

Behaviour Systems and Expectations

This document outlines Warbstow Primary Academy's approach to behaviour, routines, and expectations. It is designed to help parents and carers understand how we create a safe, respectful and positive learning environment for all children.

Our School Rules:

Be Ready, Be Respectful, Be Safe

What behaviours might we see that are explicitly linked to our rules and values?

 Ready	 Respectful	 Safe
Come to school on time	Greet each other politely when we arrive each morning.	Move calmly around the school and outside.
Look and listen when others are talking	Thank each other at the end of the day when we leave.	Use play equipment properly.
Follow instructions the first time	Keep the spaces we work in clear and tidy. Work hard in lessons.	Kind hands and feet.
Start work straight away	Follow instructions the first time.	Tell an adult if something is wrong.
Wear the correct uniform	Notice when others have done something for me.	Play only in the places allowed.
Line up correctly and promptly	Hold doors open.	Use technology responsibly.
Have the correct equipment	Win and lose gracefully.	Wash hands regularly.
	Use people's names correctly.	Catch and bin coughs and sneezes.

Our values

At Warbstow Primary Academy, we recognise the impact behaviour has on learning. We want children to be respectful, engaged learners who understand their right to learn and their responsibility to support others.

Our aim is to create a safe, positive environment where everyone can flourish. Through our behaviour curriculum, we explicitly teach the behaviours we expect, alongside British Values and protected characteristics, helping children develop positive routines that shape them into polite, respectful and considerate individuals.

At Warbstow Primary Academy we **C.A.R.E** about our world, our learning, each other, our families, our community and ourselves. Using the progression of C.A.R.E we can focus and celebrate age-appropriate aspect of CARE and the children demonstrate this in their day-to-day participation in school and beyond.

COLLABORATE

At Warbstow, children appreciate the importance of learning together and sharing our knowledge. They understand that through learning and collaboration, they can open doors and create pathways. Their successes will drive forward their ambitions. We understand the importance of being part of a bigger community.

ASPIRE

Our pupils know the importance of having the determination to keep going when things are difficult. Through our curriculum, we encourage pupils to be curious and aspire to learn about the world in which they live. By asking questions, exploring perceptions, challenging points of view, and harnessing their curious nature, they increase their understanding of the world and consider their contributions towards it.

RESILIENCE

The children at Warbstow show resilience when facing new challenges and setbacks. We support them to develop a growth mindset, providing opportunities to learn from mistakes and celebrate progress. We encourage our pupils so that they all feel capable of overcoming difficulties, which builds their confidence and develops their inner strength. We show resilience within our school community and the wider community which we serve and want to instil this determination in our pupils.

EMPATHY

We encourage our pupils to celebrate the differences between all people, cultures, and faiths. We place high importance on our relationship education and use an enquiry approach to develop pupils' abilities to respectfully disagree. By learning about the world in which they live and the people within it, they have a better understanding and mutual respect for all.

Zones of Regulation

Zones of Regulation are used to support children to self-regulate and understand their own emotions and how these can lead to behaviour. Children will be taught explicitly about the different Zones and will be supported to use this language to describe how they are feeling.

Feelings clouds are used in Key Stage 2 to help the children start to recognise how they are feeling. These are completed and reviewed daily. Any issues are then dealt with straight away.

THE
ZONES OF
REGULATION

The **ZONES** of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Routines:

Transitioning at Warbstow Primary Academy



Entering the school:

Children should arrive at school on time in the correct uniform. Children are greeted on the playground by a member of staff. Once children enter the school, they use sensible walking, put their things away calmly and enter the classroom quietly. Teachers/Support staff ensure each child is greeted as they enter the classroom. There will be a visual timetable, so children know what to expect from the day. Children will begin their morning work task and not leave the classroom again without permission.



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Moving around school:

When moving around the school, children will use sensible walking.

- Eyes looking forward
- Hands by side
- Voices away
- Walking in a straight line
- Stay on the left

Transitioning to and from the start and end of lunch/ break/ assembly:

Staff will use the doorbell and silent signals to prepare children for a quiet transition.

- 1- All children are ready to transition and are watching the adult's signals.
 - 2- Children stand up and tuck in their chairs.
 - 3- Children move to the line/ their tables in silence.
- Children will use wonderful walking to move around the school.

Gaining and maintaining pupils' attention at Warbstow Primary Academy



Gaining attention:

Staff will use a doorbell, silent signaller (hand raised) or say STAR to gain attention.

Children are expected to stop what they are doing. Staff will wait for 100% attention before addressing the class. If there is no doorbell (e.g. on a school trip) staff may use other methods to gain attention.

Maintaining attention:

Learning will be broken into chunks with opportunities for children to have partner talk. Choral response and no hands up questioning will be used to increase engagement and participation.

STAR listening at Warbstow Primary Academy

Classroom Rules:

STAR

- S.** Sit up straight, 
- T.** Track the speaker 
- A.** Attention (hands free) 
- R.** Respect (voices off) 



STAR

Children are expected to show STAR listening when an adult or another member of the class is talking. Staff will use the same script to remind children of expectations and deliver praise.

- S** - Sit up straight (face the board)
- T** - Track the speaker (eyes on the person talking / sheet/ board)
- A** - Pay attention (hands free and no distractions)
- R** - Respect (no talking- showing active listening)

Routine expectations at Warbstow Primary Academy

Teacher input

During teacher input, children are expected to show STAR listening, ensuring they are not distracting others or stopping their right to learn.

Children will raise their hands if they would like to contribute by asking a question. They will not shout out or be disruptive when the teacher or another pupil is talking.

Noise levels during independent work

Children will complete independent work quietly, allowing the teacher to circulate and support. Children will be taught metacognitive strategies, so they are able to show resilience if they are stuck or unsure what to do next. Children will ensure they are not distracting others or stopping others from being able to learn.

Partner talk

During partner talk, children will turn to face their partner with 'nose to nose and toes to toes'. Partner talk will be sensible and respectful.

Responding to questions

Teachers may ask pupils for responses in a variety of ways including using mini whiteboards, no hand zone, hands up and other methods. These routines will be explained, embedded and practiced. A culture of 'mistakes help us learn' and having the courage to have a go will be embedded in classroom culture.

Dinner hall

Children stay in their seats unless an adult calls them up to collect their lunch. Children will eat their lunch calmly and wait for adults to allow them to leave. Adults will dismiss children into the playground and children will use sensible walking to leave the hall.

Playtimes

At playtime, children will follow the school rules, ensuring they are respectful and safe towards others, themselves and school property.

Reward Toolkit:

At Warbstow Primary Academy we are proactive in ensuring children are thinking about and reminded of their behaviour and understand the reason behind what they are being asked to do. We believe in positive reinforcement and that excellent behaviour should be highlighted and rewarded.

Meeting expectations	Good behaviour	Excellent behaviour
• Specific and positive verbal feedback • House points • Showing work to the Head or another member of staff • Work displayed on WOW wall • Stickers • Parents informed	• Star of the week certificates given in praise assembly • Values certificate • Mention on WOW wall • Stickers • Parents informed	• Headteacher award/certificate stickers • Biscuits and a drink/lunch with the Head of School • Secret postcard sent home • Parents informed

Sanction Pathway:

Whilst the school behaviour curriculum is for all children, it will be applied differently in different year groups depending on the child's age and may be applied differently depending on an individual child's SEND needs. Sensitivity will be applied at all times when teaching and implementing the behaviour curriculum and policy. The behaviours listed below are not exhaustive. Staff will apply professional judgement when determining appropriate sanctions for specific behaviours.

Level	Consequence	Examples of behaviour
Warning	Verbal reminder- focus on redirection and correction. Children will be reminded they need to be ready, respectful and safe .	-One minor incident of breaking a routine or expectation -Interrupting a lesson or distracting other children -Unsuitable movements around the classroom/school -Talking in assembly or over others when it is their turn to speak -Not showing sensible walking or STAR listening when asked -Not following instructions in a sensible and timely manner -Not maintaining appropriate focus or self control
Level 1	Change of learning environment for five minutes in a calm and safe space within the classroom. A short restorative conversation would take place afterwards (this may be at playtime- no longer than 5 minutes). The child would be welcomed back into the whole class session and offered support if needed. Behaviour recorded on MyConcern	-Persistent behaviour from the list above -Difficulty following adult instructions -Being disrespectful towards another child or member of staff -Misuse of school equipment/property -Minor deliberate damage to school or another child's property -Using language that is not appropriate for school (e.g. disrespectful or rude words) -Misuse of toilets or other areas of school -Unsafe or unkind playtime behaviour (e.g. stealing someone else's toys or using unkind words in a game)

Level 2	Thinking time in another space. Children will be given work to complete away from the classroom and an opportunity to reflect away from their class. A restorative conversation and reflection time would take place afterwards (at playtime- no longer than 10 minutes). The child would be welcomed back into the whole class session and offered support if needed. This incident will be logged on MyConcern and parents will be informed by the class teacher.	-Persistent Level 1 behaviour -Verbal or physical acts of unkindness toward another child e.g. pushing, pinching or making an unkind comment -Repeated difficulty following adult instructions -Verbal threats of violence -Disruption of learning environment, impairing learning -Deliberately targeting another child, physically or verbally -Spreading unkind, hurtful rumours about another child or 'roasting' other children -Leaving the learning environment without permission -Significant, deliberate damage to another child's or school property -Stealing -Vandalism of school property -Swearing at another person
Level 3	Thinking time with the head of school (during lesson and/or at playtime). After the consequence, a restorative conversation will take place and monitoring of their behaviour will happen. If misbehaviour continues, a 'behaviour report' will begin. This incident will be logged and parents will be informed by the Head of School.	-Persistent Level 2 behaviour -Behaviours that significantly impact the safety, learning or wellbeing of others -Physical violence that is a danger to themselves or others -Throwing items at or towards another person with intent to cause harm -Repeated defiance and refusal to follow instructions e.g. not moving to a reflection space for Level 2 behaviour -Attempting to leave the school premises without permission -Actions that affect the health and safety, welfare and learning of members of the school community -Any form of discriminatory language being used -Aggressive or intimidating behaviour towards others -Bullying behaviour (repeated unkind targeting of another child, verbal or physical)
Internal or external suspension	There are some examples of specific behaviour that will result in different or more immediate response which may result in an exclusion, for which we follow the Aspire behaviour policy, Warbstow's school policy and statutory guidance.	-Racist or discriminatory language used towards a member of staff or pupil -Physical violence with intent to cause severe harm towards any member of school community -Persistent bullying behaviour -Persistent refusal to follow school behaviour curriculum by displaying repeated behaviours from lists above, causing significant disruption to learning -Other behaviours that are not in line with school policy and cause emotional or physical harm to members of the school community

Approaches taken for restorative conversations:

As a school, we adopt a restorative approach to dealing with incidents of poor behaviour or choice.

All staff have the following questions on their lanyards, which support them in conversations with pupils, following an incident of poor behaviour:

- Can you tell me what happened?
- What were you thinking/ feeling at the time?
- What have you thought/ felt since it happened?
- Who has been affected by your actions? How were they affected?
- What could we do now to help make things right?
- How can we prevent this happening again in the future?
- What can I do to help you?

These questions aim to encourage children to reflect on their behaviours and develop their own strategies for correcting problems or mending relationships that may have been damaged as a result. The adult may make notes during the discussions on a structured template, so that they can use them to support the conversation. This also ensures that adults get a detailed picture of what has happened, agreed by all parties.

For younger children or children with SEND, we use visual prompts to support these conversations. Please see examples below.

If you would like copies of the below, please contact the school office or your child's class teacher:

