



Expectations and Systems



Our School Rules:

1. Be Kind
2. Be Safe
3. Be Your Best



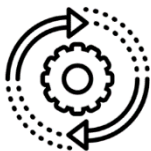
What behaviours might we see that are explicitly linked to our rules?

Be kind	Be safe	Be your best
		
• Use polite words and manners • Include others in games and learning • Respect adults and peers • Being proud of others, yourself and the school • Celebrate differences • Help others when they need support • Care for our school environment • Be kind to yourself and treat yourself well	• Walk calmly around school • Keep our school clean and tidy • Keep hands and feet to yourself • Use equipment correctly • Follow instructions first time • Be in agreed spaces at agreed times • Tell an adult if something feels unsafe • Make sensible choices online • Wash your hands and use tissues to keep yourself clean and healthy	• Listen carefully • Try your best even when learning is challenging • Take pride in presentation • Complete tasks to the best of your ability • Learn from mistakes • Show resilience and determination • Attend school every day and be on time • Wear your school uniform with pride

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 Nansloe Academy



Entering the school:

Nursery:

Parents and pupils gather in the Nursery outdoor area before the doors open at 8.45am. The gate is open for parents to enter from 8.30am.

Children are not to climb on the climbing frame or play with the resources set up before school.

Nursery adults greet pupils 1:1 at the door and welcome them into the setting.

Children wear school uniform.

Reception and Key Stage One:

Parents and pupils gather in the infant playground before the classroom doors open at 8.45am. The playground is open from 8.30am.

Children are not to climb on the climbing frame or play with the resources set up before school.

Teachers greet pupils 1:1 at the door and welcome them into the classroom.

On entry to the classroom, children put their belongings in the designated areas (coats, bookbags, water bottles, lunch) and then sit on their bug spot carpet space ready to learn.

Children wear school uniform.

Key Stage Two:

Pupils gather in the junior playground before the bell rings at 8.45am.

Parents are welcome to stay with their child or leave. A member of staff will be on duty from 8.30am when the playground is open.

When the bell rings at 8.45 am, children line up and are greeted by their class teacher. They line in 3 lines per class, according to their house teams.

Teachers lead their classes into the school building.

On entry to the school, children put their belongings in the designated areas (coats, bookbags, water bottles, lunch) and then sit on their chair ready to learn.

Children wear school uniform.

Breakfast Club:

Children who attend breakfast club will be escorted to their classrooms if they are in Reception and Key Stage One by a member of the breakfast club team shortly before the bell rings. Key Stage Two children will be taken to line up outside by a member of the breakfast club team.

Children enter through the main entrance if they are attending breakfast club.

Special arrangements:

Some children may have alternative arrangements for arrival. If this is the case, this will have been arranged with parents and school staff based on an identified need and be part of an individualised plan. This will be regularly reviewed.

Moving around school:

Children move around the school calmly and safely.
We always **walk** on the left-hand side of the corridor.
We walk single file.
Adults lead the line and children walk in their line order.

Transitioning to and from the start and end of lunch/ break/ assembly:**Lunchtime/Playtime:**

Children are led out to play/lunch by a member of staff.
During this time, if they wish to re-enter the school building, they must ask an adult to do so to ensure everyone is safe.
Adults will blow a whistle to gain the children's attention.
1 whistle – Everyone stops, looks and listens.
Adult delivers instruction (Y5 lunch, lining up time)
2nd whistle – Everyone walks to line up
Line up quietly, ready for teachers to collect classes.

Assembly:

Children walk into assembly, led by an adult, in their line order and in silence.
Children stand in their line, to make sure they have enough space, until their adult asks them to all sit down.
They have a line/assembly order which means children always sit in the same place.

Gaining pupils attention at Nansloe Academy**The approach to gaining a pupil's attention indoors is:**

- The doorbell will ring and the adult will put their hand in the air.
- Children respond by showing the Nansloe 5:
 1. Sit up straight
 2. Listening ears
 3. Magnet eyes
 4. No talking over people
 5. Body turned to the speaker
- Adults will expect 100% attention before continuing with instructions or teaching.

Clear and consistent expectations at Nansloe Academy

- Tidy tables, tidy minds
- Classrooms should be tidy and well presented.
- Displays and boards should be consistently maintained.
- On pupil's tables there should only be equipment that they need and nothing else.
- 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 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)
- 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.

Independent work expectations at Nansloe Academy



At Nansloe Academy, we believe that independent learning is an essential part of developing confident, capable and lifelong learners. During independent learning time, pupils are expected to apply the Nansloe Learning Powers to help them work successfully, overcome challenges and take increasing ownership of their learning. Pupils are encouraged to:

Be Ready

- Arrive prepared with the equipment and mindset needed for learning.
- Listen carefully to instructions and ensure they understand the task.
- Show focus, self-control and positive learning behaviours.
- Be willing to try new things and step outside their comfort zone.

Build Relationships

- Work cooperatively with others when appropriate.
- Respect the ideas, opinions and contributions of their peers.
- Seek support appropriately and offer help to others when needed.
- Develop confidence and independence by building a positive relationship with themselves as learners.

Be Reflective

- Think carefully about what they have learned and how they learned it.
- Use feedback to improve their work.
- Recognise successes and identify next steps.
- Consider what strategies have helped them overcome challenges.

Be Resourceful

- Use available resources before seeking adult support.
- Apply previously taught knowledge and skills independently.
- Use problem-solving strategies when faced with difficulty.
- Draw upon classroom displays, learning tools and examples to support their learning.

Take Responsibility

- Take ownership of their learning, behaviour and choices.
- Complete tasks with care and to the best of their ability.
- Manage their time effectively and remain focused on the learning objective.
- Understand that their actions contribute to a positive learning environment for everyone.

Be Resilient

- Persevere when learning becomes challenging.
- Learn from mistakes and view them as opportunities for growth.
- Maintain a positive attitude when faced with setbacks.
- Keep trying different strategies before giving up.

Independent learning does not mean learning alone; it means using the strategies, resources and habits that enable pupils to think independently, make good choices and persist when learning becomes challenging.

The Nansloe Learning Powers support pupils to be kind, be safe and be their best in all aspects of school life.

	Support staff will: Provide targeted support to pupils with SEND, under the direction of the class teacher and SENDCO. Encourage and support pupils with SEND to work as independently as possible, following the 5 B's where appropriate.
Classrooms Routines	Entering the classroom: • Pupils walk in a calm and safe manner. • Pupils remove any non-uniform items and put these away. • Pupils sit on their carpet space or in their chair, ready to learn – showing the Nansloe 5. During lessons: • Pupils will show they are ready to learn – the Nansloe 5. • Pupils remain in their seat or carpet space unless instructed to stand by an adult. • During the lesson, children raise their hand if they need to ask a question. • If a teacher asks a question, teachers will use 'cold calling' techniques to gather feedback/answers from the children. Children do not put their hands up to answer questions from the teacher. • Teacher will provide opportunities for thinking time and partner talk. Partner talk will be structured with agreed talk partners (Partner A and Partner B). • Children must raise their hand if they need to leave the classroom to go to the toilet and await instruction from an adult. Exiting the classroom: • Pupils remain in their seat unless instructed to stand by an adult. • Pupils access cloakroom/corridor spaces sensibly and quietly in small groups. • Pupils line up quietly in line order with hands down. • Adults to ensure all pupils are ready before moving. • Pupils leave the classroom tidy. • Adults must monitor the line and reinforce with positive praise.
Dinner hall Routines	• Pupils enter the hall quietly when called for their meal. • 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. • Manners are used towards lunchtime staff. • Pupils raise their hand when they have finished and an adult will dismiss them from the table. • All cutlery and plates are returned to the wash station and pupils exit the hall quietly. • We always walk in the dinner hall.

Reward Toolkit:

At Nansloe Academy, we believe that recognition and encouragement are powerful tools in promoting positive behaviour, strong relationships and excellent learning habits. We aim to notice, celebrate and reinforce the behaviours we wish to see.

Frequency	Behaviour	Implications
Daily (at any time)	Keeping to the School Rules Any praiseworthy behaviour	Verbal praise House points Stickers Recognition board KS1 Rocket
Extra special recognition	Extra special effort or achievement that goes above and beyond	Head teacher's sticker Post card home Text home
Weekly (Celebration assembly)	Very good behaviour, effort and/or achievement	House point update 'Being my Best' certificates Reading bands Other awards (competitions, extra-curricular activities, special events etc.) Attendopoly
Termly	Consistently very good or excellent behaviour, effort and/or achievement	Termly house point winner announced and Team Point Treat awarded Year 6 Ambassadors awarded
Annual Prize Giving Assembly	Exceptional and/or continuous very good behaviour, effort and/or achievement	As above, plus Individual school trophies awarded e.g. Ann Webb Learning Power Cup, Charles Field Overcoming Adversity Cup etc.

House System

All of the children and staff from Reception to Year 6 will be organised into three House Teams (with the exception of the Head of School) and will be able to earn House Points as a reward for good effort, behaviour, achievement and also participation and success in school competitions & events throughout the year. Our houses are:

Kenwyn

Helford

Cober

House captains are elected in a democratic vote at the start of Year 6. There are two captains per House.

The house cup is awarded termly to the house with the most points and a reward is planned.

Sanction Pathway:

Our approach is based on the belief that behaviour can be taught, shaped and improved. Sanctions are used consistently, proportionately and restoratively to help children understand expectations and make positive choices in the future.

<u>Steps</u>	<u>Action</u>
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 'Be kind, be safe, be your best' delivered privately wherever possible. Repeat reminders if necessary. Continue to frame all language positively – "Remember, being kind means to look at and listen to the adult whilst waiting your turn to talk, thank you." If the behaviour continues move to step 3.
3 Warning	A clear verbal warning 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. "<i>What can I do to help you? Help me to remember what you should be doing right now?</i>"
4 Reflection Time	Pupil will spend time with the adult at a break or lunch period. It is imperative that this is conducted with the adult involved 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. Staff use the reflection widget tool. Staff record reflection time and reason in log to allow monitoring. If the behaviour continues, move to step 5
5 Escalation to SLT	Should the learner persist with the unwanted behaviour or if the same pupil has had 'reflection time'. The SLT will be notified and a phone call home is to be made to make parents/carers aware of the behaviours being seen at school. These behaviours should be logged in MyConcern. SLT 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. A behaviour plan will be implemented and monitored over the course of two weeks.
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 another • Defiance • Damaging property

- Hurting others with deliberate intent

In these cases, the incident will **immediately** 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.

Approaches taken for repair/restorative conversations:

These are to take place following an incident and provide the child with an opportunity to reflect and repair. This is to be conducted by the class teacher/ person leading the session. It should be a coaching conversation for the pupil. At Nansloe Academy we consistently use a 'reflection time' resource to structure these conversations.

The sequence is as follows:

- What happened?
- Who has been affected?
- What were you thinking / feeling?
- What needs to happen to put things right?
- Next time I will... How do you feel now?

