



Penryn Primary Academy

Behaviour Systems and Expectations



Our School Rules:



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

Rule 1 – expected behaviours	Rule 2 - expected behaviours	Rule 3 - expected behaviours
Care for Everyone: This means looking out for people's feelings, not just their physical safety. It involves including someone who looks lonely, sticking up for a peer, and being mindful of how your words might land. Care for Everything: This treats the school environment as a shared resource. It means cleaning up a mess you didn't make, treating textbooks with respect so the next student can use them, and not wasting materials like paper or art supplies.	A big part of "good manners" is giving someone your full attention when they are speaking. It's about showing that you value their time and input. Good manners also include holding doors, keeping to one side of the hallway, and not bumping into others.	Listen to the instructions and consider carefully how you can follow these carefully.

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 Penryn Primary Academy



Starting the school day:

Nursery pupils enter through the Nursery gate.
Pupils in Reception, KS1, KS2 and ARB enter their class door where they will be greeted by an adult from the year group team.

There will always be an adult in the classroom supervising the morning activity.

Before children enter the room:

- Chairs are set out at tables
- The age appropriate morning activity is prepared and displayed on the screen in the classroom
- Calm music is playing at an appropriate level
- If children are working at tables, only their pencil case and task to be on the table.

Travelling as a class:

Children are organised into 'line order' before leaving any room in the school. They are led by a staff member, and where possible another staff member is placed at the end of the line.

Line Order:

- Know the order that you always line up in.
- Know who you stand in front of and who is behind you.
- Know that you should line up without leaning against the walls while moving around school. Know the routine for entering the classroom and getting ready to work.

Moving around school:

We always walk around school using '**Proud Walking**'

Know that Proud Walking means –

- Facing forwards
- Walking at a steady pace
- In a straight line, on the left hand side of the corridor
- With hands behind your back
- Without talking.

Know that we use '**Proud Walking**' to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

Know that we always use '**Proud Walking**' during the school day.

End the day routine:

- At 15:00 the class text will be read by an adult
- At 15:10, groups on no more than 5 pupils at a time will get their things to go home and return to sitting at their desk or the carpet (an adult will be supervising the cloak space).
- At 15:15 an adult will be on the external door calling children whose parents are there to collect, whilst another adult is supervising in the classroom.
- Children know to tuck their chair under before leaving.
- Staff stack the chairs at the end of the day.

Gaining pupils attention at Penryn Primary Academy



The approach to gaining a pupils attention is:

Stop and show five, accompanied by the **stop visual**.

- Adult says, "Stop and Show 5" and put their hand up and keeps it up, whilst showing the stop visual.
- Adult counts down from 5-0 (during this time adults praise those complying and remind those who are not)
- At 0 expectation is all pupils (unless not appropriate due to significant SEND) to be showing 5, not talking and not continuing their activity
- Adults do not move on until this has happened

Environment expectations at Penryn Primary Academy



The expectation is all areas of the school are calm, orderly and purposeful.

This includes, but is not limited to:

- Classrooms are tidy and surfaces are clear (including the teachers desk)
- Chairs are tucked in when not in use
- Tables and resources are reset at the end of each session
- Pupils sit on their chairs in line with our handwriting policy
- Resources for pupils are organised in a way that is accessible to pupils
- Nothing is left on the floor (including litter)
- The noise level is appropriate for the task being completed

Independent work and classroom expectations at Penryn Primary Academy



We show that we are always ready to learn.

This means that we:

- Face forwards, hands in lap
- Sit up straight with shoulders relaxed
- Never interrupt
- Track the speaker
- Follow our 'O racy Agreement'

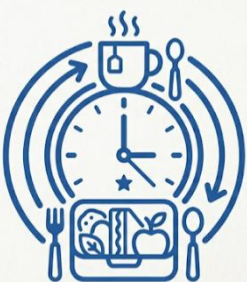
To help everyone to 'Be their Best':

- Know where you sit in class during lessons (including 'carpet places')
- Know the routine for handing out and collecting exercise books in the classroom.
- Know where to hang up your coat, put your reading record, lunch box and water bottle.
- Know that you use the Makaton sign to request to use the toilet.
- Know that you need to have your equipment ready for the lesson and to look after it.
- Know that any deliberate damage to school equipment will incur a consequence.
- Know how to put your hand up quietly to get the attention of an adult.

Completing learning in books:

- Know how to set out work in books according to the Penryn Presentation Policy (see separate document).
- Know that each piece of work needs a date and WALT.
- Know that you must use 'one square, one digit' when writing in maths books.
- Know how to underline titles using **a ruler and a pencil**.
- Know how to correct mistakes by drawing a straight line through your work.
- Know that when sticking work in your books, that it must fit inside the cover and page.

Breaktime and Lunchtime Routines and expectations



Playtime routine

- Children line up in line order before leaving for breaktime.
- An adult **always** leads the class outside onto the playground
- Children's water bottles are available outside.
- Children can only return to the school building to go to the toilet after asking an adult (children in KS2 will require a toilet pass).
- When the whistle is blown, children stop and show five.

- The staff member on duty, will blow the whistle before the end of break time to give a warning that, "Break time is nearly over," with the yellow traffic light being shown.
- When break time is over, the whistle is blown and the children stop and show five. The red traffic light is shown and children quickly walk to line up in line order.

Playtime behaviour

- Know that you must walk from your classroom to the playground using 'Proud Walking'.
- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be kind, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that you should not scream when playing together at playtime.
- Know that, when the whistle blows we stop and show five.
- Know you must line up in your line order quickly, when asked.

Lunchtime routines

- The adult lining the children will walk them to the hall
- If wearing coats, children put these on a seat before collecting their lunch.
- Children must put their hands up before leaving their seat.
- Lunchboxes are stored in crates and taken to the hall in advance.

Lunchtime behaviour

- Know that when your class are called you line up in line order as one class.
- Know that when we always walk through the school using Proud Walking.
- Know where you line up for lunchtime when you are called.
- Know that you should use a quiet voice in the dinner hall.
- Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1)
- Know that you raise your hand and ask for permission before leaving your seat **for any reason**.
- Know how to use good manners during lunchtime particularly when receiving food from the school kitchen and talking to midday supervisors. Know that 'good manners' means saying 'please' when you ask for something and 'thank you' when you receive it.

Reward Toolkit:

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards.

Rewards are never taken away once they are earned.

Individual Awards:

Frequency	Behaviour	Rewards
Daily (any time)	Demonstrating Green Behaviours (linked to Golden Rules) Any other praiseworthy behaviour	Praise House points Certificates Praise phone call home Arbor in-app messages Stickers
Weekly Rewards Assembly	Very good behaviour, effort and/or achievement	House points update Other awards (competitions, special events, awards from extra-curricular activities, etc) All- Star Certificate Forest School Certificate

Ongoing Class Rewards

Class	Reward
Nursery	Stickers rewarded to pupils for 'Green Behaviours', and the characteristics of effective learning.
Reception and Year 1	- Stickers rewarded to pupils for 'Green Behaviours', and the characteristics of effective learning. - House points also awarded to build towards accumulative class reward
Year 2-6	House points awarded to build towards accumulative class reward
ARB	Bespoke reward systems in place for individual pupils

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 a reward for following the 'Green Behaviours' (e.g. effort, behaviour, achievement and also participation and success in school competitions & events throughout the year.) During celebration assemblies, the house cup is presented to the team with the most house points for the year to date.

Sanctions Pathway:

We want children to be aware that for poor behaviour, there are consequences. For children at thinking and above from Motional screening, this will be in the form of reflection time with the adult who gave out the consequence. There will also be 'natural' consequences for their action, for example using lunchtime or break to complete their work. All of the above will be completed with the support of a reflection board, where appropriate.

Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break. A member of staff may speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent.

Approaches taken for repair/restorative conversations:

Restorative approaches

When an incident between children occurs we need to try 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. With the support of a reflection board (if appropriate), ask anyone who has been at fault what should have happened, what they would do differently next time and what an appropriate consequence will be.
- d. If developmentally appropriate, we should support the child to apologise. If this is not appropriate,