

Our School Rules:

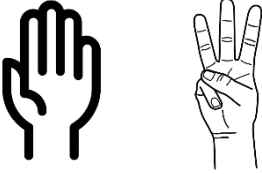


What behaviours might we see that are explicitly linked to our rules?

Rule 1 – Be Kind - expected behaviours	Rule 2 – Be Safe - expected behaviours	Rule 3 – Be Ready - expected behaviours
• We listen when others speak. • We follow instructions on time. • We discuss things calmly and respectfully. • We look after the school and keep it clean and tidy. • We care for our friends. • We care for the environment. • We know that other people have different ideas, beliefs, backgrounds and needs from our own. • We are helpful. • We use our TLA manners at all times. • We win and lose gracefully.	• We keep our hands and feet to ourselves. • Use only kind words. • We move around school in a safe manner: walking, keeping to one side, holding doors open. • We follow instructions. • We use all equipment safely. • We make safe choices with our friends. • We stay safe online • We make safe choices in our community. • We respect and follow the law and the rules of school and society. • Tell a trusted adult if something is wrong.	• We arrive at school on time and attend every day. • We follow instructions straight away. • We start our work quickly. • We use STAR sitting to show are ready to learn. • We have the correct uniform and PE kit. • We have our equipment ready. • We show that we are listening by tracking the speaker. • We follow 3, 2, 1. We want to try our very best. • We have a healthy snack and water. • We line up quickly, silently and in line order.

Routines:

Transitioning at Truro Learning Academy	
	<u>Entering the school:</u> 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.

	<u>Moving around school:</u> We use “wonderful walking” – walking, hands by our sides, silently. If we have go to the toilet during learning we go quickly and with pace. We stand to the side to let others through. We hold doors open. We use our TLA Manners. <u>Transitioning to and from the start and end of lunch/ break/ assembly:</u> We walk to the playground safely. We eat our snacks outside. We line up in line order. We take the correct outdoor clothing with us. We line up quickly and silently.
Gaining pupils attention at Truro Learning Academy	
	The approach to gaining a pupils attention is: We use: 3, (instruction) 2, (instruction) 1, STAR sitting Show me you're listening. Support staff will: • Model the correct behaviours. • Support children to be ready. • Remind children of the expected behaviours.
Clear and consistent expectations at Truro Learning Academy	
	• We are on time and ready every day • We are polite and use our TLA Manners at all times to all members of the school community • Tidy tables, tidy minds • Classrooms should be tidy and clutter free • Displays and borders 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 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 Truro Learning Academy	
	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.
Classrooms Routines	• We arrive before 8:40am and wearing school uniform. • We enter the room at all times, calmly and quietly. • We sit on a chair with all 4 legs on the floor, chairs are tucked in with approximately. We will sit up straight. • 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 may be used and whole class "choral" answers may be requested. All other times we will raise our hand. • We may be asked to speak to our partner for a period of time. They will be asked to 'Talk to your partner.' Timers may be used to support this. • 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. • We will begin work immediately after the teacher sets us off on our task. We will work silently unless advised otherwise. • We will leave the room silently, until we reach the playground. • Toilet time books will be used in all classes. Only 1 boy/girl is able to leave the room at any time.
Dinner hall Routines	• We enter the hall quietly when called for our meal. • We line up in correct order and wait calmly and sensibly. • Once we have collected our meal, we sit at a table with our friends. • Voices should be at a talking level and not a shout. • We stay seated while eating • Manners are used towards lunchtime staff. • We use cutlery to eat our food. • We put rubbish in the bin. • All cutlery and plates are returned to the trolley • We leave the hall quietly and calmly

Reward Toolkit:



TLA Positive Behaviour Rewards

Verbal acknowledgements and recognition	Positive Messages Home ~ phone calls, face to face, texts, postcards	Stickers
Tokens	Class choice rewards	Star of the Week certificates
Share work with another class, teacher or HoS	Dojo points and individual rewards	Extra play, prizes, class parties

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

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

Steps			Action
Be Kind Be Safe Be Ready			Our TLA Rules and expectations... We are Kind, Safe and Ready members of our school community.
1	Remind	Redirection	Gentle encouragement to change and redirect 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		Reminder	A reminder of the expectations Kind, Safe and Ready 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 caution 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 move to sit by.... I would like to see your eyes this way thank you."

4a	Reflect	Miss some Playtime	A clear verbal caution 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 miss some playtime. " 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		Time with...	A clear verbal caution 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 move to another class. " Send the child to 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 caution 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 go to HoS's office. " Send the child to leader's office for 10 minutes with learning & information as to why sent, to reflect. When you collect them, have conversation with them. Child completes missed work at next breaktime (if refuses, work is sent home) and any apologies made.
6		Phone Call Home	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. This should be logged on MyConcern.

Meeting with family	Continuing Concerns 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.
----------------------------	--

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

Steps	Leadership
1	- Child taken to SLT. - Restorative conversation. Child repairs with others involved. - Child misses ALL of next break / lunchtime. - Parents informed - phone call. - Logged on My Concern.
2	Repeat Behaviour - Child taken to SLT. - Restorative conversation. - Time out of class with SLT. - Advice from SENDCo. - Provision reviewed. - Parent meeting with SLT & CT. - Positive Behaviour Plan implemented, shared & monitored - weekly check ins

	with parents. • Logged on My Concern.
3	Repeated Behaviour • Child taken to SLT. • Restorative conversation. • Consequence of internal exclusion or suspension, as appropriate.

Break/ lunchtime Steps

Steps		Action
Be Kind Be Safe Be Ready		Our TLA Rules and expectations... We are Kind, Safe and Ready members of our school community.
1	Remind	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, discuss what went wrong and how to change it and continue playing with their friends.
2	Reflect	If a child has admitted to or been found to have failed to follow one of the school rules of being Kind, Safe and Ready, 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 playground/field.
3	Reset	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 record it. 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?