



**Rationale:**

- > Ensure all staff take responsibility for managing behaviour
- > Embed aspects of the school's behaviour policy consistently
- > Embed new behaviour expectations and routines
- > Secure staff implementation of classroom routines and processes

**Routines and scripts**



- > Secure staff implementation throughout the school environment with routines and processes
- > Secure staff skills in effective behaviour management techniques
- > Secure a culture of pupil self-regulation and engagement in learning

**All of the routines below need to be framed with:**

- Making eye contact with pupils and firm, but positive tone
- Checking uniform quickly and addressing right away
- Clear, concise directions
- Positive Framing
- Noticing and correcting when pupils aren't following directions
- Use Do it Again when needed
- 100% Compliance – 'No Opt Out' Running through the centre or our expectations is that 100% of children will comply with all routines. There may be some deviations from this relating to specific children but this will be for a minimal number.

| <b><u>Routines</u></b>         | <b><u>Rationale</u></b>  | <b><u>Script</u></b>   |
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| <b><u>Morning Greeting</u></b> | Every day at 8:40 am we open our doors to ensure each child fulfils their potential and is ALWAYS ready for the school today." | "Good morning, [name of pupil]! I can tell you are ready to work today."<br>"Good morning, [name of pupil]! We are going to have a good day today" |

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|  | <p>Our morning arrival routine sets the tone for the day. It serves three purposes:</p> <ul style="list-style-type: none"> <li>• Make positive contact with each pupil</li> <li>• Helps pupils self regulate</li> <li>• Teach pupils how to greet someone in a courteous manner</li> <li>• Check to make sure each pupil is in full uniform and with the equipment they need for the day- ALWAYS</li> </ul>                                  | <p>"Good morning, [name of pupil]! It is really good to see you with your book bag today"<br/> Teacher/ TA scans their uniforms: ALWAYS</p> <p>Pep talk for pupils who need to be set up for success for the day:<br/> "You had a really good....yesterday! Let's see if you can do it again today!"<br/> "Remember, you are nearly at 15 dojos now"<br/> "Mrs..... told me you did well in ..... yesterday. Keep it up!"<br/> "Be ready for an equipment check and the register!"</p> |
| <p><b><u>Do now.</u></b></p>               | <p>There must always be a 'Do Now' task on entry to the classroom ready for the class to begin straight away. In the morning this will be a Flashback maths activity and in the afternoon it will be a 'Meta minutes,' task.</p>   |  |
| <p><b><u>Equipment check</u></b></p>       | <p>Our equipment check serves these purposes:</p> <ul style="list-style-type: none"> <li>• Ensures children are ALWAYS ready for the SCHOOL day</li> <li>• Minimises disruption and falling out</li> <li>• Reduces wasted learning time</li> <li>• Support independence and preparation for High school and beyond</li> </ul>  | <p>KS1- N/A<br/> KS2- "Pencil cases out, pen, pencil, ruler, whiteboard pen, and rubber out."<br/> "Well done you are ALWAYS ready."<br/> "I can see you have not got..... you need to use one from the spare pot. How are you going to be better prepared tomorrow?"</p>  |
| <p><b><u>ALWAYS SHINE position</u></b></p> | <p>If children are not alert, sitting up, and actively listening, teaching will be ineffective: not all children will be applying themselves or ready to respond immediately. To maximise children's ability to pay attention, the expectation for every child at St. Aidan's to have been taught, so the posture becomes automatic. This is our ONLY classroom management instruction. Our ALWAYS SHINE position serves these purposes:</p> | <p>SHINE position will have to be explicitly taught to each class for the first half term. The acronym SHINE:<br/> S-Sit up/ stand up straight<br/> H- Hands free<br/> I- In your own space<br/> N- No noise<br/> E- Eyes on the speaker<br/> "Year 4, when I start to count down I am looking for you to SHINE.</p>   |

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|   | <ul style="list-style-type: none"> <li>● A routine that is consistent around school in every classroom/hall/dining room/outside</li> <li>● Gives clear instructions to children when used throughout school (hall, outside etc)</li> <li>● Manages class routines</li> <li>● Helps pupils self regulate</li> </ul>   | <p>Shine means sitting up straight, hands free of equipment, in your own space, no noise, eyes on the speaker."</p> <p>When children are familiar with SHINE, the script will become:<br/>"ALWAYS SHINE 3, 2, 1..."</p>  |
| <b><u>Gold Dust</u></b>   | <p>Our GD routine links with our SHINE position because what the speaker is saying is 'Gold Dust.'</p> <ul style="list-style-type: none"> <li>● Values everyone's voice- just like Gold!</li> <li>● Links to ALWAYS rights of 'Respect for ALL'</li> <li>● Links to oracy skills of good listening</li> </ul>  | <p>Each class will need to have this explicitly modelled and taught to them.</p> <p>"..... why are we in a SHINE position...."</p> <p>Response:<br/>"Because what .... Is saying is gold dust (GD)"</p>  |
| <b><u>SHINE LINE</u></b><br><b><u>Lining up- see entry</u></b><br><b><u>and exit of</u></b><br><b><u>classrooms</u></b> | <p>There is an absolute expectation that whenever a class has to line up – for whatever reason – they should do so in an alphabetical order SHINE line: Our line up routine serves these purposes:</p> <ul style="list-style-type: none"> <li>● Reduces anxiety for children</li> <li>● A routine that is consistent around school</li> <li>● Reduces behaviour incidents in the line</li> <li>● Helps pupils self regulate</li> </ul> | <p>Single line, alphabetical order.</p> <p>Both members of staff must bring the children in, one at the front and one member of staff at the back.</p> <ul style="list-style-type: none"> <li>● Stand up straight</li> <li>● Hands by your side</li> <li>● In your own space</li> <li>● No noise</li> <li>● Eyes forward</li> </ul> <p>"Show me you are ALWAYS ready. SHINE line."</p> |

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| <p><b><u>Entry and exit of classrooms</u></b></p>      | <p>Our entry and exit outline serve these purposes:</p> <ul style="list-style-type: none"> <li>● Links to our ALWAYS right of keeping everyone safe</li> <li>● A routine that is consistent around school</li> <li>● Reduces wasted learning time</li> <li>● Helps pupils self regulate</li> </ul>   | <p>Children stand behind chairs before leaving and returning to the classroom and wait for an adult to tell them to sit down. SHINE position can be used here.</p> <p>Set up the success of this before leaving worship/ the yard etc and remind children of expectations.</p> <p>" Stand behind chairs. Everyone is ready. Sit down/ line up"</p>   |
| <p><b><u>Moving around school</u></b></p>              | <p>Our moving around school routine continues the tone for the day. It serves these purposes:</p> <ul style="list-style-type: none"> <li>● Make positive contact with each pupil</li> <li>● Teach pupils how to greet someone in a courteous manner</li> <li>● Checks each child is ALWAYS okay</li> <li>● Helps pupils self regulate</li> </ul> | <p>Children MUST ALWAYS walk around school.</p> <p>Each child must be greeted positively throughout the day on corridors, in the hall, moving between groups etc.</p> <p>Good morning/afternoon, [name of pupil]! I can tell you are ready to work today."</p> <p>"Good morning/afternoon, [name of pupil]! We are going to have a good day today"</p> <p>"Good afternoon".</p> <p>A response is expected of at least a smile.</p> |
| <p><b><u>St Aidan's appreciation (3 claps)</u></b></p> | <p>St Aidan's appreciation (3 claps) serves these purposes:</p> <ul style="list-style-type: none"> <li>● Everyone involved</li> <li>● Swift way of congratulating children/staff</li> <li>● Shows a real energy and spirit in the recognition</li> <li>● Links to ALWAYS respect and Gold dust</li> </ul>  | <p>"St Aidan's appreciation...(3xclap)"</p>  |

Last updated in **September 2025**, this routine is reviewed annually to ensure best practice, or more frequently as needed to reflect our school's evolving needs.