

Behaviour, Routines & Expectations (The Pathfinder Way)



*An exceptionally small number of identified children may need reasonable adjustments – this will be identified on their Individual Learning Plan, EHCP or PSP

Action	How pupils do it	How ALL adults support	Hook/Link to related document
Arrival at School	- Children and adults with a bike or scooter walk it round to the designated bike shed for their Key Stage - Children MUST wear a cycle helmet - No dogs on school site, unless a recognised assistance dog (if waiting outside of school with a dog, please do so away from the school boundary) 08:35 – Gates open 08:40 – Classroom doors open 08:50 – Register 09:00 – Collective Worship	- Teachers will ensure classrooms are tidy and organised with labelled designated places in the classroom for items such as water bottle, reading books, homework Classroom Monitors system in place. Displayed at front of class and reviewed weekly. Clear systems in place for handing out and collecting books and equipment etc. - Display 'Do Now' Clear timer, directions, and engaging retrieval task on desks/IWB 08:35 – SLT member on gates 08:40 – Classroom doors open 08:50 – Register 09:00 – Collective Worship	https://researchschool.org.uk/durington/news/do-now-better Morning 'Do Now' retrieval practice (see daily task focus/timetable) CW timetable
Entering Classroom at start of day	- Little Owls - Year 4 Children dropped off by adult to the classroom door - Year 5/6 Children enter the school via the 'East Door'. Adult at the door to take any messages for teachers from parents as children enter - All Children are greeted individually with a 'Good morning, *name*', children respond with a 'Good morning, Mr/Mrs/Ms/Miss *name*' (this may include a handshake) - Coat and bag on peg - Place packed lunch on trolley - Water bottles placed in designated area - Sit down – equipment ready - Start 'Do Now' Retrieval Task	- Teacher/LSA to greet pupils at classroom door and monitor cloakroom area - LSAs to monitor cloakroom area and pupils moving to carpet/seats and starting 'Do Now' task	

SHINE Learning in Class	Sit up and listen Hands together Involved in the lesson Neat work space Eyes on the speaker	‘SHINE’ posters (along with appropriate visuals in EY & KS1), expectations of children to be ‘shining’ (as below) with shared language of “Let me see you shine” Classrooms should be arranged in a way that allows all children to face forward and see the board/teacher Ensure photocopying and resources are ready before the start of the lesson. Expect 100% ‘Learner of the day’ House Points ‘Achieve 100’ poster with agreed class reward, any member of staff can award an achieve 100 square to a class for collectively following any element of BRE <u>Cultural Procedures (<i>Teach Like a Champion</i>)</u> • Building Radar – observable short sharp directions (scan for 100%) • Silent Hand (hand straight up in air) • Least invasive intervention – • Non-verbal reminders • Key verbal reminders • Private individual correction • Strong Voice – • Formal register – tone, expression, body language. • Self-interrupt, strategic pause – ensure everyone has heard. • Economy of language – quiet, purposeful presence. <u>Academic Procedures (<i>Teach Like a Champion</i>)</u> <i>Lesson Structure (see separate document)</i> <i>Key features of every lesson (including planning for):</i> • Plan for Error – the process of anticipating pupil misunderstandings and determining how you will respond to them in the moment • Learning Objectives, ‘To.....’ • Review of previous learning/Do Now – write asap • ‘I do; We do; You do’ • Vocabulary • Questioning Strategies - Cold Calling/Stretch it/Build on it – respond to correct answers with more challenging questions	SHINE poster SHINE symbols Rosenshine’s principles Teaching slide model (Eng; Maths; PKC)
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		• ‘Turn and Talk’/Talk partners (no opt out) • Thumbs Up • Show call (use of visualisers) – be strategic with work you show, build a culture where pupils want to show their work, help pupils analyse each other’s work respectfully • Knowledge building tools (Knowledge organisers; Retrieval practice) • Art of a sentence – ask pupils to synthesize a conclusion, describe an insight, or summarise a complex idea in a single, well-crafted sentence (SHAPE) • Active practice • Lapping/feedback – laps with a focus/‘in the moment’ feedback • Exit tickets -short, formative assessment that you can use to evaluate your pupils’ success with the Lesson Objective (LO) Teaching slides and models should follow the agreed format and be uncluttered with limited colours and language. We consider using visuals alongside to support remembering (dual coding).	Marking and feedback guidance (note changes)
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Speaking in Class	Know that we 'SHAPE our answer' to help us to speak clearly in class. Know that this stands for – • Sentences – pupils know that they must answer in full sentences when appropriate • Hand away from mouth – pupils know that they must keep their hands away from their mouths whilst speaking • Articulate – pupils know that they must pronounce words clearly • Project – pupils know that they must speak with a voice which is loud enough for everyone in class to hear • Eye Contact -pupils know that it is polite to look at the person you are speaking to	SHAPE poster displayed at front of classroom. At Pathfinder the expectation is that all of our pupils speak in full sentences throughout the day. Scaffolding to support – combination of non-verbal cues and 'my turn, your turn' to model and support. • Non-verbal cue – pinch fingers of both hands and bring them together. Pull them apart as if stretching something • Sentence starter – use as a prompt • 'My turn, your turn' – model the sentence and ask the pupil to repeat and recast response Expect 100%	SHAPE poster (Autumn 2 focus)
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Lining up in the classroom	• Pupils line up row by row/alphabetically according to class seating positions • Pupils face forwards ready for Pathfinder walking	• Create a seating plan to maximise positive behaviour • Alert pupils to line up and give a reminder you expect Pathfinder walking • Nod for each row to line up • Adult leads class to destination • Additional adult monitors from back of the line Expect 100%	
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Moving around the school	Know that 'Pathfinder walking' means: • Facing forwards • Single file, straight line • Walking at a steady pace on the left • Hands by your sides • Without talking/quietly	• Teacher to lead class out to destination • Stand and monitor in corridor ensuring Pathfinder walking/SHINE behaviour • Praise 'Pathfinder' walking • Give specific feedback at point of error • Insist on pupil recast: "For Pathfinder walking you need your hands by your sides. Go to the door and start again showing me Pathfinder walking." Expect 100%	
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Going to the toilet during break/lunch	• Ask permission and collect toilet pass from Midday supervisor • Pathfinder walking • Go, Flush, Wash hands (signs in toilets) • Leave the bathroom just as you found it • Pathfinder walking – return toilet pass to Midday supervisor • Report any issues with the bathroom to an adult	• Ensure all pupils ask permission and collect toilet pass • Only allow 2-4 pupils at a time • Reminder for Pathfinder behaviour/walking • Ensure toilet pass is returned after each use	Lunchtime rota Toilet passes
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Manners	Know that we use 'STEPS to politeness' at Pathfinder to ensure that we are always polite to each other. Know that this stands for: • Speak in a calm voice • Thank You – pupils know that they should say 'thank you' when they receive something or someone does something nice for them • Excuse Me – pupils know that they should say 'excuse me' if someone is in their way • Please – pupils know that they should always say 'please' when they are asking for something • Smile – pupils know that they should be positive and upbeat when talking to adults and each other	'STEPS to politeness' posters displayed in classrooms and around school • All adults always model STEPS to politeness • Praise use of good manners • Adult may use 'My turn, Your turn' to model the manner and ask the pupil to repeat and recast response Expect 100%	STEPS posters
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Collective Worship (including entering/exiting)	• Pupils enter using Pathfinder walking • Walk to their row • Sit down in silence, legs crossed, hands in lap.	• Adult leading Collective Worship will be ready at the front of the hall before classes enter • Praise positive entry Wait for 100% Greeting and Response “Peace be with you.” “And also with you.” Gather – Engage – Respond – Send “Go in peace to love and serve the Lord.” “Amen” Silent signal year group to leave with fingers. Model and recast where necessary.	Collective Worship proforma Collective Worship Timetable
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Lunchtime	• Collect coat etc • Line up • EYFS/Y1 – led straight to the hall – Pathfinder walking • Y2/Y3/Y4/Y5/Y6 led outside • Do not re-enter building unless with adult or with permission/pass • Use designated toilets only after collecting toilet pass • Enter and exit hall through doors leading to playground corridor • Pathfinder walking at all times • Use STEPS to manners when collecting food • Walk to seat and place food on table • Use table manners; pick up any dropped food and place in plastic bag/bin by table • Use STEPS to manners when asking for help from adults • Use cleaning station • Leave through designated doors	All LSAs to have the hall and outside space set up prior to the start of lunchtime. See 'Lunchtime Routines' display in the hall Teachers/LSAs • Lunch prayer • Signal a row at a time to line up • Reminders for STAR walking • EYFS/Y1 teachers/LSAs to lead class into hall • Y2 – Y6 teachers to lead line out to playground • Ensure that supervisors are in place before leaving children • Ensure 100%	Lunchtime rota Lunchtime Routines SLT lunchtime rota
Lunchtime/ Playground	• Play in Zoned area • Use Pathfinder behaviours • Pupils play in areas where they can be safe and seen (not behind trees, side of building near to gate) • Pupils not using expected behaviours to go to reflection room if asked by adult (pupil to take slip with them explaining reason) At the end of lunch: Whistle 1: 3 short blasts (stop and stand still in silence) Whistle 2: 1 blast "Line Up"	• Adults to stay in zoned area and lead play/activity with help of 'playground leaders' • Adults and playground leaders in full visibility wearing hi-vis jackets • Model positive play • Adults should notice, privately feedback, intervene and support whenever appropriate or required • Follow up – refer to SLT/Reflection room if behaviour repeated • If children not using Pathfinder behaviour, follow graduated steps (possible use of 'Reflection room') • All adults always model STEPS to politeness • Ensure First Aid treatments are logged immediately (first aiders/system) • Use toilet pass system At the end of lunch: Whistle 1: 3 short blasts (stop and stand still in silence) Whistle 2: 1 blast "Line Up"	Zoned areas plan

End of Day Routine	• Class Prayer	• Over the course of the afternoon, teacher to check TEAMs for messages/updates e.g walk home permission, changes in adult collecting • Teacher/LSA to stand at classroom door to dismiss • Teacher to release pupils to adults one at a time • Collection of Kids Choice pupils (internal plan) • Children not collected by 3.30 to be taken to area outside office and 'Late collection procedure followed.	Kids Choice/After-school clubs list Late collection procedure Folder for signing out (kept in office)
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