



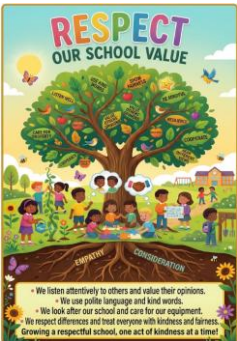
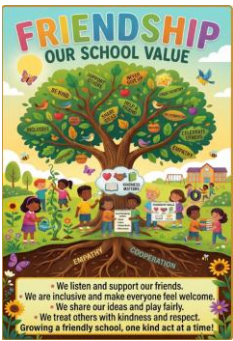
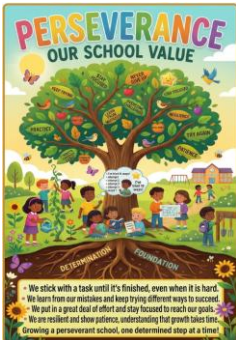
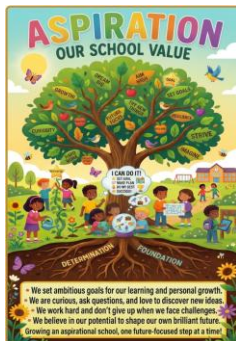
Coverack Primary School Expectations and Systems

Our School Rules: 'The Coverack Way'

1. **RESPECT** - Be respectful
2. **FRIENDSHIP** - Be a good friend
3. **PERSEVERANCE** – Perservere
4. **ASPIRATION** - Be aspirational

The Coverack way of high standards of behaviour and a positive ethos is based on our school vision and values:

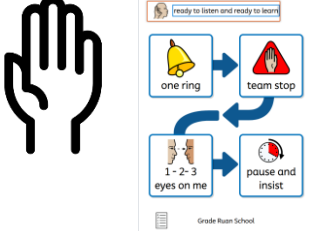
WHERE HAPPY LEARNERS GROW

RESPECT	FRIENDSHIP	PERSEVERANCE	ASPIRATION
Growing a respectful school, one act of kindness at a time!	Growing a friendly school, one kind act at a time!	Growing a school, one determined step at a time!	Growing an aspirational school, one future-focused step at a time!
 • We listen attentively to others and value their opinions. • We use polite language and kind words. • We look after our school and care for our equipment. • We respect differences and treat everyone with kindness and fairness. Growing a respectful school, one act of kindness at a time!	 • We listen and support our friends. • We are inclusive and make everyone feel welcome. • We share our ideas and play fairly. • We treat others with kindness and respect. Growing a friendly school, one kind act at a time!	 • We stick with a task until it's finished, even when it is hard. • We learn from our mistakes and keep trying different ways to succeed. • We set a goal and work hard to reach our goals. • We are resilient and show patience, understanding that growth takes time. Growing a perseverant school, one determined step at a time!	 • We set ambitious goals for our learning and personal growth. • We are curious, ask questions, and love to discover new ideas. • We work hard and don't give up when we face challenges. • We believe in our potential to shape our own brilliant future. Growing an aspirational school, one future-focused step at a time!

These are the expected behaviours we would see following our 4 rules:

Respect	Friendship	Perseverance	Aspiration
Are you... - Using polite language and kind words? - Greeting people politely and being helpful? - Taking pride in yourself and our school? - Listening to others and valuing their opinions? - Respecting differences and treating everyone with fairness?	Are you... - Listening to and supporting your friends? - Being inclusive and making everyone feel welcome? - Sharing ideas and playing fairly? - Treating others with kindness and respect? - Enabling everyone to learn? - Using kind hands and feet?	Are you... - Sticking with a task until it's finished, even if it's hard? - Learning from your mistakes and keep trying different ways to succeed? - Staying focused on reaching your goals? - Asking an adult when you need some help?	Are you... - Making the right, wise choices? - Eager to learn? - Following instructions the first time? - Demonstrating a positive mindset? - Aiming to be the very best you can be? - Are you always ready to learn and grow?

Precise Routines which are used at Coverack School:

Transitioning at Coverack School	
	Entering the school: all children are greeted on the main gate by a member of staff and enter through the playground main gate and walk into school. They leave coats and bags in the cloakroom and go into class with their water bottle and reading book. They sit quietly at their desk and start their early morning task, whilst being registered. Moving around school: Pupils are expected to line up quietly and walk around the school in single file/line order, keeping to the left in corridors and on the stairs, sing the handrail at all times. Children go to the toilet one at a time. Lunch: Children are asked to stand behind chairs before they can leave the room. They wash their hands, get their lunch boxes from the cloakroom and walk quietly to the hall. Children queue quietly for their lunch when called up. Breaktimes: children stop on the first whistle and line up silently in the playground on the second whistle before being led into class by their teacher. Wellington boots are placed neatly under their pegs.
Gaining pupils attention at Coverack School	
	The approach to gaining a pupils attention is: SIGNAL – PAUSE - INSIST An adult rings a bell once and raises their hand, showing the palm of the hand. They track the children with their eyes, count '1-2-3 eyes on me' and wait for silence from all pupils before continuing. Hands are free and placed on the desk. Pupils move from the carpet to their tables on a 1-2-3 instruction. Children are praised for tracking the teacher and demonstrating 'Listening Bodies' and 'Learning Bodies'.
Clear and consistent expectations at Coverack School	
	• Tidy tables, tidy minds • Classrooms should be tidy and well presented. • Displays and boarders should be consistently maintained. • On pupil's tables there should only be equipment that they need. • 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 class teacher or 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, bracelets, rings) unless it is part of an agreed plan. • Long hair must be tied back. • Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers. • Whilst the teacher is talking there should be no talking from any member of the class. • The behaviour support policy will be adhered to consistently.
Work expectations at Coverack School	
	Noise level: Pupils should be expected to work within the expectation of the class staff which will depend on the task given. We encourage pupils to use 'indoor voices' during lessons but also to understand that there are times when silent working is necessary. Different Situations: • Independent working • Pair / share talk • Group work • Whole class discussion

Classrooms Routines	• Pupils will arrive by 8:45am and wearing correct school uniform. • Children to enter the room at all times, quietly. • 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 will endeavour to sit up straight. We call this listening and learning bodies. • Answering questions will require a range of strategies: some questions will be answered on whiteboards; adults will say '1, 2, 3 – show'. Cold Calling may be used and at all other times pupils will raise their thumb. • Pupils may be asked to speak to their partner for a period of time. They will be asked to 'talk to your partner.' • All adults will use the 'Signal, Pause, Insist' routine to gain pupils attention, as above. The teacher will track the class and all pupils are expected to follow this before progressing. • Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work quietly and purposefully unless advised otherwise. • Pupils will leave the room quietly, until they reach the playground or their destination.
Dinner Hall Routines	• Pupils enter the hall quietly. • Pupils sit at their table with their peers until they are called to collect their dinner. Voices should be at a talking level and not a shout. • Polite manners are used towards lunchtime staff. • All cutlery and plates are returned to the wash station and pupils exit the hall quietly when it is time to leave.

Reward Toolkit:

Name of the reward	Why is the reward given?	When is the reward given?	Who gives the reward?
Merlin Merit	Academic attainment, effort or progress in English and Maths; making the right choices.	Children receive a merit pom-pom to put in a class jar, working towards a whole class reward.	Chosen by class teachers.
Star of the week	Overall Recognition	Certificate given to individual children in celebration assemblies.	Chosen by class teachers and shared in Celebration Assembly.

Other rewards include:

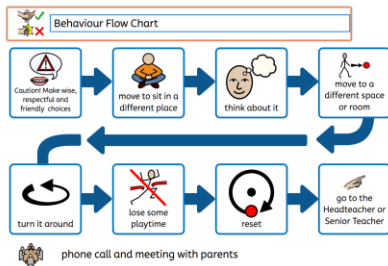
- Giving praise, both verbal and written
- Sharing and making an example of good behaviour
- Positive feedback to parents/carers

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

- Quiet word of personal praise.
- Public recognition in class or assembly.
- Sending good work to a senior leader

Sanctions

Sanctions Overview:



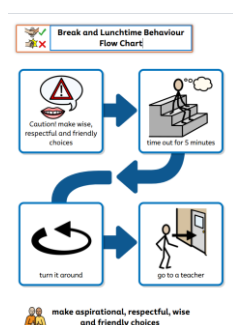
- Pupils will have 2 warnings before a sanction is given. Firstly a verbal warning and a reminder to make the right choices. A change of seat within the classroom may help. Followed by the movement of their name to 'Think about it'. At this point the child can 'Turn it around' and change their behaviour without loss of break time.
- If a child continues to make the incorrect choices they must miss a maximum of 5 minutes of their break and be given the opportunity to 'Reset'.
- Teachers will be responsible for supervising the loss of break time.
- If pupils reach the 'Turn it around' phase 2 times in a week, a conversation with a parent/carer will take place.
- Pupils that have persistent behaviours of concern over a 4- week period will have a Positive Behaviour Support Plan which will detail an individualised approach to their behaviour support.

Sanctions Pathway:

Steps	Action
1 Redirection	Non-verbal cues or a gentle encouragement to change 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. If the behaviour continues move to step 2.
2 Reminder.	A reminder of the expectations 'Make wise choices' 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." If the behaviour continues move to step 3.
3 Caution	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?"
4 Time with/Missed playtime	Pupil will spend time with the class teacher for 5 minutes at a break or lunch period. It is imperative that this is conducted with the class teacher or HOS and that 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. If the behaviour continues move to step 5
5 Escalation to HOS	Should the learner persist with the unwanted behaviour or if the same pupil has had 'time with'. The HOS will be notified and a phone call home to is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in MyConcern or using ABC/behaviour log sheets. HOS involved.
6 Formal Meeting	A meeting with the pupil, parents, teacher, SENDCo and Head of School to take place and recorded on MyConcern if there is no noticeable change in behaviour after the phone call home or the child has had 4 or more 'time with' in 1 week.

Exception Immediate response	When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:- • Serious fighting • Bullying • Derogatory behaviour such as racist, homophobic or non-inclusive • Bad language directed at an adult • Defiance • Damaging property • Hurting others with deliberate intent In these cases, the incident will immediately be reported to HOS and recorded/logged, and an appropriate sanction/action taken in consultation with HOS. A phone call home by a member of HOS will automatically take place. The behaviours will be explored and managed by the school's leadership team, class teacher and SENDCo.
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Sanction pathway for break and lunch periods:



- Pupils are expected to follow the school rules during break times and lunch times also.
- 1 quiet verbal warning.
- A second one might be given to remind of expectations
- If behaviours persist, the pupil will need to take time out and sit or walk and talk with the adult on duty for 5 minutes to reflect and 'turn it around'.
- For significant incidents, a member of the teaching team will be called to support or the child will have to go inside to sit with a teacher.

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
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have been done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently and what they could do differently next time to support.
- 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).