BEING OUR BUDE BEST

Behaviour Systems, Expectations & Learning Code (Appendix 1)



Our School Rules:

1. Be Safe

2. Be Kind

3. Ready to learn

Rule 1: Be Safe	Rule 2: Be Kind	Rule 3: Be Ready to Learn
Be Safe (Our Whole-School Expectation) • Keeping hands and feet to ourselves and not hurting others. • Looking at where we are going when moving around. • PROUD WALKING: "Proud walking means no talking!" Walking calmly, proudly, and silently inside and in corridors. • Using play equipment properly and playing only in designated areas on the playground. • Telling an adult immediately if something is wrong or if we need help. • Freezing on the 1st whistle at playtime; walking calmly to our line on the 2nd whistle. • Washing hands regularly, catching and binning coughs/sneezes, and keeping learning spaces tidy.	Be Kind (Our Whole-School Expectation) • Smiling at others and showing warm, friendly emotions. • Talking politely, using manners (please, thank you, excuse me). • Greeting each other politely at the door and thanking adults/peers at home time. • Holding doors open for others and noticing kind actions. • Saying encouraging things, using people's names correctly, and being a Bucket Filler! • Never shouting or glaring at others. • Using quiet indoor voices, sharing kindly, winning and losing gracefully, and listening to talk partners.	Be Ready to Learn (Our Whole-School Expectation) • Looking at the speaker when listening and facing forward on the carpet. • Focusing on our learning, starting work straight away, and using our best effort. • Following adult instructions the first time. • Being quiet when listening and choosing to talk when appropriate. • Leaving the playground quietly with Proud Walking (no talking) and waiting outside classrooms in silence so minds and bodies are calm. • Stopping straight away and turning eyes to the adult on "3, 2, 1... Magnetise!" or the Team Stop signal. • Coming to school on time, wearing correct uniform, and lining up promptly.

Transitioning at Bude Primary Academy Infants	
	Entering the school: Nursery Welcoming Families at the door: A nursery staff staff member, ready to greet our families and children as they arrive. Children come in, hang up their bags and coats (with support if needed) Use their name cards to self- register before moving to tabletop activities. If necessary, they are supported to settle by the rest of the nursery team

	Reception/Year 1 and 2 Welcoming Families at the Gate: A gate rota is in place to ensure that main entrances are always hosted by a friendly staff member, ready to greet our families and children as they arrive. Individual Door Greetings: Every teacher will be at their classroom door at the start of each session to meet each child individually with a smile, a warm hello, and eye contact. A Calm Morning Transition: Children enter the school quietly and sensibly, easing into their day and settling to work in a peaceful environment (calming background music may be played to help set the mood). Taking Pride in Our Space: Children will hang their bags and coats neatly on their allocated pegs, ensuring all belongings are off the floor and our shared space stays tidy. Book Bag Expectations: Every child brings their book bag to school each day. Upon entering the classroom, children immediately take out their book bag or transparent zip folder and place it into their group's designated book bag box. Please Note: To ensure book bags fit neatly into our group storage boxes for easy transport around school and to keep reading books protected from damage, children must use either a standard school book bag or a clear zip folder (rather than large rucksacks or backpacks). To keep reading materials in great condition and clutter-free, book bags should only contain reading books and reading records, with no other items inside. Moving around school: Our Expected Standard: Taught across Reception and Key Stage 1 (and gently introduced in Nursery), children learn our core movement routine: "Proud Walk — Proud walking means no talking!" Children are encouraged to walk calmly with heads held high, shoulders back, and awareness of their surroundings, maintaining a quiet and peaceful environment across the school. Nurturing High Expectations: All staff maintain consistently high expectations for how children move around school. Grounded in a nurturing approach, staff immediately and gently address any movement that falls below our expected standards, guiding children back to calm, safe choices. Courtesy & Kindness: Moving around school is a key opportunity to model community spirit. Staff actively coach children to hold doors open for peers and adults, demonstrate polite manners, and greet visitors with a warm "Good morning" or "Good afternoon" as they pass. Recognising Excellence: Children who consistently demonstrate model "Proud Walk" choices are recognised and celebrated with an Above and Beyond Point Transitioning to and from the start and end of lunch/ break/ assembly: Playtime and Lunchtime Routines Two-Whistle Playground Signal: 1st Whistle: All play pauses immediately. Children freeze where they are, stop talking, and safely put away any outdoor play equipment. 2nd Whistle: Children walk calmly and quietly straight to their class lines. Adult-Led Playground Dismissal: Children never leave the playground on their own. Classes are always met and collected from the playground by an adult (class teacher or teaching assistant) to ensure a safe, calm transition back into the classroom. Returning to the Classroom after Break and Lunch Door Check for Calmness: The adult bringing the class in from the playground stops the line at the classroom door to ensure all children are calm, quiet, and fully ready to learn before stepping inside.

	Setting Clear Expectations: To protect a peaceful learning environment, children are expected to enter class quietly and sensibly. If a child finds it tricky to settle into line quietly, the adult will gently ask them to wait at the back of the line to receive a moment of extra support and guidance on our school expectations. Practising Calm Entrances: Entering the classroom peacefully helps children settle their minds and bodies. If a child enters the room talking or forgets our quiet expectations, the adult will ask them to step back outside and try again, giving them the chance to succeed and take pride in a peaceful start to the session. Assembly Transitions Adult Escort: Children are always accompanied to and from assembly by an adult, ensuring they feel supported, calm, and safe throughout. Class-by-Class Dismissal: Classes are called one by one using our quiet 1-2-3 Finger Signal: 1 Finger: Stand up quietly. 2 Fingers: Turn neatly into a line. 3 Fingers: Walk calmly out of the hall using our "Proud Walk"
Gaining pupils attention at Bude Primary Academy Infants	
	The approach to gaining a pupils attention is: Nursery Progression To support our youngest learners in building focused listening skills, Nursery staff use a consistent rhythm tapped out on a tambourine to gain attention. In the Summer term, staff introduce "3, 2, 1... Magnetise!" alongside this, ensuring a smooth, confident transition into Reception as children prepare for the main school routine The Signal: To gather the attention of the class calmly and efficiently, staff use our consistent whole-school cue: "3, 2, 1... Magnetise!" The Expectation: As soon as "Magnetise" is spoken, all children stop what they are doing, freeze, and turn their eyes straight to the adult ("Magnetise eyes"). Adults expect 100% focus and attention before beginning to speak, ensuring that every child is ready to listen and learn. Warm, Direct Framing: To encourage full engagement softly and clearly, staff use positive, gentle reminders. Teachers might begin with a general prompt (such as, "We are just waiting for this table..."), before offering clear, individual guidance to support a child in settling (for example, " Jane place your pencil down and look this way, thank you"). Adults always acknowledge and praise children who respond quickly Silent Signal: Team Stop Partner Talk Cue: During collaborative work or talk partner activities, staff use the non-verbal Team Stop signal (holding up hands with palms facing each other). The Response: Children recognise this visual cue instantly, bringing their partner conversations to a quiet close and returning their focus to the teacher without the need for raised voices Support staff will: • Quietly address anyone not showing that they are ready. • Not talk whilst the teacher is delivering their input. • Pause if they are working with a group to listen an ensure that other pupils aren't distracted. • Use the raised hand and embellished countdown as well to gain pupils

	attention.
Clear and consistent expectations at XBude Primary Academy Infants	
	Tidy Tables, Tidy Minds — Our Learning Environments Calm, Well-Presented Spaces: We believe that clean, orderly spaces help young minds feel settled and focused. All classrooms — including teachers' desks — are kept tidy, well-organised, and beautifully presented, with vibrant displays and borders consistently maintained. Clutter-Free Working Areas: To help children concentrate on their learning, pupil tables only hold the exact equipment needed for the task at hand and nothing else. Respecting Our Environment: When leaving the classroom for break, lunch, or home time, children are taught to take pride in their space. Tables are left orderly, floors clear of mess, and chairs neatly tucked in. Focused Hands and Minds: Unless specific, tailored sensory adaptations have been agreed upon with our SENDCo, children are encouraged to keep their hands still and free from distraction during whole-class teaching. Quiet Listening and Respect: While a teacher or peer is speaking, the classroom remains completely quiet. Children consistently show high levels of respect, active listening, and readiness to learn, supported by our consistent behaviour framework across the whole school.
Independent work expectations at Bude Primary Academy Infants	
	Noise Level Expectations: • Purposeful and appropriate to task. • Consistently monitored by staff and pulled back when needed. • Silent Work Tasks: Silence means complete silence. • Prompt redirection takes place whenever any pupil drifts off-task. THE BUDE BUILDING BLOCKS: OUR CLASSROOM LEARNING CODE Real independence for infant children starts with active engagement during whole-class teaching, guided practice, and clear self-reflection before working independently. 1. Block 1 (I Do) – Watch & Listen: "Eyes watching, ears listening, brain thinking so I learn!" • Children sit quietly on the carpet or at desks, focus attention on the teacher, and listen carefully while concepts and tasks are modeled. 2. Block 2 (We Do) – Join In: "Practicing together, trying for myself, and keeping my brain turned on!" • Children actively participate in guided practice, test ideas on mini-whiteboards, and join in structured partner talk. 3. Block 3 (Self-Reflection) – Be Honest: "Thumb up if I've got it, thumb down if I need help!" • Before moving to independent tasks, children check their understanding: - Thumb Up: "I feel confident and know what to do." - Thumb Down: "I am not sure yet and need a bit more help." • Staff remodel or provide targeted small-group support to any child showing a thumb down before independent work begins. 4. Block 4 (You Do) – Try, Then Ask: "Check the board, try my best, then ask an adult and show them where I am stuck!" • Visual worked examples are displayed on the main board. • Children check the board, try their best independently, and if still stuck,

	quietly raise a hand to show an adult where they need help. Pupil Voice: How Children Articulate Our Learning Code: • Block 1: "I use my watching eyes, listening ears, and thinking mind." • Block 2: "I join in when we practice together." • Block 3: "I think carefully before showing my thumb—up if I understand, down if I need help." • Block 4: "If I get stuck on my own, I check the board example first, then ask an adult."
Classrooms Routines	Punctual & Smart Starts: Children arrive promptly before 8:45 am wearing our school uniform, ready for a day of learning. Peaceful Entrances & Exits: Children move into and out of the classroom quietly and sensibly, continuing their peaceful movement until they reach the playground. Comfortable, Focused Seating: To support good posture and focus, children sit comfortably up straight on their chairs with all four legs safely on the floor, tucked nicely towards their tables. Interactive & Inclusive Learning: Teachers use engaging strategies so every child has a voice. Children might share answers on individual mini-whiteboards (responding to our cheerful "1, 2, 3 – show!" cue), raise a hand, or be called upon to share their thoughts. Structured Partner Talk: When sharing ideas with a talk partner ("Talk to your partner"), visual timers are used so children know exactly how long they have to collaborate before returning their focus to the class. Classroom Routines and Daily Expectations Gathering Whole-Class Attention: Staff use our consistent "3, 2, 1… Magnetise!" routine to bring the room back together. Adults pause and ensure 100% of minds and eyes are focused before moving on, making sure no child misses important instructions. Starting Tasks Promptly: Once a task is set, children settle to work straight away, working quietly to foster deep concentration unless it is a collaborative group task. Supporting Healthy Routines & Toilet Access Learning time is valuable, and we aim to keep classroom disruptions to a minimum so all children can concentrate. Establishing Daily Routines: Children are expected to use the toilets during designated break and lunchtimes. Staff actively prompt all pupils to visit the cloakroom before coming inside at the end of playtimes, so they are ready for learning. Responding to Needs: For the main part, children should not be in the habit of leaving lessons to use the toilet. However, we recognise that young children are still developing bladder control, and staff will never refuse a child who genuinely needs to go. Monitoring & Partnering with Families: Leaving lessons to use the toilet should be an exception rather than a regular habit. If a child persistently asks to leave during teaching time, staff will monitor this pattern closely and speak directly with parents. This allows us to work together to identify any underlying reasons, address medical or emotional needs, and help the child build comfortable, confident classroom routines.

Dinner hall Routines	Calm Entrances: Children enter the hall quietly when called for their meal, setting a peaceful, welcoming atmosphere for lunchtime. Sociable, Respectful Mealtimes: Once children collect their lunch, they sit together with their peers. We encourage enjoyable, social mealtimes where children use polite indoor voices and kind table manners. Showing Appreciation: Children are taught to demonstrate excellent manners at all times, showing respect and saying "please" and "thank you" to our lunchtime staff. Pride in Our Spaces: When finished, children clear their tables responsibly, returning all cutlery, trays, and plates neatly to the wash station before walking quietly out to play.

REWARD TOOLKIT & POSITIVE RECOGNITION

Our school positive reward system creates equity and consistent praise across every EYFS and KS1 classroom. Children are recognized for effort, high standards, adherence to school rules, and going above and beyond.

1. Recognition of Rewards for Effort & Daily Standards:
• Verbal Praise & Specific Recognition: Warm, immediate verbal feedback linking directly to Being Our Bude Best (Safe, Kind, Ready to Learn).
• Bucket Filler Praise & Stickers: Classroom bucket-filling tokens for kindness, peer support, and helpfulness.
• Fabulous Effort in Reading Award: Certificates celebrating home and school reading enthusiasm, consistency, and dedication.

2. Recognition for Going 'Above & Beyond':
• Above & Beyond Points: Awarded to individual pupils who consistently demonstrate exceptional effort, role-model behavior, or remarkable kindness.
• Headteacher / Senior Leader Praise: Children visit SLT with their work or achievement for special celebration.
• Weekly Celebration Assembly: Public recognition in Friday assembly where certificate winners and Above & Beyond stars are celebrated by the whole school community.

SANCTIONS PATHWAY & RESTORATIVE REPAIR

SANCTIONS PATHWAY, OOPS POINTS & RESTORATIVE REPAIR

Our School Ethos & Philosophy:
"SCHOOL IS A SAFE PLACE TO MAKE MISTAKES"

At Bude Primary Academy Infants, we believe that unshakeable high expectations and warm, nurturing relationships go hand in hand. We explicitly teach our children that 'School is a safe place to make mistakes' — mistakes are not failures; they are essential moments for learning, self-reflection, and growth. Our sanctions system is designed to be clear, predictable, and supportive. Minor slips in behaviour or routine are framed constructively as opportunities to reset and re-teach, ensuring children feel safe, valued, and supported to make better choices.

Classroom Sanction Pathway:
1. Step 1: Gentle Visual / Verbal Prompt (Reminder)
   • A calm, quiet reminder of the expected rule (Be Safe, Be Kind, Be Ready to Learn).

2. Step 2: 'Oops Point' System (Constructive Reset & Re-Teach)
   • Initial Oops Point: If a minor distraction or slip continues, the child receives an 'Oops Point'. This is a calm, neutral prompt indicating that a choice needs resetting, accompanied by 30 seconds of gentle adult coaching on the expected routine.

• Turning It Around: If the child turns their behaviour around, this positive choice is recognized and praised, and the Oops Point is taken away.
• 2nd Oops Point: If the child continues not to be their Bude Best, a 2nd Oops Point is given. Once a child receives 2 Oops Points, they cannot be taken away.
• 3rd Oops Point (Breaktime Reflection): If the behaviour persists, the child receives a 3rd Oops Point and completes reflection time with an adult during breaktime.

3. Step 3: Senior Leadership Escalation (Head of School Office)
• If the child is still not being their Bude Best following breaktime reflection, they will go to Miss Holt's office (Head of School), or to another member of SLT if she is unavailable.

4. Step 4: Parent Contact & Provision Adaptation Meeting
• If the behaviour continues, parents are contacted.
• A formal meeting with the Head of School (HOS), Parent Support Advisor (PSA), SENDCo, and class teacher will take place to discuss adaptations to provision, ensuring the child is fully supported to be successful at school.

Sanction Pathway for Break & Lunch Periods:
• 1st Reminder: Verbal prompt from lunchtime supervisor.
• 2nd Reminder (Oops Moment): 2-minute quiet walk with an adult or bench reset to calm down before returning to play.
• Serious Incident: Escorted inside to SLT / Duty Lead; parent informed.

Approaches Taken for Repair & Restorative Coaching Conversations:
Restorative conversations take place following an incident or breaktime reflection. Conducted calmly and privately by the class teacher or adult leading the session, these are structured coaching conversations designed to help young children take ownership of their choices, understand the impact of their actions, and learn how to restore relationships.

The 4-Step Restorative Coaching Framework:
1. What happened? (Giving the child a safe, non-judgmental space to explain honestly)
2. Which of our school rules was affected? (Linking directly to Be Safe, Be Kind, or Be Ready to Learn)
3. How were you feeling, and who was affected by what happened? (Building empathy and emotional awareness)
4. What can we do to make things right and get back on track to Being Our Bude Best? (Clean slate, restoration, and warm re-entry to learning)