



## Our School Rules:

 Be Ready


 Be Respectful

 Be Safe

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

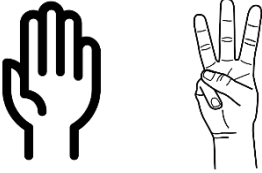
Rule 1 – <b>Be Ready</b> - expected behaviours	Rule 2 – <b>Be Respectful</b> - expected behaviours	Rule 3 – <b>Be Safe</b> - expected behaviours
<ul style="list-style-type: none"> <li>• We are ready to learn.</li> <li>• We arrive at school on time and attend every day.</li> <li>• We have the correct uniform and PE kit.</li> <li>• We have our equipment ready.</li> <li>• We have a healthy snack and water.</li> <li>• We follow instructions straight away.</li> <li>• We follow 3, 2, 1 and STAR sitting to show that we are listening.</li> <li>• We line up quickly, silently and in line order.</li> </ul>	<ul style="list-style-type: none"> <li>• We listen when others speak.</li> <li>• We discuss things calmly.</li> <li>• We look after the school and keep it clean and tidy.</li> <li>• We care for our friends.</li> <li>• We care for the environment.</li> <li>• We know that other people have different ideas, beliefs, backgrounds and needs from our own.</li> <li>• We respect the law and the rules of school and society.</li> <li>• We use our Cubert manners at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• We keep our hands and feet to ourselves.</li> <li>• We use only kind words.</li> <li>• We move around school in a safe manner: walking, keeping to one side, holding doors open.</li> <li>• We follow instructions.</li> <li>• We use all equipment safely.</li> <li>• We make safe choices with our friends.</li> <li>• We stay safe online and make safe choices in our community.</li> <li>• We tell a trusted school adult if something is wrong.</li> </ul>

### Routines:


Transitioning at Cubert School	
	<p><b><u>Entering the school:</u></b>            We arrive on time.            We arrive at our classroom door.            We greet our adults politely.            We put our belongings away quickly and neatly.            We settle to our work quickly.</p> <p><b><u>Moving around school:</u></b>            We use “wonderful walking” – walking, hands by our sides, silently indoors.            If we have to go to the toilet during learning we go quickly.            We stand to the side to let others through.            We hold doors open.            We use our Cubert Manners.</p>

	<p><b><u>Transitioning to and from the start and end of lunch/ break/ assembly:</u></b>          We walk to the playground safely.          We eat our snacks outside (KS1-KS2).          We line up in line order.          We take the correct outdoor clothing with us.          We store anything we don't need in the trug for our class.          We line up quickly and silently.</p>
--	--


**Gaining pupils attention at Cubert School**

	<p><b>The approach to gaining a pupils attention is:</b>          We use:          3, (instruction)          2, (instruction)          1, (instruction)  <b>Support staff will:</b></p> <ul style="list-style-type: none"> <li>• Model the correct behaviours.</li> <li>• Support children to be ready.</li> <li>• Remind children of the expected behaviours.</li> </ul>
---	---

**Clear and consistent expectations at Cubert School**

	<ul style="list-style-type: none"> <li>• We are on time and ready every day.</li> <li>• We are polite and use our Cubert Manners at all times to all members of the school community.</li> <li>• Classrooms should be tidy and clutter free.</li> <li>• Displays and borders should be consistently maintained.</li> <li>• On pupils' tables there should only be equipment that they need and nothing else.</li> <li>• When leaving the classroom tables should be tidy, the floor clear of any mess and chairs tucked in.</li> <li>• Unless there is a prior agreement with the SENDCo/class teacher children should not be fiddling with anything at any point (e.g. concentration aids).</li> <li>• All pupils should have removed any items that are not 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 policy will be adhered to consistently.</li> </ul>
--	---

**Independent work expectations at Cubert School**

	<p>Learning time is quiet and focused.          If discussion is needed we use "indoor voices".          We speak in calm and respectful way.          We behave in a way that allows others to concentrate.          We follow instructions.</p>
---	---

Classrooms Routines	<ul style="list-style-type: none"> <li>• We arrive before 8:45am and wearing school uniform.</li> <li>• We enter the room calmly and quietly at all times.</li> <li>• We sit on a chair with all 4 legs on the floor. We sit up straight but comfortably to support listening (STAR sitting).</li> <li>• Answering questions will require a range of strategies: Some questions will be answered on whiteboards ~ adults will say '1, 2, 3 – show me'. Cold Calling is regularly used and whole class "choral" answers may be requested. All other times we will raise our hand (e.g. to ask a question, to ask to use the toilet).</li> <li>• We may be asked to speak to our partner for a period of time. We will be asked, 'Talk to your partner'.</li> <li>• All adults will use 'Signal, Pause, Insist' to gain our attention. The signal will be a raised hand followed by 3, 2, 1. 100% compliance is required before progressing.</li> <li>• We will begin work immediately after the teacher sets us off on our task. We will work silently unless advised otherwise.</li> <li>• We will leave the room silently, until we reach the playground.</li> </ul>
Dinner hall Routines	<ul style="list-style-type: none"> <li>• We enter the hall quietly when called for our meal.</li> <li>• We line up in correct order and wait calmly and sensibly.</li> <li>• Once we have collected our meal, we sit at a table with our friends.</li> <li>• Voices should be at a talking level and not a shout.</li> <li>• We stay seated while eating.</li> <li>• We ask to move on to our pudding and ask to leave once we have finished eating.</li> <li>• Cubert Manners are used towards lunchtime staff.</li> <li>• We use cutlery to eat our food.</li> <li>• We put rubbish in the bin.</li> <li>• All cutlery and trays are returned to the trolley.</li> <li>• We leave the hall quietly and calmly.</li> </ul>

**Reward Toolkit:**



## Cubert Positive Behaviour Rewards

<b>'Thank You' - verbal acknowledgements</b>	<b>Positive Messages Home ~ phone calls, face to face, texts, postcards</b>	<b>Stickers</b>
<b>Merits/house points</b>	<b>Merit badges</b>	<b>Star of the Week certificates</b>

Share work with another class, teacher or HoS	Class rewards	Class choice e.g. extra play, a film, a trip
---	---------------	--

### Sanction Pathway:

These are the suggested steps but can be moved through in accordance with behaviour exhibited. Each one does not have to be worked through in turn – use professional judgement, knowledge of the child & the situation. Some specific children may have an individual plan.

Teacher Managed Behaviours				
<b>Low Level Disruption</b> Calling out, not following instructions, distracting behaviour	<b>Physical Contact (Reaction)</b> Pushing, shoving, play fighting	<b>Defiance / Disrespect</b> Answering back, refusal, disruption to learning	<b>Inappropriate Language</b> Name calling, non-directed swearing	<b>Misuse of Property</b> Minor vandalism of property

Steps		Action
Ready Respectful Safe		Our Cubert Rules and expectations... We are <b>Ready, Respectful and Safe</b> members of our school community.
1	Redirection	Gentle encouragement to change and <b>redirect</b> 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.
2	Remind	Reminder
		A <b>reminder</b> of the expectations <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively - "Remember, being respectful means looking at and listening to the adult whilst waiting your turn to talk, thank you."
3	Move Space	A clear verbal <b>caution</b> delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and make it clear as to how they can turn this around. For example - "Talking over an adult is not being respectful, therefore you need to <b>move to sit by</b> .... I would like to see your eyes this way thank you."
4a	Miss some Playtime	A clear verbal <b>caution</b> delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and make it clear as to how they can turn this around. For example - "I know that you can be respectful & listen well. If you continue to shout out, you will <b>miss some playtime.</b> " Speak to the child privately and then give them silent reflection time for 5-10 minutes during their break or lunch time, completing any work and giving them a final opportunity to modify their behaviour.
4b	Reflect	Time with...
		A clear verbal <b>caution</b> delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and make it clear as to how they can turn this around. For example - "I know that you can be respectful & listen well. If you continue to shout out, you will <b>move to another class.</b> " Send the child to the another class for 10 minutes with their learning, to reflect. When you collect them, have conversation with them. Child completes missed work at next breaktime and any apologies made.
5	Reset	Sent to HoS (if out, to SENDCo, Assistant Head)
		A clear verbal <b>caution</b> delivered privately wherever possible, making the child aware of their behaviour. Clearly outline the consequences if they continue and make it clear as to how they can turn this around. For example -

			<p>"I know that you can be respectful &amp; listen well. If you continue to shout out, you will go to <b>HoS's office.</b>"</p> <p>Send the child to leader's office for 10 minutes with learning &amp; information as to why sent, to reflect. When you collect them, have conversation with them.</p> <p>Child completes missed work at next breaktime (if refuses, work is sent home) and any apologies made.</p>
6		Phone Call Home	<p>In consultation with HoS / SENDCo, should the child persist with the unwanted behaviour, a phone call home is to be made to make parents/carers aware of the behaviours being seen at school.</p> <p>This should be logged on MyConcern.</p>

Meeting with family	<p><b>Continuing Concerns</b></p> <p>Following discussions in school with teacher and SLT, a meeting with the child, parents, teacher, SENDCo and Head of School to take place and recorded on MyConcern. if there is no noticeable change in behaviour. A behaviour plan will be implemented and monitored over the course of two weeks.</p>
---------------------	---

These are the suggested steps but can be moved through in accordance with behaviour exhibited. Each one does not have to be worked through in turn. Some specific children may have an individual plan.






Leadership Managed Behaviours			
<p><b>Physical Aggression (Intent)</b></p> <p>Kicking, hitting, pushing with intent to harm, danger / harm to themselves or others</p>	<p><b>Abusive Language</b></p> <p>Swearing, racist language, homophobia, sexism, non-inclusive or offensive language</p>	<p><b>Threat / Verbal Bullying</b></p> <p>Verbal threats of aggression against another person, answering back</p>	<p><b>Vandalism of Property</b></p> <p>Major vandalism</p>

Steps	Leadership
1	<ul style="list-style-type: none"> <li>• Child taken to SLT.</li> <li>• Restorative conversation. Child repairs with others involved.</li> <li>• Child misses ALL of next break / lunchtime.</li> <li>• Parents informed - phone call.</li> <li>• Logged on My Concern.</li> </ul>
2	<p style="text-align: center;"><b>Repeat Behaviour</b></p> <ul style="list-style-type: none"> <li>• Child taken to SLT.</li> <li>• Restorative conversation.</li> <li>• Time out of class with SLT.</li> <li>• Advice from SENDCo.</li> <li>• Provision reviewed.</li> <li>• Parent meeting with SLT &amp; CT.</li> <li>• Positive Behaviour Plan implemented, shared &amp; monitored - weekly check ins with parents.</li> <li>• Logged on My Concern.</li> </ul>
3	<p style="text-align: center;"><b>Repeated Behaviour</b></p> <ul style="list-style-type: none"> <li>• Child taken to SLT.</li> <li>• Restorative conversation.</li> <li>• Consequences determined according to policy.</li> </ul>

## Break/ lunchtime Steps

Steps		Action
Ready Respectful Safe		Our Cubert Rules and expectations... We are <b>Ready, Respectful and Safe</b> members of our school community.
1	<b>Remind</b>	Child has reported that another child is being unkind to them. The adult investigates and speaks with all children involved. If a minor disagreement, they will be asked to apologise and continue playing with their friends.
2	<b>Reflect</b>	If a child has admitted to or been found to have failed to follow one of the school rules of being Ready, Respectful and Safe, they will be asked to serve a time out of five minutes by sitting on a bench, standing by an adult or time off the field.
3	<b>Reset</b>	If there is believed to have been any of the following, more serious incidents - swearing, deliberate physical contact - the child will be taken into school to a class teacher or HoS who will deal with the incident and ensure it is recorded by the staff on duty. The sanctions may include missing the remainder of their break and subsequent break times, a phone call to parents or a meeting with SLT / HoS.

### Restorative Conversations

	Help me understand what happened?
	Help me understand what you were thinking at the time?
	I wonder how this might have made other people feel?
	I wonder what you could do make things right?
	I wonder what you could do differently next time?