



Behaviour Expectations – At a Glance... The Whitehall Approach

In and around the school, we expect **everyone** to keep to this simple behaviour code:

- **Ready**
- **Respectful**
- **Safe**

All staff will:

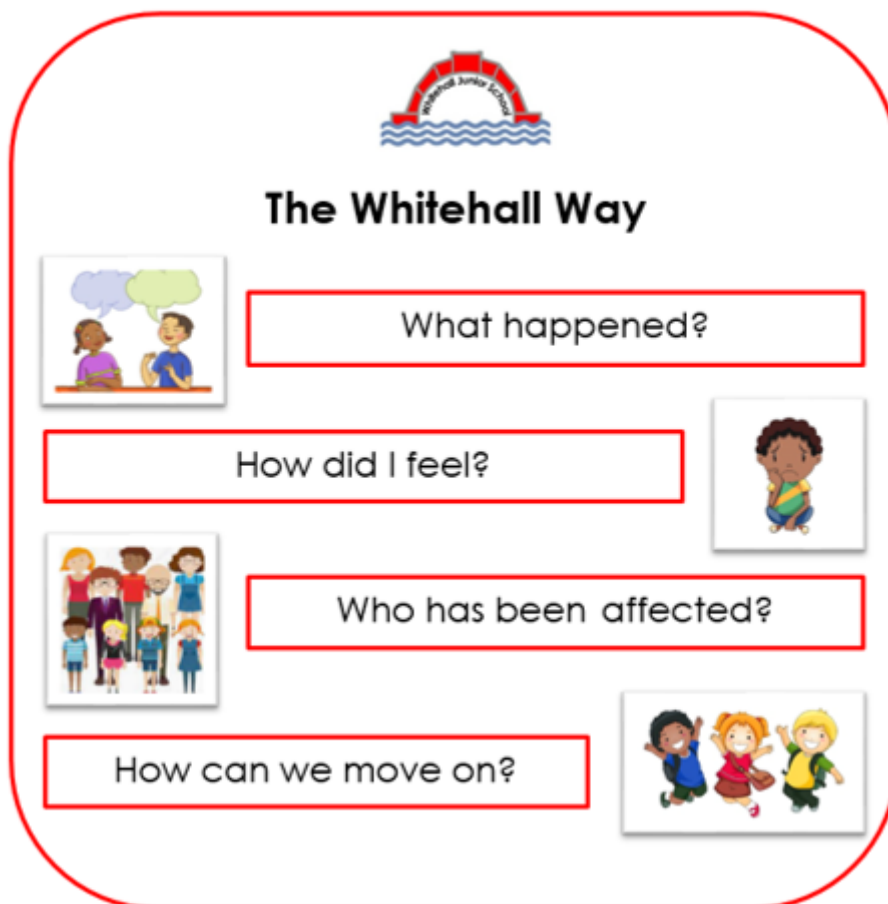
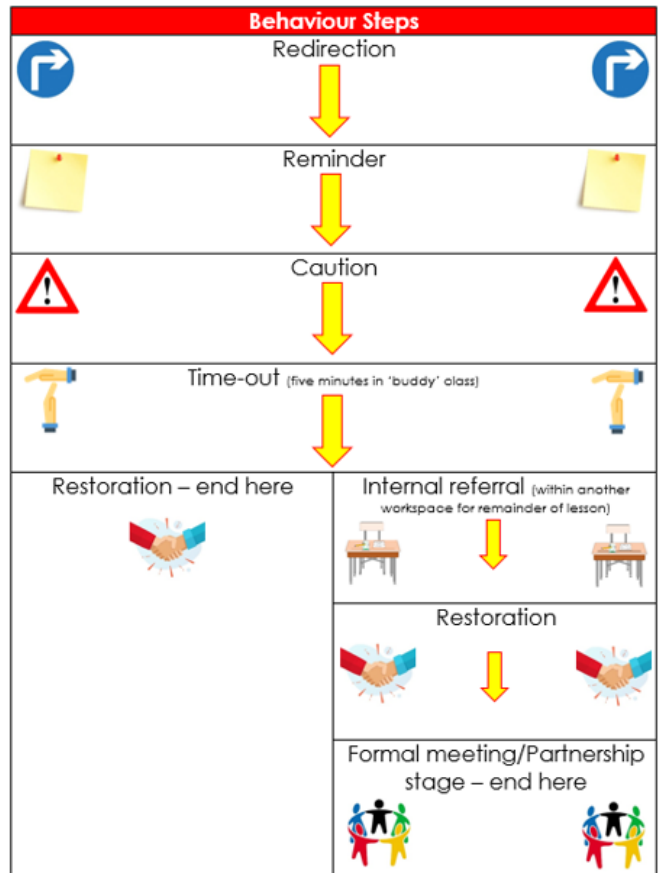
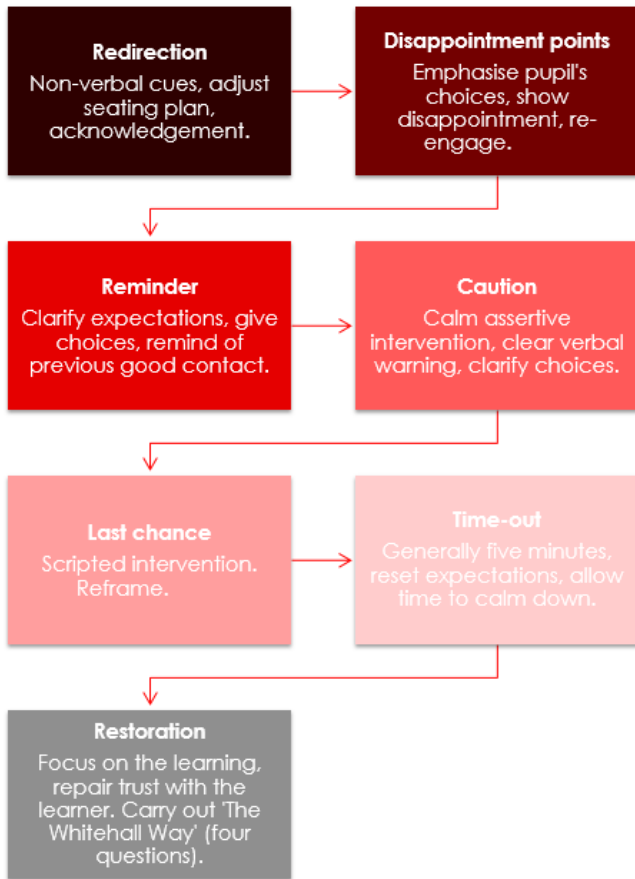
1. **Meet and greet** at the door (*relentless routines*).
2. Refer to '**Ready, Respectful, Safe**'.
3. **Model** positive behaviours and build relationships (*consistent, calm, adult behaviour*).
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (*first attention for best conduct*).
6. **Be calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners (*scripted intervention and restorative follow-up*).
8. **Never** ignore or walk past learners who are behaving badly (*relentless routines*).

Scripted responses/conversation starters:

- I noticed you are... (having trouble getting started/struggling to get going/wandering around the classroom).
- It was the rule about... (lining up/staying on task) that you broke.
- You have chosen to... (move to the back/catch up with your work at lunchtime).
- Do you remember last week when you... (arrived on time every day/got that positive note)?
- *That is who I need to see today...* (Your amazing focus last week, that is what I'm looking for).
- Thank you for ... (listening, etc. Then give the child some take up time).
- I know you'll do the right thing and ... (Then give the child some take up time).
- In our school we...
- You need to... (speak to me at the side of the room).
- I need to see you... (following the agreed routine).
- I expect... (to see your table immaculately tidy in the next two minutes).
- I know you will... (help X to clean the paint off the table).
- I have heard what you said. Now you must... (collect your things calmly and move to the buddy class).
- We will... (have a better day tomorrow!).
- What do you think the poor choices were that caught my attention?
- You need to understand that every choice has a consequence and so...
- Do you remember yesterday when you...(helped me to tidy up, etc.).
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.

Remember, Dix suggests you imagine having the child's 'parent on your shoulder' as instructions are given/requests are made.

We referred to the work of Paul Dix when reviewing our behaviour practices.



Movement around school

Watch how we move around our school. We will show you excellent walking! We move silently on the left hand side. We walk with our hands by our sides. Our teacher leads from the centre of our line (that way, they can see our whole class). If our whole class is moving, the first two pupils will hold the doors open for the rest of our class; when everyone has passed by, they join the back of our line and so it continues. Listen to us – we will move quietly but we are keen to greet the people we pass with a 'good morning' or 'good afternoon'. If we spot someone coming, we will hold the doors open for them too.

Assemblies

Again, we model excellent walking into and out of our assemblies. We move silently so we can enjoy listening to the background music. The first child in our line, walks to our year group's area and the rest of the class form a row across the hall. We stand with our feet hip width apart; this ensures that we have enough space around us when we sit down. When our teacher is happy with our lines, they signal to us (using their arms) to silently sit down and we sit cross-legged on the floor. If a friend has a medical need or injury, we help to make sure they have a chair at the side to sit upon. It's good to look out for others. When it is time to return to class, we stand silently, when a teacher directs us, turn to face our exit and walk out, a line at a time, in silence. The back row of our class moves first if we are using the rear doors, otherwise, the front row leads us forwards.

Taking pride in our uniform

We like to look smart at Whitehall Junior School. We follow our uniform guidelines. On PE days, we make sure that we look like a team; we wear our plain red, white and black uniforms and we don't wear hats or hoodies inside the building. We remove jewellery for PE. You will notice that at Whitehall Junior School, only small stud earrings are worn. If you spot our class doing indoor PE, come and look at our trainers stored neatly against the wall in the hall. Watch our silent movement to and between gym equipment.

Respecting property

Respect is one of our six school values. We can demonstrate that we respect one another through the ways in which we manage our relationships (for example, we don't talk over others or interrupt when our teacher is teaching), however, you will also see that we respect and look after school property. At the end of each day, we **tidy our classroom** – we want it to look spotless. This shows respect to our cleaners; we leave our rooms so they can be cleaned easily. Similarly, we all use the **ICT Suite** so we ensure that we log off, as directed, and leave the keyboards and mice neatly positioned so the work stations can be cleaned. We also tuck the stools under the work station so everything is left smart. Collectively, we respect our **school reading scheme** – all of us access these shelves, so we make sure we put our books back in the right box and facing forwards so the next pupils can make a choice efficiently. We show respect for our **library** – it's a great place to learn so we leave it tidy and put books back correctly on the shelves. We also love to play sport, so we ensure that our **PE cupboard**, where resources are shared, is left as we found it, so we can easily find the equipment required. Communal areas are everyone's joint responsibility – we can all demonstrate respect and play our part.

Readiness for learning

As the adults in our school **meet and greet** us, so we meet and greet them. We show that we are ready for learning by looking at the staff in our classrooms, listening well and showing that we are focused and ready to try our best in all that we do. Our teachers stand and move around our classroom so they can spot us being fantastic! After playtime and lunchtime and when we walk out for dismissal, we demonstrate excellent **lining up**. We wait, one behind the other, a sensible distance apart and we face forwards, ready to receive our next instruction. At the end of the day, we are proud to show how well we can do this in front of our families. Our teachers lead us out, walking in the middle of our line; that way, they can easily turn their head to see how well we are doing this.