

## Our School Rules

At Bude Primary Academy Juniors, we are committed to celebrating and supporting behaviour that mirrors our fundamental **Ways of Being**.



We use three simple rules to ensure clarity, consistency, and a sense of safety for all children. These rules are understood as a communication of our culture—we do this **Together**.

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

We explicitly teach, model, and practise these behaviours. They are the visible evidence of our "Ways of Being."

		
<p><b>Calm Line-ups</b> We stand quietly, facing forward, ready to move or enter.</p>	<p><b>Manners Matter</b> We say "please" and "thank you." We hold doors open for adults and peers.</p>	<p><b>Proud Walking</b> We walk calmly around the school site. We do not run in corridors.</p>
<p><b>Active Listening</b> We look at the person speaking. We sit correctly on our seats. We stop what we are doing when asked.</p>	<p><b>One Voice</b> We listen when others are speaking. We do not interrupt.</p>	<p><b>Kind Hands &amp; Feet</b> We keep our hands and feet to ourselves. Our personal space is respected.</p>
<p><b>Equipment</b> We have the correct equipment on our tables, ready to start learning immediately.</p>	<p><b>Kind Words</b> We speak kindly to everyone. We encourage others and avoid hurtful comments.</p>	<p><b>Right Place, Right Time</b> We are where we are meant to be. We stay within designated boundaries.</p>
<p><b>Transitions</b> We move quickly and quietly between tasks so no learning time is lost.</p>	<p><b>Respecting Property</b> We look after school equipment, displays, and our own belongings.</p>	<p><b>Calm Bodies</b> We regulate our physical movement inside the classroom and corridors.</p>
<p><b>Uniform</b> We wear our uniform with pride, showing we are part of the team.</p>	<p><b>Response</b> We respond politely to instructions from <i>all</i> staff members.</p>	<p><b>Online Safety</b> We use technology responsibly and report anything that worries us.</p>

## Routines

We rely on consistent routines to create a safe and predictable environment. These routines are triggered by clear cues to ensure high expectations are met effortlessly.

### Gaining Attention (The Signal)

We use clear voice and hand signals to manage transitions and ensure listening.

### In the Classroom (Reverse Countdown):

- **3:** Stop.
- **2:** Empty hands / Turn to the speaker.
- **1:** Silence / Ready to listen (may be followed by a prompt such as "Magnet Eyes my way.")

### Whole School / Playground / Dismissal

- **1:** Stop or Stand (depending on the situation).
- **2:** Turn to the adult.
- **3:** Move to position or leave the area.

## Transitions

- **Entering School:** Staff use a **Meet and Greet** approach to welcome children, every day.
- **Moving Around:** We all use **Proud Walking**—calm, quiet, and keeping to the left.
- **Line-ups:** We all stand quietly, facing forward, ready to travel safely
- **Dinner Hall:** Pupils line up and enter the hall quietly when called. Once seated with peers, voices remain at a talking level and manners are used towards staff. Cutlery and plates are returned to the wash station before pupils leave the hall quietly.

## Positive Expectations

We recognise that specific positive behaviours can be encouraged by noticing and acknowledging them. We focus on "catching them getting it right."

### Immediate Recognition

- **Verbal Praise:** Staff use deliberate, sincere praise to reinforce positive choices.
- **House Points:** Awarded to children for effort, good behaviour, and demonstrating our values. These contribute to the weekly House Team totals.

### Weekly Recognition

- **Character Awards:** Each week, children from each class are chosen to receive a certificate. These are explicitly linked to demonstrating our **Ways of Being**.

### Collective Class Recognition

- Every child begins the week with **20 minutes of Reward Time** secured for Friday afternoon. This time belongs to the class. A child may lose their personal entitlement if expectations are not met, and they will use this time to reflect on their behaviours using our agreed sanction pathway

## Sanction Overview: The Pathway

We prioritise certainty over severity. We use a consistent, stepped framework known as **ASK, TELL, REFLECT**. This provides a predictable structure for children while allowing staff the discretion to support expectations and regulation effectively.

### 1. ASK (The Reminder)

**The Goal:** To gently remind the child of the expectation and give them a chance to self-correct.

- **The Script:** *"I've noticed [behaviour]. I need you to [rule/expectation]. Thank you."*

### 2. TELL (The Caution)

**The Goal:** A clear instruction that the behaviour must change. The child is made aware of the consequences of continuing.

- **The Script:** *"I have noticed [behaviour]. I need you to [rule/expectation]. If you choose to continue, you will need to [Move/Time Out]. Do you understand?"*

### 3. REFLECT (Time Out & Repair)

**The Goal:** To allow the child to regulate and reflect on their choices. Depending on the context, a child might move away from their current seat or work away from the main group for a short period. This begins with an invitation to engage in a restorative dialogue once the child is ready.

**Establishing Calm:** Before a restorative conversation begins, the child must be "calm." This looks like a regulated body, settled breathing, and the ability to listen.

**Opening the Restorative Conversation:** The adult initiates the process by checking for readiness, using a supportive opening such as: *"I can see you are calmer now. Let's talk about what happened so we can move forward."*

Once calm, the conversation is structured by the **WINE** framework to address the **REFLECT** mnemonic:

- Responsibility
- Empathy
- Forgiveness
- Learning
- Expectation
- Change
- Thank you

The **WINE** framework (Wonder, Imagine, Notice, Empathy) provides the structural dialogue that supports each of these steps, ensuring the child feels heard while remaining accountable.

It is essential that all incidents reaching a **REFLECT** stage are recorded on **My Concern**.

### Serious Incidents

Serious incidents are referred immediately to Senior Leadership. These situations bypass the initial steps of the pathway but are managed using the same restorative principles to ensure long-term behaviour change.

Serious incidents include:

- Physical aggression or fighting
- Verbal abuse or swearing directed at others
- Discriminatory language or actions, including racism and homophobia
- Leaving the school site or classroom without permission
- Significant damage to school or personal property
- Persistent bullying or harassment

#### **Management and Follow-up:**

- **Immediate Removal:** The child is removed from the setting to a safe, supervised space
- **Parental Involvement:** Parents are contacted immediately to be informed of the incident.
- **Formal Meeting:** A meeting is convened with the child, parents, and Senior Leadership.
- **Restorative Review:** The meeting focuses on the "Ways of Being," future expectations, and repairing any harm caused.
- **Documentation:** All actions and meeting outcomes are recorded on My Concern.

### Internal Exclusions

In cases where a serious incident requires a period of intensive reflection and separation from the wider school community, an Internal Exclusion may be used.

- **Supervision:** The child works in a designated area away from their peers, supervised by staff or Senior Leadership.
- **Learning Continuity:** The child is provided with curriculum-appropriate work to ensure education is not disrupted.
- **Restorative Focus:** The exclusion is not solely a sanction but a period of supported reflection. Time is built into the exclusion to facilitate the restorative conversation and

### Completing Unfinished Work

We hold high expectations for learning. Where work is not completed during lesson time due to a child's choice, staff may use their professional judgement to ensure the learning is finished.

- **Opportunity for Completion:** Children may be asked to complete unfinished work during break time or lunch time.
- **Reflective Component:** Where appropriate, and taking priority over work completion, this time includes a brief discussion about the "Be Ready" expectation to support better learning habits in future sessions and prepare the child for a successful reintegration into their classroom.

**Appendix 1**

<b>Ask</b>	
<b>Principle</b>	This first step is grounded in the concept of positive reinforcement and the belief that pupils often need a reminder of the expectations. It's an initial, gentle approach that acknowledges that everyone can momentarily forget or overlook rules. Ready, Respectful and Safe - Together.
<b>Benefits</b>	This approach is non-confrontational and gives pupils an immediate opportunity to correct their behaviour without escalating the situation. It respects the pupil's autonomy and ability to make a better choice. By offering a redirection or a positive choice, it also provides a clear pathway to desirable behaviour, reinforcing the right actions instead of focusing on the negative.
<b>Tips</b>	<p><b>Use positive language:</b> Focus on the behaviour you want to see, rather than what you do not want.</p> <p><b>Be specific:</b> Clearly describe the expected behaviour so there is no ambiguity.</p> <p><b>Acknowledge the pupil's feelings:</b> Showing understanding of their emotions validates their experience and can defuse tension.</p> <p><b>Offer choices:</b> When possible, give pupils a choice between acceptable behaviours. This supports autonomy and decision-making.</p> <p><b>Express gratitude:</b> Thanking pupils in advance for making the right choice reinforces your expectation that they will comply and acknowledges their ability to self-correct.</p>
<b>Worked Examples</b>	<p><i>"I've noticed you're having a hard time keeping your voice down, use your indoor voices so everyone, together, can concentrate, can you show me how you do that, thank you. "</i></p> <p><i>"It looks like you're finding it hard between joining the activity or carrying on what you're doing, remember it's important to participate. Would you like to start on the activity or help me. It is important that that you're involved."</i></p> <p><i>"I can see you're feeling really upset right now, and that's okay. It's important to express our feelings, but we also need to ensure we're not disrupting our friends. How about we take a deep breath together and then you can tell me what's wrong? I'm here to listen."</i></p> <p><i>"We're all part of the same team here, and every team member's contribution is valuable. I've noticed some interruptions when others are speaking. Let's practise listening when someone else is talking and wait for our turn to share ideas. This way, everyone feels respected. Thanks for being such a great team player!"</i></p>

<b>Tell</b>	
<b>Principle</b>	Moving beyond a simple reminder, this step involves a clear instruction to change behaviour, coupled with an explanation of the consequences if the behaviour does not change. It shifts from a request to a directive, making the expectations clear.
<b>Benefits</b>	This step underscores the seriousness of the situation to the pupil and the need for immediate action. By explaining the reasons behind the rules and the consequences of not following them, it also engages the pupil's reasoning and understanding, fostering a sense of responsibility and awareness of the impact of their actions.
<b>Tips</b>	<p><b>Be clear and specific:</b> Clearly state what behaviour needs to change and what the specific consequences will be if it does not. Avoid ambiguity to ensure the pupil understands both the expectation and the stakes.</p> <p><b>Maintain a calm and firm tone:</b> It is crucial to convey the seriousness of the message without showing anger or frustration. A calm and firm tone communicates authority and control.</p> <p><b>Use "I" statements:</b> Frame instructions and consequences from your perspective to avoid sounding accusatory, which can help in maintaining a respectful tone (e.g., "I need you to...").</p> <p><b>Explain the reasoning:</b> Help pupils understand why the rule or expectation is in place. This can make the directive feel more reasonable and grounded in logic.</p> <p><b>Offer a path forward:</b> Emphasize that the pupil has the power to choose their next actions. This reinforces their agency and the idea that they can correct their course.</p> <p><b>Express confidence in their ability:</b> Let them know you believe in their capacity to make the right decision. This can motivate pupils to rise to the expectations set for them.</p>
<b>Worked Examples</b>	<p><i>"I asked you to lower your voice so we can all have a good environment to learn in. You've continued to be loud, which is disrupting the class. If this happens again, I'll have to ask you to reflect on your behaviour during playtime. I know you can choose to follow the class rules. Let's make that choice now, okay?"</i></p> <p><i>"You've been reminded about talking out of turn without raising your hand. We need to respect everyone's chance to speak. If I notice you interrupting again, you will need to spend some time thinking about how we can communicate respectfully, away from the group. Remember, ready, respectful, safe - together."</i></p> <p><i>"We talked about staying in your seat during lesson time, yet I've noticed you're still moving around. It's important to stay seated so everyone can learn without distractions. If you choose not to stay seated, the next step will be to miss some of your playtime for a reflection session. I'm sure you'd prefer to join your friends instead, so let's make the right choice."</i></p> <p><i>"You've been reminded about the importance of participating in our group activities. Choosing not to participate affects not just your learning but everyone's. If you continue to opt-out, we'll need to reflect further during a time meant for your break. I believe you can contribute positively, and I'd love to see that."</i></p>

## Reflect

<p><b>Principal</b></p>	<p>This final step involves a structured reflection period, where the pupil is removed from their current environment and given time to think about their behaviour, usually with adult guidance. This reflection is intended to help them understand why their behaviour was inappropriate and how they can make better choices in the future. It is structured with the mnemonic – <b>REFLECT</b>.</p>
<p><b>Benefits</b></p>	<p>Reflection time facilitates deeper understanding and personal growth. It helps pupils to connect their actions with the consequences and to consider the feelings of others, developing empathy. The involvement of an adult in a supportive role can also provide a valuable opportunity for the pupil to express feelings or frustrations that may be underlying their behaviour, addressing root causes rather than just the symptoms.</p>
<p><b>Tips</b></p>	<p><b>WINE:</b> With all of these questions use <b>Wonder</b>, <b>Imagine</b>, <b>Notice</b> and <b>Empathy</b> to start.  <b>Ensure a calm setting:</b> Make sure the reflection takes place in a quiet setting where the pupil feels safe to express themselves.  <b>Listen actively:</b> Give the pupil your full attention, showing that you value their thoughts and feelings. This encourages them to engage more deeply in the reflection process.  <b>Ask open-ended questions:</b> Encourage deeper thinking and self-exploration by asking questions that require more than a yes or no answer.  <b>Guide, don't lecture:</b> The aim is to help the pupil come to their own understanding and conclusions about their behaviour, rather than simply telling them what they did wrong.  <b>Follow up:</b> After the reflection session, check in with the pupil later to see how they are applying what they learned. This shows that you care about their progress and reinforces the importance of the reflection process.</p>
<p><b>Worked examples</b></p>	<p><b>R – Responsibility</b> "Let's start by talking about what happened. It is important to take responsibility for our actions. Can you tell me what you did and acknowledge your part in the situation?"  <b>E – Empathy</b> "Now, think about how your actions affected others. How do you think they felt? Showing empathy means understanding and sharing the feelings of another."  <b>F – Forgiveness</b> "It's okay to make mistakes as long as we learn from them. Forgiving ourselves and asking for forgiveness from others is a big step. How can you make amends to those affected?"  <b>L – Learning</b> "Every situation gives us a chance to learn something. What have you learned from this? How can this learning help you make better choices in the future?"  <b>E – Expectation</b> "We have expectations for behaviour in our school to keep everyone safe and happy. Can you tell me what the expectation was in this situation and why it is important?"  <b>C - Choice</b> "Remember, we always have choices in how we react and what we do. What different choice could you make if a similar situation happens again?"  <b>T - Thank You</b> "I appreciate you taking the time to reflect on your actions and how you can improve. Thank you for your honesty and willingness to grow. I am here to support you in making positive choices."</p>