



Salcombe Standards

Sailing to Success through our school's Christian values of Service, Aspiration, Integrity and Love.

At Salcombe, alongside our school's Christian values, we hold our three school rules close to our hearts too - guiding us to make the right choices throughout the school day. The adults reinforce the positive behaviour choices frequently making it difficult for children to not meet the standards.

Our School Rules:

We promise to always be:

- Ready
- Respectful
- Safe

Staff ensure that when rules and routines are not followed, that this behaviour is never ignored and is addressed using the behaviour policy. Staff will remain calm when dealing with children and can ask for a change of face if the situation is escalating.

Consistent routines:

Throughout school we have some set routines to support children's behaviour. These are:

- Staff will meet and greet pupils entering by the classroom door
- Staff will accompany pupils to and from break/lunch/assemblies/end of day monitoring the line to support children to walk silently on the left
- All staff notice positive behaviour around the whole school and award Dojos linked to our rules and values reinforcing the language
- The use of 1,2,3 is used for transitions
- A raised hand or count down is used to silence a room

Praise and Rewards:

Adults will reinforce positive behaviour by praising the behaviour they want to see. They will use 'positive framing' to encourage others to make the right choices. Dojos will be awarded when adults see positive behaviours; these will be put on the screen as soon as possible. Whole class Dojos will be awarded when appropriate too. Rewards will be given by the Head of School to the class with the most Dojos each half term.

Above and Beyond Club:

Every half term, children who have gone above and beyond by consistently following the school rules and showcasing the school's Christian values will be considered for the Above and Beyond Club. They will receive an invitation to the club, a certificate and an opportunity to do something very special with the Head of School and other club members.



Salcombe Standards

Sailing to Success through our school Christian values of Service, Aspiration, Integrity and Love.

Step 1

A quiet reminder

A gentle, supportive and subtle approach. 'I want to remind you of our school rules because you are not following them...' **agreed children will have an additional 2 x reminders.*

Step 2

A verbal warning

A gentle, non-threatening, personal approach with a matter-of-fact tone - if possible, at eye level. 'Because you have continued to not be ready/respectful/safe, I am going to have to give you a verbal warning. Walk away from the child giving space to make better choices independently.'

Step 3

A supportive change

Explain that because the behaviour hasn't improved, adult intervention to support a change is necessary for the pupil to make the right choices. 'It's time to move to this seat to enable you to be more on track; perhaps working alone would help you now?; do we need to look at the rules together? Walk away from the child giving space to make better choices independently. Try to catch child making good choices. **agreed children will have one additional supportive change*

Step 4

A consequence

If behaviour escalates to this level, a consequence should happen the same day. Before break, an age-appropriate amount of break is missed; between break and lunch, an age-appropriate amount of lunch is missed; and during the afternoon, pupils spend time in another class to enable the consequence to be addressed. If this happens in the playground/hall, reflection time can be spent on the sofa by the office. (10/5/2 mins). Restorative conversations to take place that day with an adult.

Step 5

A meeting with Miss Bond and parents

If very unsafe or disrespectful behaviour occurs, then it may be that an incident escalates straight to step 5. This would involve the Head of School and parents working with the child to support better behaviour choices.

At Salcombe, we use this collective approach to promoting positive behaviour; it is important that all adults operate consistently towards praise, rewards and sanctions to maintain clarity and fairness.