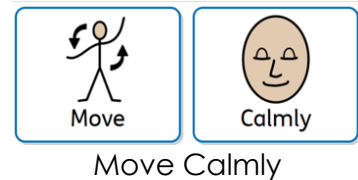





**Our School Rules:**

Tintagel Primary School aims to create a secure, happy and safe learning environment based on mutual respect. We prioritise teaching positive, calm behaviour and understand behaviour as a communication.





**Our School Rules: The Calm School Code**



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

 <b>Listen Carefully</b>	 <b>Act Kindly</b>	 <b>Move Calmly</b>
Magnet Eyes Looking at the speaker	Kind words Speak kindly and respectfully to others – use empathy	Follow non-verbal signals Stop signal, 1,2,3 to transition
Body still and quiet Hands and objects still	Respond politely to instructions from all members of staff	Lining up calmly – register order Stay in a straight line, one behind the other
No hands up to encourage active participation – cold calling with TTYP Hands only up to ask a question	Respect School Property Look after our school, equipment and our own belongings	Always walk calmly inside the school building. We do not run in corridors
Following instructions Respond appropriately	Kind hands and feet Hands and feet to ourselves – personal space respected	Learning Readiness Sitting appropriately, have the correct equipment
We listen to others when they are speaking Don't interrupt - Waiting – taking turns	Manners We say please and thank you	Stopping at doorways to let others pass safely when needed

## Routines

Transitioning at Tintagel School	
	<p><b><u>Entering the school:</u></b></p> <ul style="list-style-type: none"> <li>• Sycamore Class enter school through the side gate</li> <li>• Oak and Beech enter school through the Oak Class door.</li> <li>• There will be an adult outside to welcome children</li> <li>• Children put their belongings away and come calmly to the classroom for an early morning activity</li> </ul> <p><b><u>Moving around school:</u></b></p> <ul style="list-style-type: none"> <li>• We always move around the school calmly.</li> <li>• When moving as a class or a group, we move in a line, one behind the other</li> </ul> <p><b><u>Transitioning to and from the start and end of lunch/ break/ assembly:</u></b></p> <ul style="list-style-type: none"> <li>• At the end of playtime/lunchtime, the stop signal is shown. Children freeze and move to their line when directed</li> <li>• Children line up in alphabetical order</li> <li>• An adult walks them back into the classroom.</li> <li>• Children line up in alphabetical order for assembly and sit in year group lines.</li> <li>• They transition out of assembly using non-verbal cues – 1,2,3</li> </ul>
Gaining pupils attention at Tintagel Primary	
	<p><b>The approach to gaining a pupils attention is:</b></p> <ul style="list-style-type: none"> <li>• Adults to raise one hand. Hold up red spot to symbolise we are stopping. Pause and insist</li> <li>• We move/transition using a 1,2,3 system             <ol style="list-style-type: none"> <li>1 – stand</li> <li>2 – Turn to face the way we need to move</li> <li>3 – Walk</li> </ol> </li> </ul>
Clear and consistent expectations at Tintagel Primary	
	<ul style="list-style-type: none"> <li>• Tables should be tidy with minimal clutter</li> <li>• Classrooms should be tidy and well presented.</li> <li>• Displays and borders should be consistently maintained – showing current learning – hessian background with black borders.</li> <li>• On pupil's tables there should only be equipment that they need and nothing else.</li> <li>• When leaving the classroom tables should be orderly, the floor clear of any mess and chairs tucked in.</li> <li>• Unless there is a prior agreement with the SENDCO children should not be fiddling with anything at any point.</li> <li>• All pupils should have removed any items not deemed school uniform in the classroom (Hats, scarfs, gloves, ear muffs, bracelets, rings)</li> <li>• Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers.</li> <li>• Whilst the teacher is talking there should be no talking from any member of the class.</li> <li>• The behaviour support policy will be adhered to consistently.</li> </ul>
Independent work expectations at Tintagel Primary	
	<p><b>Noise level:</b> Purposeful talk – we do not expect classrooms to be silent, but children should use partner voices when in the classroom</p> <p><b>Tasks:</b> Tasks should be planned so they can be accessed by the children independently. Adaptations and scaffolding will be evident to support children to access tasks by themselves</p>
<p><b>Classrooms Routines</b></p>	<ul style="list-style-type: none"> <li>• Pupils will arrive before 8:45am and wearing school uniform.</li> <li>• 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 sit cross legged on the carpet – with their own sit spot</li> <li>• Answering questions will require a range of strategies: Some questions will be answered on whiteboards (adults will say '3, 2, 1 – show me'. Cold Calling may be used alongside TYP (Talk to your partner) opportunities</li> </ul>

	<ul style="list-style-type: none"> <li>• No hands up to answer questions – adults can choose anyone. Hands up only to ask a question</li> <li>• All adults will use the 'Stop' signal to gain pupils attention. Adults must pause and insist.</li> <li>• Pupils will begin work immediately after the teacher sets them off on their task.</li> <li>• Pupils will leave the room calmly, in their register order line</li> </ul>
<b>Dinner hall Routines</b>	<ul style="list-style-type: none"> <li>• Pupils enter the hall quietly when called in for their meal.</li> <li>• Once they have collected their meal, they sit at a table with their peers. Voices should be at a talking level and not a shout.</li> <li>• Manners are used towards lunchtime staff.</li> <li>• All cutlery and plates are returned to the 'scraping area' and pupils exit the hall quietly.</li> </ul>

### **Positive Expectations and Rewards:**

Staff at Tintagel Primary School make every effort to praise children for embodying our Learning Warrior Toolkit and for using the Calm School Code. The school's rewards system helps encourages a positive attitude towards learning and belonging to our tribe. Rewards include:

#### **In the moment recognition:**

- Verbal praise – deliberate, sincere praise to promote positive choices
- House Points – can be awarded for effort, good behaviour and demonstrating our learning tool kit and values. These contribute to weekly team totals
- Stickers – gold stars – can be for anything more exceptional – effort, behaviour, attitude

#### **Weekly/Half Termly:**

- Weekly certificates for Learning Warrior and Calm School Code Custodian. Shared in assembly and recognition on Weekly news to parents (with social media celebration) These children get a hot chocolate with a member of staff as a reward
- House Point count for each house team weekly – totals accumulated and 'Endeavour Cup' presented each half term with the correct coloured ribbon
- Whole class rewards (termly)

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

- Quiet word of personal praise.
- Public recognition in class or assembly.
- Share with parents verbally
- Sharing good work with the Head of School (HOS) or another member of SLT. Work photocopied to take home and share
- Stickers

## Sanction Pathway:

We believe consequences should be developmentally suitable, supportive of learning about physiological responses to challenges and not punitive, shaming or harmful to the child's self-esteem. Nevertheless for any child not meeting the behaviour expectations, consequences will occur. The 4 step system is followed by all staff throughout the school day:

- **Redirection** (The Reminder!) -
- **Verbal Reminder** -
- **Warning** -
- **Catch the Mistake** 'Reflect and Reset' Child to miss break/lunch. Opportunity to talk through what went wrong and how to catch the mistake. Reflect and reset for next session (Logged on myconcern) Feedback to parents

Steps	Action
1 <b>Redirection</b>	<ul style="list-style-type: none"><li>• Non-verbal cues or gentle encouragement to change the unwanted behaviour</li></ul>
2 <b>Verbal Reminder.</b>	<ul style="list-style-type: none"><li>• A reminder of the Calm School Code delivered privately where possible, continue positively</li></ul>
3 <b>Warning</b>	<ul style="list-style-type: none"><li>• A clear verbal warning/instruction that the behaviour must change, making the child aware of the next step consequence if behaviour doesn't improve</li></ul> <p><b>SCRIPT:</b> "I have noticed (behaviour). I need you to (rule/expectation). If you choose to continue you will need to (move to another space). DO you understand?"</p>
4 <b>Catch the Mistake</b>	<ul style="list-style-type: none"><li>• Child to miss break/lunch. Opportunity to talk through what went wrong and how to catch the mistake. Reflect and reset for next session</li></ul>
5 <b>Escalation to SLT</b>	Should the learner persist with the unwanted behaviour the SLT 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. <b>SLT involved.</b>
6 <b>Formal Meeting</b>	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 significant incidents in 1 week. A behaviour plan will be implemented and monitored over the course of two weeks.

## Serious Incidents

When certain gross misbehaviour has occurred towards pupils and adults, an immediate response is necessary, such as:-

- Physical aggression or fighting
- Verbal abuse or swearing directed at others
- Derogatory behaviour such as racist, homophobic or non-inclusive
- Verbal aggression directed at an adult
- Damaging property
- Hurting others with deliberate intent
- Persistent bullying or harassment

In some cases, following a serious incident, the school may need to implement an internal exclusion or, in more exceptional circumstances, an external suspension.

Any decision of this nature is made by the Head of School, alongside the Inclusion Lead, and is based on a careful evaluation of the child's needs, the impact on others, and the safety and wellbeing of the whole school community. Parents and carers will always be informed and involved in this process, and the focus will remain on understanding what the pupil needs and making any necessary adjustments to support them effectively moving forward.

## **Approaches taken for repair/restorative conversations: - Catch The Mistake**

When incidents occur, staff aim to let children calm down, listen to all involved and encourage reflection and apologies when appropriate. Once the child is calm, staff engage in the 'Catch the Mistake' - reflect and reset process, which helps children:

- Recognise their physiological responses and label their emotions.
- Understand that while feeling emotions like anger is acceptable, certain behaviours, such as hitting, are not.

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