



Wessex Primary School Whole School Routine



At the start of the school day		
Pupils will:	School adults will:	Parents / Carers will:
<ul style="list-style-type: none"> • Be in correct uniform and shoes • Walk to their entrance door. • Enter the building quietly. • Say good morning to peers and adults. • Put away belongings quickly and sensibly. • Leave their cloakroom or locker space tidy. • Find their seat / carpet space and begin morning work. 	<ul style="list-style-type: none"> • Ensure there is a do now activity prepared and ready. • Open the doors on time. • Stand at the doors and greet all pupils warmly. • Engage with parents openly. • Deal with immediate concerns or arrange a follow up discussion for more detailed matters. • Encourage children to settle quickly through meaningful interactions. • Support pupils with early morning tasks. 	<ul style="list-style-type: none"> • Make sure their child is wearing the correct uniform. • Ensure their child arrives safely and on time (not before 8:40am) unless attending a club. • Reinforce expectations to children if they are being left unsupervised. • Ensure their child does not play on the playground equipment • Ensure all mobile phones are put away when dropping children off in the morning. • Be available to talk briefly to teachers if necessary • Allow school staff to focus on the children by booking appointments to discuss matters relating to their child. • Leave the school premises in a timely manner
Why we expect to see this behaviour...		Sanctions/consequences for not following expectations
<p>By following these expectations, we are providing a calm, purposeful start to the day. This will ensure all pupils are ready for their learning. Children and adults feel valued and welcomed which sets a positive tone for the day ahead.</p>		<ul style="list-style-type: none"> • Positive, gentle reminders of the expectations to pupils and parents. • Apply behaviour / attendance policy using a staged approach.





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At the end of the school day		
Pupils will:	School adults will:	Parents / Carers will:
<ul style="list-style-type: none"> • Clear their desk and ensure it is left tidy. • Collect their belongings quickly, calmly and sensibly. • Leave their cloakroom or locker area tidy. • Wait for adult instruction before leaving the classroom. • Ensure they take all belongings when leaving. • Stay with their adult once collected. • Promptly leave the school site. 	<ul style="list-style-type: none"> • Follow all safeguarding procedures for dismissing pupils • Communicate with class teachers regarding any changes to school pick up arrangements. • Know who is collecting pupils prior to the end of the day (including list of pupils with permission to walk alone). • Ensure the lesson is stopped to provide sufficient time for pupils to prepare for the end of the day. • Monitor cloakroom / locker activity. • Give pupils clear instructions about the expectations. • Take any pupils who have not been collected to their club/office. • Ensure all immediate concerns (e.g. behaviour/first aid) have been shared with parents/ carers. • Open the door/dismiss at the correct time. • Ensure discussions with parents take place away from other parents. 	<ul style="list-style-type: none"> • Ensure their child is collected on time from the correct place. • Contact the school office if they are delayed or another adult is collecting their child. • Ensure all mobile phones are put away when collecting children. • Be supportive, asking their child about their learning and positive aspects of the day. • Ensure their child is supervised when leaving the school site. • Ensure their child does not play on the playground equipment. • Be respectful to all other adults and children on the school site and vicinity of the school. • Leave the school site in a timely manner. • Reinforce expectations expected of children if not collecting their child.
Why we expect to see this behaviour...		Sanctions/consequences for not following expectations
<p>By following these expectations, we are ensuring that pupils are collected safely. Children will have a positive end to the day and appreciate seeing their parents. Children and parents will be able to leave the school site quickly and safely yet feedback between the teacher and the collecting adult can happen, where necessary.</p>		<ul style="list-style-type: none"> • Gentle, consistent reminders. • Model and work alongside pupils to support. • Apply behaviour policy. (using staged approach)





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In the playground	
Pupils will:	Adults will:
<ul style="list-style-type: none"> • Only go on the playground when an adult on duty is present. • Walk to and from the playground. • Only play in designated areas. • Respect all the equipment. • Follow all rotas and timetables in place. • Make safe decisions about equipment and play. • Only eat a healthy snack at breaktime (fruit and vegetables). • At the first bell, stop and move safely off the equipment. • At the second bell, walk and enter the school quietly and sensibly. • Interact appropriately with their peers, showing respect and being mindful of personal space. • Seek adult support when needed. • Use the bins provided for any litter. • Use the designated toilets. 	<ul style="list-style-type: none"> • Be on time for duty. • Remain on the playground for the duration of the break time. • Model healthy eating at breaktimes. • Actively engage with pupils. • Demonstrate safe and appropriate use of equipment. • Follow all rotas and timetables in place. • Spread out to ensure staff are present at all areas of the playground / field. • Liaise with other staff to cover planned absences. • Ring the bell at the correct times. • Greet children at the external and classroom doors at the end of break.
Why we expect to see this behaviour...	Sanctions/consequences for not following expectations
<ul style="list-style-type: none"> • Playtimes will be enjoyable for children and adults. • Pupils and adults will be safe on the playground. • There will be fewer incidents so lesson time won't be lost to solve any problems. • Lessons will start on time so there will be more learning. 	<ul style="list-style-type: none"> • Loss of equipment/activity for a period of time. • Missing a breaktime. • Spending period of time in a designated area. • Structured or directed play. • Informing parents. • Apply behaviour policy (using staged approach)





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Walking around the school	
Pupils will:	Adults will:
<ul style="list-style-type: none"> • Walk along the corridor. • Walk quietly. • Keep in a single line. • Hold doors open to allow others to pass through. • Greet other people when passing them (smile, say hello). • Respect other's personal space. • Respect the school displays – not tamper with them. • Make sure environment is tidy (lockers, cloakrooms). • Behave as expected even when out of sight of a member of staff. 	<ul style="list-style-type: none"> • Model the expectations for pupils. • Teach the expectations to pupils. • Revisit and re-teach the expectations when needed.
Why we expect to see this behaviour...	Sanctions/consequences for not following expectations
<ul style="list-style-type: none"> • Pupils and adults will be safe at all times. • Shows that we respect and trust each other. • Learning in classrooms not disrupted. • To promote The Wessex Way. • Shows that we have pride in the environment. 	<ul style="list-style-type: none"> • Gentle, consistent reminders. • Staff will narrate the positive behaviours, support and model the expected behaviours alongside the pupil. • Apply the behaviour policy as necessary.





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Assemblies	
Pupils will:	Adults will:
<ul style="list-style-type: none"> • Sit quietly and listen to the speaker • Sit appropriately in the class line • Enter and exit quietly in a line • Demonstrate respect towards the person leading the assembly. 	<ul style="list-style-type: none"> • Have all of the equipment and information prepared beforehand • Often have a stimulus or piece of music for pupils to look at or listen to when entering or exiting • Sit quietly and model the expected behaviours • Use signal, pause, insist to gather children's attention • Privately correct any pupils using non-verbal cues as a reminder
Why we expect to see this behaviour...	Sanctions/consequences for not following expectations
<ul style="list-style-type: none"> • Assemblies are a time when the whole school can demonstrate a collective drive and demonstration of the Wessex Way, and school values. • By following these expectations, assemblies can be started promptly with children entering and exiting the hall in a n efficient manner. • To promote The Wessex Way. 	<ul style="list-style-type: none"> • Individual pupils practise the expected routine in their own time • Gentle, consistent reminders. • Staff will narrate the positive behaviours, support and model the expected behaviours alongside the pupil. • Apply the behaviour policy as necessary.





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In the classroom	
Pupils will:	Adults will:
<ul style="list-style-type: none"> • Follow the school values • Have the correct equipment ready at the beginning of the day • Demonstrate the classroom expectations • Ask for help if needed • Support friends with their learning, where appropriate 	<ul style="list-style-type: none"> • Model the school values • Use signal, pause insist to gain pupils' attention • Plan lessons that engage and cater for different pupil's needs • Refer to the values and expectations as part of the expectation • Use rewards to consolidate good behaviour • Refer to previous learning links, where necessary
Why we expect to see this behaviour...	Sanctions/consequences for not following expectations
<ul style="list-style-type: none"> • To enable children to learn in a calm and orderly environment • To know that the same routines are followed by everyone • To allow everyone the best chance to succeed at school by gaining the necessary knowledge, skills and understanding 	<ul style="list-style-type: none"> • Positive, gentle reminders of the expectations to pupils. • Apply behaviour / attendance policy using a staged approach.





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In the dining hall	
Pupils will:	Adults will:
<ul style="list-style-type: none"> • Sensibly walk to, from and in the hall. (waiting quietly and sensibly when needed) • Line up quietly in the correct lines for either packed lunch / school dinner • Sit in a seat when eating • Use a quiet voice and only talk to those people on your table • Put your hand up to get an adult's attention • Say please and thank you • Ask for permission to leave the hall • Line up quietly and sensibly without sitting on benches to collect school dinners • Put rubbish in their lunch boxes • Put their hand up when they are finished and wait for an adult to say when they can go outside • When signalled, stop immediately, put hand up, stay silent ready to listen 	<ul style="list-style-type: none"> • Welcome pupils to the hall • Monitor lunchboxes and inform class teachers of any concerns • Interact with children whilst they are eating • Remind individual pupils about appropriate noise levels • Reinforce expectations • Role model what is expected • Support children with table manners • Dismiss pupils from the hall
Why we expect to see this behaviour...	Sanctions/consequences for not following expectations
<ul style="list-style-type: none"> • To ensure that lunchtimes are safe, successful and enjoyable • To promote healthy and balanced lifestyles • To develop social skills • To practise life skills 	<ul style="list-style-type: none"> • Moved to a different area to eat that day • Spending a period of time in a designated area to eat • Extra supervision at lunchtime • Missing some break or lunchtime • Informing parents • Apply the behaviour policy as necessary.

