



RELENTLESS ROUTINES IN RECEPTION

What do children do when they first arrive?

- Children come into class via the outside area on the playground/breakfast club. They hang up their coats and bags on their peg and put their water bottle in their class boxes. The children find their self-registration name to signify them being present.
- Children then find a space at a table to practise writing their name on a whiteboard until the adult is ready to begin the register.
- Children will be brought to the carpet using 1, 2, 3 fingers and they will find their carpet place. After the register, we say our prayers with selected prayer leaders leading them and go through the days of the week.
- After our phonics lesson, we do “Wake up shake up” before commencing our English lesson.

During all lessons

- Children will be expected to sit and listen in their carpet places following the classroom rule pictures; listening ears, looking eyes, sitting well, hands up to answer questions (no shouting out) and teachers will reward individuals who demonstrate these throughout the lesson with dojos and stickers, always paying attention to best first practice.
- When a teacher wants to provide the class with further instruction, the teacher will raise one arm for Team Stop and will wait for all children to do the same. This shows all members of the class have stopped what they are doing and are ready to listen to their next instruction.

How do children transition around class?

- When transitioning around the classroom, children will follow the 1,2,3 hand signal so they can move sensibly and safely to their next area.

What about snack?

- Snack in the morning is presently a rolling snack with 6 children to be seated at a time in the snack area. Children will enjoy their own snack and drink their milk/water. Staff will establish good hygiene routines with children by modelling how to wash hands effectively. Children will clear away their own rubbish/dirty dishes.

What about tidy up time?

After continuous provision, the teacher will use Team Stop and play the Tidy Up Time song. On hearing this, children will go to their tidy up area to work in their teams to tidy their area.

What do children do to get ready for lunch?

- Lunch is straight after tidy up time so children return from their tidy up area and sit in their carpet place. The class teacher reads a story whilst children are sent group by group to the toilets and/or hand washing with the LSA stationed at the toilets. Children return to the carpet after toilet/washing. Children are lined up by their lunch choice. To line up sensibly, children will follow the 1,2,3 rule and are taken to the hall by their LSA, ensuring there is an adult at the front of the line and an adult at the rear.



What do children do in the dinner hall?

- Children should be encouraged by adults to use a knife, fork and spoon and to carry their own trays.

What do children do after lunch when returning to class?

- LSAs line children up at outside doors and lead them where the children sit in their carpet place to await afternoon register. Before the next lesson, the class teacher will remind the children about behaviour expectations before beginning the afternoon lesson.

Are there routines for lining up?

- When the children have been outside, they are asked to line up at the outside door before returning inside.

What about home time?

- At the end of the day after child-initiated play has finished, the children tidy up in their teams and come to their carpet place. The children are read a story whilst the LSA hands out jumpers/cardigans. The children are then sent row by row to collect their coats, bags and water bottles. Children return to their carpet places and await their parents/carers until they are called by the staff member on the door.

Rewards and Sanctions

- Staff will use a range of rewards and sanctions to support positive behaviour.
- At the end of the day, 3 dojos for being on green, 1 dojo for stop and think and no dojos for warning or consequence cards.
- Dojos can also be rewarded for doing as expected (1 dojo), demonstrating expected behaviour without being asked (3 dojos) and exceptional behaviour (5 dojos)
- Sanctions should follow behaviour flow chart.

PLEASE NOTE: All teachers to use the 1, 2, 3 approach in all lessons.