



## Our School Rules:

1. Be Ready to Learn – Come prepared and give your best effort.
2. Be Respectful – Be kind and considerate to everyone and everything.
3. Be Safe – Make choices that keep yourself and others safe.

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



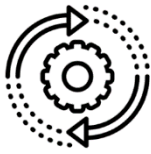
**What behaviours reflect our values and should be modelled by everyone?**

 <h3 style="margin: 10px 0;">Ready</h3> <ul style="list-style-type: none"> <li>Come to school on time.</li> <li>Look and listen when others are talking.</li> <li>Follow instructions the first time.</li> <li>Start work straight away.</li> <li>Wear the correct uniform.</li> <li>Line up correctly and promptly.</li> <li>Have the correct equipment.</li> </ul>	 <h3 style="margin: 10px 0;">Respectful</h3> <ul style="list-style-type: none"> <li>Greet each other politely when we arrive each morning.</li> <li>Thank each other at the end of the day when we leave.</li> <li>Keep the spaces we work in clear and tidy.</li> <li>Work hard in lessons.</li> <li>Notice when others have done something for us.</li> <li>Hold doors open.</li> <li>Win and lose gracefully.</li> <li>Use people's names correctly.</li> <li>Be polite – say please and thank you.</li> </ul>	 <h3 style="margin: 10px 0;">Safe</h3> <ul style="list-style-type: none"> <li>Move calmly around the school and outside.</li> <li>Use play equipment properly.</li> <li>Kind hands and feet.</li> <li>Tell an adult if something is wrong.</li> <li>Play only in the places allowed.</li> <li>Use technology responsibly.</li> <li>Wash hands regularly.</li> <li>Catch and bin coughs and sneezes.</li> </ul>
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## 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 St Minver School



### **Entering the school:**

- A gate rota is in place to ensure both entrances are always manned by a member of staff who will warmly welcome families and children into the school grounds.
- All staff will meet and greet pupils at the classroom door at the start of each session.
- Bags and coats will be placed neatly on allocated pegs—none should be left on the floor.
- Children will enter the school quietly and sensibly, settling to their early morning work.

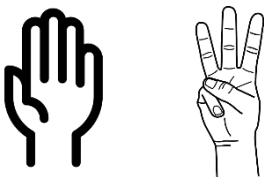
### **Moving around school:**

- Children will demonstrate ‘Wonderful Walking’ whenever moving around the school. A House Point will be awarded in recognition of this positive behaviour.
- All staff will maintain the highest expectations for movement around school and will consistently address behaviour that falls below the school’s minimum standard.
- Staff will set the expectation that children hold doors open for others, show good manners at all times, and greet visitors politely (e.g., saying “Good morning”).

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

- Children will line up in register order at the end of break or lunch and when preparing to enter the hall for assemblies, activities, or P.E.
- The line must remain completely silent before moving.
- As children walk in line, they should do so silently, and this expectation must be reinforced by all adults.
- At the end of break and lunch, two whistles will be blown:
  - First whistle: Pupils freeze.
  - Second whistle: Pupils move into their class lines.
- While in line, children should remain quiet. Adults should use this time to check uniform and maintain high standards.
- Adults welcome children as they enter the classroom from break or lunch. Pupils who are not silent or following expectations will wait at the end of the line. Pupils who enter and begin talking will be asked to exit and try again.
- Children should walk to assembly in silence, accompanied by an adult from the class who remains in the assembly to assist with behaviour support.
- Children should remain silent throughout assemblies, unless invited to speak.
- Children should not remain inside classrooms or the school during break and lunchtime if unsupervised.

## Gaining pupils attention at St Minver School





### **The approach to gaining a pupils attention is:**

- The teacher will raise their hand and begin a countdown from 3-2-1.
- The adult will expect 100% compliance before speaking. This may include phrases such as:
  - “We are waiting for this table...”
  - “X, place your pencil down and look this way, thank you.”
- Silence must mean silence—no talking during this time.

### **Support staff will:**

- Quietly address anyone not showing they are ready.
- Avoid talking while the teacher is delivering input.
- Pause group work to listen and ensure other pupils are not distracted.

	<ul style="list-style-type: none"> <li>• Use the raised hand and countdown signal consistently to gain attention.</li> </ul>
<b>Clear and consistent expectations at St Minver School</b>	
 <p style="text-align: center;"><b>EXPECTATIONS</b></p>	<ul style="list-style-type: none"> <li>• Classrooms must remain tidy and well-presented at all times.</li> <li>• Displays and borders should be consistently maintained.</li> <li>• Pupils' tables should only contain the equipment needed for the current task—nothing extra.</li> <li>• At the end of each session, tables should be orderly, floors clear of mess, and chairs tucked in.</li> <li>• Unless agreed with the SENDCO, pupils should not handle or fiddle with unnecessary items during lessons.</li> <li>• All non-uniform items (e.g., hats, scarves, gloves, ear muffs, bracelets, rings) must be removed before entering the classroom. Pupils should consistently demonstrate readiness to learn and respect for staff and peers.</li> <li>• When the teacher is speaking, the expectation is complete silence from all pupils.</li> <li>• The Behaviour Support Policy will be applied consistently by all staff.</li> </ul>
<b>Independent work expectations at St Minver School</b>	
	<p>Noise level:</p> <ul style="list-style-type: none"> <li>• Noise should be purposeful and linked to learning.</li> <li>• Volume must be appropriate to the task.</li> <li>• Staff should monitor consistently and prompt pupils to reduce noise when needed.</li> </ul> <p>Tasks:</p> <ul style="list-style-type: none"> <li>• Certain activities require silent work—silence must mean silence.</li> <li>• Staff will redirect pupils promptly if they are off-task or disrupting learning.</li> </ul>
<p><b>Classrooms Routines</b></p>	<ul style="list-style-type: none"> <li>• Pupils will arrive before 8:45am, wearing full school uniform.</li> <li>• Children must enter the classroom quietly and calmly at all times.</li> </ul> <p>Pupils sit correctly:</p> <ul style="list-style-type: none"> <li>• All four chair legs on the floor.</li> <li>• Chairs tucked in with approximately a fist's gap between chest and table.</li> <li>• Sitting upright.</li> </ul> <p>Answering questions:</p> <ul style="list-style-type: none"> <li>• Some responses will be on whiteboards (“1, 2, 3 – show”).</li> <li>• Cold Calling may be used.</li> <li>• At other times, pupils raise their hand.</li> </ul> <p>Partner talk:</p> <ul style="list-style-type: none"> <li>• Pupils may be asked to talk to a partner for a set time.</li> <li>• Adults will say “Talk to your partner” and use timers to manage this.</li> </ul> <p>All adults will use the Walkthru ‘Signal, Pause, Insist’ strategy to gain attention:</p> <ul style="list-style-type: none"> <li>• Signal = raised hand.</li> <li>• Countdown = “3, 2, 1”.</li> <li>• Expect 100% compliance before continuing.</li> <li>• Pupils begin work immediately after instructions and work silently unless told otherwise.</li> <li>• Pupils leave the classroom quietly until they reach the playground.</li> <li>• All children are to remain in their classroom unless working with an adult in a different school location e.g., library, Patterson Suite, Cove</li> </ul>
<p><b>Dinner hall Routines</b></p>	<ul style="list-style-type: none"> <li>• Pupils enter the hall quietly when called for their meal.</li> <li>• After collecting their meal, pupils sit at a table with peers and keep voices at a talking level, never shouting.</li> <li>• Good manners must be shown towards lunchtime staff at all times.</li> </ul>

- All cutlery and plates are returned to the wash station before pupils exit the hall quietly.

### **Reward Toolkit:**

- Pupils should understand the rewards system and the consequences in place to help them reflect on their behaviour and develop a positive attitude towards learning.
- The St Minver Code should be clearly displayed in every classroom providing a consistent and visual way to reinforce behaviour expectations across the school. The steps within the Code are as follows:
  1. Ready to Learn – Clear expectations are shared and consistently reinforced. Gentle reminders, positive language and praise help ensure all children are calm, focused and prepared for learning.
  2. Make a Choice – The behaviour that is unacceptable is clearly explained. One minute is given to reflect on the choice made and to consider a more positive response, allowing time to reset and improve.
  3. Make a Change – Adjustments are made by the learner and/or the adult to re-engage and refocus, encouraging choices that support a return to being ‘Ready to Learn.’
  4. Time to Reflect – Time is given to think about what has happened and to consider what needs to be done to return to being ‘Ready to Learn.’

*Staff may choose to speak to parents informally at any stage to maintain strong communication between home and school – these will reflect both the good behaviour and the times when reminders are required.*



House Points are awarded to pupils who demonstrate the expected behaviours outlined in the *St Minver Code*. Points are collected collectively by our two house teams—Pentire and St Enodoc—with weekly totals announced and celebrated during our Friday Celebration Assembly.

At the end of each half term, the team with the highest number of accumulated House Points earns a special reward, such as an additional 10 minutes of playtime. This system encourages positive behaviour, teamwork, and a shared sense of pride across the school community.

### **Recognition of rewards for effort:**

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

We celebrate pupils who consistently meet our high expectations through a range of rewards including:

- A quiet word of personal praise to acknowledge effort and achievement.
- Public recognition in class or during assembly to share success with peers.
- Sharing exceptional work with the Head of School or a member of the Senior Leadership Team for further praise.

#### **General rewards for individuals who go 'above and beyond' expectations:**

- Stickers for instant recognition.
- House Points.
- Weekly certificates, awards, or nominations featured in the school newsletter.
- Special Mention – a surprise recognition announced publicly.
- Parent communication through an email, phone call, or a special postcard sent home.
- Head of School Gold Stickers for exceptional effort or achievement.

### **Sanction Pathway:**

#### **Sanctions Overview:**

Sometimes, despite support, a child may continue to struggle with behaviour. In these cases, additional strategies and sanctions may be used to help the child develop self-esteem, self-discipline, and consideration for others.

Learners are appropriately held responsible for their behaviour. Staff manage behaviour without delegating, delivering sanctions calmly and with care. Every sanction should be seen as an opportunity for reflection and learning.

- Pupils should expect fair and consistently applied sanctions for inappropriate behaviour.
- Our system is flexible to take account of individual circumstances and needs.
- The emphasis of this policy remains on reward and praise, wherever possible, for both work and behaviour.
- All staff follow a stepped approach to sanctions, allowing pupils to understand the next consequence.
- For pupils where this approach is not appropriate, an individual plan will outline alternative rewards and sanctions.

Our primary aim is always engagement with learning. For most pupils, a simple non-verbal cue (such as eye contact) or a gentle verbal reminder is enough. Praise the behaviour you want to see.

### **Pathway:**

Learners are appropriately held responsible for their inappropriate behaviour. Staff will deal with behaviour without delegating. Staff will always deliver sanctions calmly and with care, reflecting and using the opportunity for learning.

Our Ready to Learn scale provides the stepped approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate will have an individual plan detailing alternative and appropriate systems that work for them.

The following six-step approach to manage and modify behaviour that does not reflect our Ready, Respectful, Safe expectations are detailed below:

Steps		Action
1	Ready to Learn	<p>If a pupil displays unwanted behaviour, begin with non-verbal cues or a positive prompt to encourage the expected behaviour. This may include proximity, eye contact, or a calm gesture.</p> <p>For example:  <i>“Well done to this table, you are listening and ready to learn. I can see that almost everyone is ready.”</i></p> <p>Pause briefly to allow pupils time to respond before continuing.</p> <p>If the behaviour persists, proceed to Step 2.</p>
2	Make a Choice	<p>If the unwanted behaviour continues, give a calm reminder of the school expectations: Ready, Respectful, and Safe. Repeat reminders if necessary, ensuring all language remains positive and constructive.</p> <p>For example:  <i>“Remember, being respectful means listening to the adult and waiting your turn to talk. Thank you.”</i></p> <p>If the behaviour persists after this step, proceed to Step 3.</p>
3	Make a Change	<p>If the behaviour continues, give a clear verbal caution, making the learner aware of their behaviour and outlining the possible consequences if it persists. Ensure the language remains supportive and explains how they can turn things around. For example:  <i>“What can I do to help you? Help me to remember what you should be doing right now?”</i></p> <p>If the behaviour does not improve after this step, proceed to Step 4.</p>
4	Time to Reflect	<p>If the behaviour continues, the pupil will spend 10–20 minutes with the class teacher (or a member of SLT) during a break or lunch period. It is essential that this time is used constructively, focusing on:</p> <ul style="list-style-type: none"> <li>• Helping the pupil understand the behaviour displayed</li> <li>• Discussing the consequence of that behaviour</li> <li>• Supporting the pupil to reset and prepare for the next learning session</li> </ul> <p>If the behaviour persists after this step, proceed to Step 5.</p>
5	Escalation to SLT	<p>Should the learner persist with the unwanted behaviour, or if the same pupil has already had a reflection session (“time with”), the Senior Leadership Team (SLT) will be notified. A phone call home must be made to inform parents/carers of the behaviours observed in school.</p> <p>All incidents at this stage should be logged using MyConcern or recorded on ABC/behaviour log sheets. SLT will be actively involved in supporting next steps.</p>

6	Formal Meeting	<p>If there is no noticeable improvement in behaviour following the phone call home, or if a pupil has had four or more reflection sessions (“time with”) within one week, a formal meeting will be arranged. This meeting will include the pupil, parents/carers, class teacher, SENDCo, and Head of School.</p> <p>The meeting must be recorded on MyConcern, and a Behaviour Plan will be implemented and monitored over a two-week period to support positive change.</p>
Exception  Immediate response	<p>Certain behaviours require an immediate response due to their serious nature. These include:</p> <ul style="list-style-type: none"> <li>• Serious fighting</li> <li>• Bullying</li> <li>• Derogatory behaviour (e.g., racist, homophobic, or non-inclusive language/actions)</li> <li>• Bad language directed at an adult</li> <li>• Defiance</li> <li>• Damaging property</li> <li>• Hurting others with deliberate intent</li> </ul> <p>In these cases:</p> <ul style="list-style-type: none"> <li>• The incident must be immediately reported to SLT and recorded/logged.</li> <li>• An appropriate sanction/action will be agreed upon in consultation with SLT.</li> <li>• A phone call home by a member of SLT will automatically take place.</li> <li>• The behaviours will be explored and managed collaboratively by the school’s leadership team, class teacher, and SENDCo.</li> </ul>	

**Sanction pathway for break and lunch periods: (Amend and delete as appropriate)**

In the Playground

- The members of staff on duty is directly responsible for pupils’ behaviour during playtimes.
- Class teachers regularly discuss positive strategies and problem-solving approaches with pupils to help them manage social situations successfully.
- Pupils are taught strategies for resolving conflicts and challenges calmly and respectfully.

Lunchtimes

- Lunchtime staff monitor behaviour at all times and promote positive interactions.
- Each day, class teachers and the Head of School are available to provide immediate support when needed during lunchtime. Staff will ensure they are accessible and responsive to any incidents that arise, using radios or direct communication where appropriate.

## Managing and Modifying Behaviour Chart for break and lunch times

Steps	Action
<p>1</p> <p style="background-color: green; color: white; text-align: center; padding: 5px;">Make a Choice</p>	<p>If pupils report that another child is being unkind, the adult will investigate by speaking with all children involved.</p> <ul style="list-style-type: none"> <li>If the issue is a minor disagreement, the pupils will be asked to apologise and then continue playing with their friends.</li> <li>The focus should remain on restoring positive relationships and reinforcing expectations for respectful behaviour.</li> </ul>
<p>2</p> <p style="background-color: yellow; text-align: center; padding: 5px;">Make a Change</p>	<p>If a pupil admits to, or is found to have failed to follow one of the school rules or the expectations of being Ready, Respectful, and Safe, they will be asked to serve a time out.</p> <ul style="list-style-type: none"> <li>The pupil will sit on a bench or stand next to an adult for the duration of the time out.</li> <li>The time out will start at 5 minutes and may increase in 5-minute intervals, up to a maximum of 15 minutes, depending on the behaviour and circumstances.</li> </ul> <p>The purpose of this consequence is to provide a calm space for reflection and to reinforce positive behaviour expectations before returning to play or learning.</p>
<p>3</p> <p style="background-color: red; color: white; text-align: center; padding: 5px;">Time to Reflect</p>	<p>If there is believed to have been any of the following more serious behaviours:</p> <ul style="list-style-type: none"> <li>Swearing</li> <li>Deliberate physical contact</li> </ul> <p>The pupil will be taken into school to the class teacher, who will investigate and record the incident. Possible sanctions may include:</p> <ul style="list-style-type: none"> <li>Missing the remainder of their break and subsequent break times</li> <li>A phone call to parents/carers</li> <li>A meeting with SLT/Head of School</li> </ul> <p>All incidents must be logged appropriately to ensure consistency and follow-up.</p>

### **Approaches taken for repair/restorative conversations: (amend and delete as appropriate)**

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 about who has been affected.
- Ask about how things could have been done differently to avoid the situation happening again.
- Agree strategies/goals/targets for the future.
- Provide the opportunity for the child to add anything else they wish, Do not force an apology, however acknowledge those freely given appropriately.

- Keep the tone calm, supportive and focused on learning rather than punishment.
- The language used by all staff is as follows:

### Ready to Learn

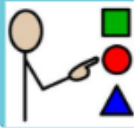


I can see that you are ready to learn.

Thank you for being ready to learn.

You are always ready to learn - this makes me very proud of you.

### Make a Choice



You have the choice to make things right and 'Be Ready to Learn'

You now need to...

### Make a Change



It's time to make a change now.

I'm going to help you by...

You're now going to move to...

### Time to Reflect



I am wondering what has happened.

I am wondering what you're thinking.

How can we do things differently in the future?