectful**

- Greet staff and classmates politely.
- Use a quiet, calm voice inside the building.
- Move carefully and wait their turn if the doorway or corridor is busy.
- Look after others' personal space and belongings.
- Listen to adults and follow instructions the first time.

#### **Be Safe**

- Walk when entering the building.
- Keep hands, feet and objects to themselves.
- Carry bags and equipment safely.
- Stay where adults can see them.

### **Moving around school**

**Pupils are expected to:**

#### **Be Ready**

- Walk purposefully to where you need to be.
- Know the correct route to your classroom, hall, or playground.
- Move promptly when asked by an adult.

#### **Be Respectful**

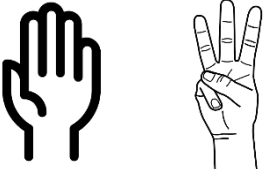
- Use quiet voices in corridors and shared spaces.
- Hold doors open for others when appropriate.
- Keep to the left to allow others to pass safely and smoothly.
- Follow adult instructions the first time.

#### **Be Safe**


- Walk quietly and calmly at all times in the building.
- Move in single file when walking as a class.
- Keep hands, feet and belongings to yourself.
- Pay attention to what is ahead of you and avoid running or pushing.

	<p><b>General Lining Up Transition</b></p> <ol style="list-style-type: none"> <li>1. Stand up</li> <li>2. Walk to the line up area</li> <li>3. Line up smartly, ready to go</li> </ol> <p><b>Walking to Another Learning Space</b></p> <ol style="list-style-type: none"> <li>1. Stand up</li> <li>2. Walk to your learning space</li> <li>3. Sit down smartly, ready to learn</li> </ol>
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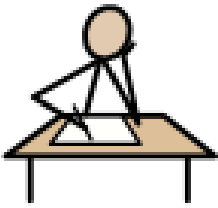
**Gaining pupils attention at Summercourt Academy**

	<p><b>The approach to gaining a pupils attention is:</b></p> <p><b>KS1 and KS2</b></p> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>• Say 5,4,3,2,1 and show a full flat hand.</li> <li>• Pupils are expected to raise their hand to mirror the teacher.</li> </ul> <p><b>EYFS</b></p> <p><b>Staff will:</b></p> <ul style="list-style-type: none"> <li>• Clap a rhythm (5 claps) and show a full flat hand.</li> <li>• Pupils are expected to clap the rhythm back and raise their hand to mirror the teacher.</li> </ul>
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**Clear and consistent expectations at Summercourt Academy**

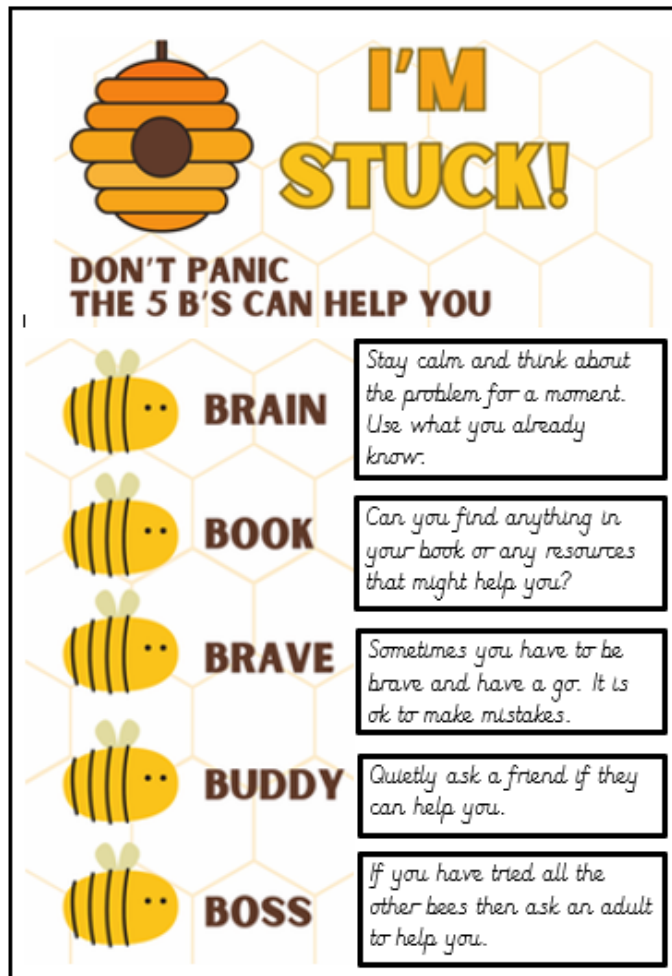
	<p><b>Be Ready</b></p> <ul style="list-style-type: none"> <li>• Tidy tables, tidy minds.</li> <li>• On pupils' tables there should only be the equipment that they need.</li> <li>• Children should consistently demonstrate that they are ready to learn.</li> <li>• Whilst the teacher is talking there should be no talking from any member unless agreed as part of the provision.</li> </ul> <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>• Children should show respect towards staff and their peers.</li> <li>• Classrooms should be tidy and well presented.</li> <li>• Displays and borders should be consistently maintained.</li> <li>• All pupils should remove any items not deemed school uniform in the classroom (e.g. hats, scarves, gloves, ear muffs, bracelets, rings).</li> <li>• The behaviour support policy will be adhered to consistently.</li> <li>• of the class unless agreed or expected to do so.</li> </ul> <p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>• When leaving the classroom, tables should be orderly, the floor clear of any mess and chairs tucked in.</li> </ul>
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**Independent work**



**Noise level:**

- The classroom noise level will depend on the task set by the teacher and instructions given.
- If support is needed, pupils will implement the 5 B approach:



- Pupils remain mindful that their noise level should **never disrupt the learning of others.**

**Tasks:**




During independent work, pupils are expected to:

**Be Ready**

- Sit sensibly and face forward, ready to learn.
- Have only the **equipment they need** on their table.
- Begin work promptly without delay once instructions are given.
- Follow the task exactly as explained by the adult.

**Be Respectful**

- Work independently without distracting others.
- Stay focused on their own learning.
- Respect the learning environment by keeping tables and resources tidy.
- Show perseverance, trying their best before asking for help.
- Use kind and calm body language if feeling frustrated.

	<p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>• Remain seated unless learning requires movement.</li> <li>• Use equipment correctly and safely.</li> <li>• Keep hands, feet, and objects to themselves.</li> <li>• Make sensible choices that help maintain a calm and secure classroom environment.</li> </ul>
<p><b>Classrooms Routines</b></p> 	<p><b>Pupils are expected to:</b></p> <p><b>Be Ready</b></p> <ul style="list-style-type: none"> <li>• Enter the classroom calmly and quietly, ready to learn.</li> <li>• Begin tasks promptly and follow the adults' instructions straight away.</li> <li>• Bring the correct equipment, including reading books and homework where appropriate.</li> <li>• Take responsibility for their learning and behaviour, aiming high in everything they do.</li> </ul> <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>• Show active listening.</li> <li>• Work cooperatively with others, demonstrating kindness, patience and respect.</li> <li>• Treat the classroom, learning environment and resources with care.</li> </ul> <p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>• Use classroom resources appropriately and sensibly to help keep everyone safe.</li> </ul>
<p><b>Dinner hall Routines</b></p> 	<p><b>Pupils are expected to:</b></p> <p><b>Be Ready</b></p> <ul style="list-style-type: none"> <li>• Line up calmly and wait patiently for their turn.</li> <li>• Remain seated unless given permission to get up.</li> </ul> <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>• Use good table manners and speak quietly to those nearby.</li> <li>• Eat politely and sensibly.</li> <li>• Show respect to catering staff, lunchtime supervisors and peers.</li> </ul> <p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>• Clear away trays and rubbish when finished to help keep the dining area safe and tidy.</li> </ul>
<p><b>Break and Lunchtime</b></p> 	<p><b>Pupils are expected to:</b></p> <p><b>Be Ready</b></p> <ul style="list-style-type: none"> <li>• Walk sensibly to and from the playground.</li> <li>• Follow instructions from adults straight away.</li> <li>• Be ready to line up promptly and calmly when the bell is rung or signal is given.</li> <li>• Wear coats and hats appropriately for the weather.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collect personal items before lining up.</li> </ul> <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>• Share equipment and take turns fairly.</li> <li>• Use kind words and positive behaviour with everyone.</li> <li>• Show respect to lunchtime supervisors, staff and other pupils.</li> <li>• Include others in games and play fairly.</li> <li>• Look after playground equipment and return it after use.</li> </ul> <p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>• Use playground equipment safely and as intended.</li> <li>• Stay within designated play areas.</li> <li>• Use kind hands and feet.</li> <li>• Stop immediately when the bell is rung or signal is given.</li> <li>• Tell an adult if someone is hurt or if there is a problem.</li> </ul>
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**Reward Toolkit:**

Positive behaviour is recognised and praised, as it is important to develop an ethos of positivity, kindness and cooperation as an academy wide ethos. We use a range of ways in which we praise children at Summercourt Academy.

**Verbal praise**

All adults will verbally praise children who are observed following the academy's three expectations (be ready, be respectful, be safe). As these expectations set the tone for life in the academy and beyond, a verbal recognition will be used to positively reinforce them at every opportunity. At this point a Summercourt Academy Token may be awarded (see below).

**Summercourt Academy Tokens**

All children will be recognised for their own positive contributions however, for those children who, at the discretion of the adult, go over and above the expectations, a Summercourt Academy Token will be awarded to the child. The token will then be added to a class container, marking the child's contribution to creating our ready, respectful and safe community.

Once the class container is full, the class will receive a whole class reward. **This reward will be for all children as they will all have been positively praised and have added to the class reward at some point.**

The whole class reward is designed to foster a sense of teamwork and community within each peer group.

Discussions and voting for what the reward may be, will support the teaching British Values of 'democracy' and 'rule of law'. Having a goal to work towards will help to focus children on their behaviour choices. This will allow for focussed teaching on how and why the children reached this goal and focus on their achievements, as a team.

All adults will verbally award tokens 'in the moment'. It is important that a child knows why they have received the reward token and so a brief positive explanation of the reason must be offered by the adult, it is important that the child feels a sense of achievement and pride from this outcome.

Summercourt Academy Tokens should be awarded regularly and consistently by every member of staff, verbally, when children are displaying the academy expectations and values. For example:

- Showing respect for themselves and others by: greeting members of staff, walking through the school in a calm manner, wearing correct and neat uniform, helping a member of staff, contributing to the community.
- Showing friendship, helping others, being kind to other children such as helping a classmate who is stuck in class or hurt in the playground, being a 'buddy' to a new or more vulnerable/shy child.
- Showing responsibility by recognising when to do the right thing, even when difficult e.g. reporting an incident, taking their personal feedback on board and achieving their targets and displaying their best efforts in lessons.

This list is not exhaustive and there are many ways a child may receive a Summercourt Academy Token.

### Certificates

Certificates are awarded by class teachers to celebrate individual academic achievements; these are presented to pupils during their weekly celebration assembly.

These will include:

Maths Master Award

Wonderful Writer Award

Summercourt SHINE Award

Head Teacher's Award

### Sanction Pathway:

It is important that all behaviour is recognised as communication and yet, when necessary a developmentally appropriate sanction may be required in order to address the reasons for, and outcomes of, the behaviour displayed.

The following are examples of responses that can be used if a child is disruptive during lessons. As previously outlined, the choice of sanction given by an adult will consider a child's emotional development and any known specific needs.

- **Redirection/reminder:** Non-verbal cues or a gentle encouragement/A reminder of the expectations.
- **Verbal Warning:** Member of staff reminds the child of the given instruction quietly and calmly and, if necessary, talks to the child about why they are not following it and to ascertain any difficulties or misunderstanding.
- **2<sup>nd</sup> Verbal Warning:** Member of staff reminds the child of the given instruction quietly and calmly a second time and offers support.
- **3<sup>rd</sup> Action is reflection - 'Time to Think':** The child is requested to go to the reflection area in their own classroom to complete a 'time to think' activity. This can also be a reflection space in another class if appropriate and required.
- **Loss of play time:** The member of staff speaks to the child to explain why the behaviour does not meet the academy expectations. The child remains in their learning space during the next period of play completing or continuing the learning which was disrupted. It is important that the same adult supports during this 'time in'.

It is important for very young children to still have time to play, so the playtime sanctions will be used sparingly when managing the behaviour of EYFS and KS1 children.

If children complete three 'time to think' activities, class teachers will then contact parents over the phone to discuss the behaviour concerns and to offer support. The severity and frequency of incidents will be shared, and next steps will be discussed.

## Pathway:

<u>Steps</u>	<u>Action</u>
1	<p><b>Redirection</b></p> <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>
	<p><b>Reminder.</b></p> <p>A reminder of the expectations '<b>Ready, Respectful and safe</b>' delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively – "Remember, being respectful 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 2.</b></p>
2	<p><b>Warning 1</b></p> <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> <p><b>Warning 2</b></p> <p>Repeat step if required.</p>
3	<p><b>Reflection/TTT 'Time to Think'</b></p> <p>Pupil completes 'TTT' – 'Time to Think' sheet.</p> <p>If required, pupil will spend time with the class teacher for 10 or 20 minutes at a break or lunch period.</p> <p>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>Repeat steps 1-3 if required.</b></p> <p><b>If three 'TTT' sheets are completed the Class Teacher will call parents to discuss the concerns.</b></p> <p><b>Three 'TTT' sheets on one day would result in an internal exclusion.</b></p>
5	<p><b>Escalation to SLT</b></p> <p>Should the learner persist with the unwanted behaviour SLT will be notified. The Class Teacher will make a phone call home to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in My Concern. <b>SLT involved.</b></p>
6	<p><b>Formal Meeting</b></p> <p>A meeting with the pupil, parents, teacher, SENDCo and Head of School to take place and be recorded on My Concern. If there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time to think' in 1 week. A behaviour plan will be implemented and monitored.</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>

**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 linked to their TTT – Time to Think reflection:

Reflection Task  
'Time to Think'



Expectations

<b>Be ready</b>	<b>Be respectful</b>	<b>Be safe</b>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

<b>Why am I here?</b>
<b>What would I do differently?</b>
<b>Who/what can help me?</b>

NB: pictures, words or sentences can be used, depending on your ability

To be completed by class teacher:

<b>Action required</b>
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Signed by class teacher: \_\_\_\_\_