



Behaviour Systems and Expectations

Our School Rules:

1. We are kind
2. We are brave
3. We are here
4. We are curious

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


<p>Rule 1 – expected behaviours. At Padstow School, <i>We Are Kind</i> means choosing to act with compassion, empathy, and respect in everything we do. It reflects our belief that kindness strengthens our community, helps everyone feel safe and valued, and creates an environment where everyone can flourish. We recognise that every word and action has an impact, and we encourage children and adults to use that influence to lift others up, show understanding, and care for the world around us.</p>	<p>Rule 2 - expected behaviours At Padstow School, <i>We Are Brave</i> means having the courage to try, to learn, and to grow. It reflects our belief that bravery is not about being fearless, but about facing challenges with honesty, integrity, and determination. We encourage every child to take risks in their learning, to own their mistakes, to ask questions, and to try new possibilities. By supporting each other, stepping forward even when we feel nervous, and showing resilience when things go wrong, we build a community where everyone can achieve more than they thought possible.</p>	<p>Rule 3 - expected behaviours. At Padstow School, <i>We Are Here</i> means being fully present, committed, and contributing positively to our community every day. It reflects our belief that every child and adult belongs here, is valued here, and has an important role to play in shaping our shared journey.</p>	<p>Rule 4 - expected behaviours At Padstow School, <i>We Are Curious</i> means nurturing a sense of wonder, questioning, and exploration. We believe that curiosity drives learning: it encourages children to ask why, investigate how, and challenge what they think they know. Being curious helps pupils grow into thoughtful, independent learners who explore ideas with integrity and confidence. By wondering, noticing, and questioning the world around them, children open doors to new possibilities and deeper understanding.</p>
<p>We are supportive of one another and help then in and outside of the classroom</p> <p>We talk nicely to each other and treat everyone with respect</p>	<p>We show honesty and integrity, owning our mistakes and recognising them as opportunities to learn and grow.</p> <p>We understand that mistakes are part of learning, showing a growth mindset and</p>	<p>We welcome everyone and celebrate the diversity of our community</p> <p>We follow the Padstow Expectations</p> <p>We engage fully in learning, listening actively, trying our best,</p>	<p>We ask thoughtful questions, understanding what a question is, what we want to find out, and how to ask respectfully and clearly.</p>

<p>We greet each other politely</p> <p>We use manners correctly – please and thanks</p> <p>Notice when others have done something for me</p> <p>Hold the door open</p> <p>Win and loose gracefully</p> <p>Kind feet and hands</p> <p>Move calmly around the school</p> <p>Or</p> <p>We speak and act kindly, using good manners, encouraging words, and treating others as we would like to be treated, including small everyday acts of kindness.</p> <p>We notice the feelings of others, using emotional intelligence to check in, offer help, include others, and show empathy.</p> <p>We communicate with care, taking turns, listening well, and using phrases like “How are you?” or “Can I help?” to build positive relationships.</p> <p>We show respect and integrity, doing the right thing for others even when no one is watching and without expecting anything in return.</p> <p>We respect boundaries, understanding personal space, using gentle behaviour, and following Thumper’s rule: “If you can’t say something nice, don’t say anything at all.”</p>	<p>learning from real-life role models—authors, athletes, Paralympians, and others who succeeded through perseverance.</p> <p>We are brave with each other, trying new things, giving it a go, and asking questions even when we feel unsure.</p> <p>We recognise our feelings, understanding that nerves and excitement are natural, and learning how our bodies respond when we are being brave.</p> <p>We explore possibilities, thinking “What could happen?” and stepping forward with curiosity and confidence.</p> <p>We use brave communication in conflict, trying strategies such as “Stop, I don’t like it,” or offering alternatives before seeking adult help.</p> <p>We take collective responsibility, asking for help when we need it, supporting others, and speaking up if someone is being treated unkindly.</p>	<p>and showing resilience and optimism.</p> <p>We follow instructions first time</p> <p>We take pride in ourselves and our presentation, staying organised and taking responsibility for our belongings.</p> <p>We trust our safe adults, knowing they are here to help, guide, and keep us safe. We tell an adult if something is wrong</p> <p>We commit to being here, attending regularly, being ready to learn, and working towards our future aspirations.</p>	<p>We plan to figure things out, using strategies such as noticing what we don’t understand, breaking problems down, and thinking about possible next steps.</p> <p>We are solution thinkers, considering “What am I going to do about it?” and using problem-solving skills to overcome challenges.</p> <p>We show integrity in our curiosity, seeking truthful answers, asking questions for the right reasons, and being open to changing our thinking.</p> <p>We question assumptions, challenging ideas that aren’t fair or true (e.g., “girls can’t play football”), and learning to think critically about the world.</p>
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<p>We care for our environment, picking up litter, respecting shared spaces, tidying resources, and showing pride in our school.</p> <p>We act responsibly and sustainably, such as turning off lights and looking after equipment, because kindness includes caring for our world.</p>			
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Routines: (What are the routines that you have in place that are consistently employed across all areas of your school? Consider the areas outlined below, this is not an exhaustive list)

A routine is a sequence of actions that gets triggered by a 'cue' (aka prompt), all of which happens largely unconsciously and with minimal cognitive effort. Paul Dix refers to them as relentless routines, a predictable and repeatable process. *Creating a culture* by Tom Bennett refers to school routines as the bedrock of effective school systems and practices. They are at the centre of high performing schools and help to create the sense of belonging and safety that all children, especially our most vulnerable need.

Transitioning at Padstow School and Nursery	
	<p><u>Entering the school:</u> Teachers stand on the door and welcome the children into the classroom.</p> <p><u>Moving around school:</u> Children walk on the left hand side of the corridor</p> <p><u>Transitioning to and from the start and end of lunch/ break/ assembly:</u> Start of break and lunchtimes – chairs are tucked under their tables and children leave the room calmly and quietly.</p> <p>To and from assemblies – children stand silently in a line and leave exit the room they are in.</p> <p>End of break and lunch time – When the adult blows the whistle and says, 'Stop.' The children stop. The adult checks all children have stopped. The children are then told to walk to their lines. They then line up in their classes. When they are quiet, the teacher walks them in.</p>
Gaining pupils attention at Padstow School and Nursery	



The approach to gaining pupils attention is:

The signal will be a raised and the children will follow the instruction.

Support staff will:

- As above

Clear and consistent expectations at Padstow School and Nursery



- Padstow Expectations:

Mighty Manners



Super Sitting



Lovely listening




Wow Walking



Lovely Lining Up



- Tidy tables, tidy minds
- Classrooms should be tidy and well presented.
- Displays and boards should be consistently maintained.
- On pupil's tables there should only be equipment that they need.
- When leaving the classroom, tables should be orderly, the floor clear of any mess and chairs tucked in.
- Unless there is a prior agreement with the SENDCO children should not be fiddling with anything at any point.
- All pupils should have removed any items not deemed school uniform in the classroom (Hats, scarfs, gloves, ear muffs)
- Children should be consistently demonstrating that they are ready to learn and showing respect towards staff and their peers.
- Whilst the teacher is talking there should be no talking from any member of the class.

	<ul style="list-style-type: none"> The behaviour support policy will be adhered to consistently.
Independent work expectations at Padstow School and Nursery	
	<p>Noise level:</p> <p>Appropriate noise level for the task given</p> <p>Tasks:</p> <p>Example: independent write quiet and focused.</p> <p>Example: creating a piece of art – learning partner talk</p>
Classrooms Routines	<ul style="list-style-type: none"> Pupils will enter the building at 8:45am and wearing school uniform. During the school day, children to enter the room at all times, silently. Pupils sit on a chair with all 4 legs on the floor, chairs are tucked in with approximately a fists gap between their chest and the table. Children will sit up straight. When children are sat on the carpet, they will have their legs crossed and showing 'super sitting'. Answering questions will require a range of strategies: Some questions will be answered on whiteboards (adults will use a countdown. Cold Calling may be used and at other times pupils will raise their hand. Pupils may be asked to speak to their partner for a period of time. They will be asked to 'Talk to your partner.' All adults will use the Walkthru 'Signal, Pause, Insist' to gain pupils attention. 100% compliance is required before progressing. Pupils will begin work immediately after the teacher sets them off on their task. Pupils will work silently unless advised otherwise. Pupils will leave the room silently Only 1 boy/girl is able to leave the room at any time to use the toilet, unless in case of an emergency.
Dinner hall Routines	<ul style="list-style-type: none"> Children will be called in from outside and line up at the fence Once they are lined up and quiet, they will walk through the library into the school hall Once they have collected their meal, they will sit at a table with their peers. Voices should be at a talking level and not a shout. Manners are used towards staff. All cutlery and plates are returned to the wash station where they scrape their plates Pupils exit the hall quietly.

Recognition of rewards for effort:

Frequency	Behaviour	Consequences
Daily (anytime)	<p>Keeping to Padstow's Rules for life</p> <p>Demonstrating Padstow's expectations</p> <p>Any praiseworthy behaviour</p>	<p>General</p> <p>Praise – verbal and written</p> <p>House points (Dojos)</p> <p>Praise conversation with someone at home</p> <p>Child's choice of reward when they reach a multiple of 100 house points *Fledglings and Puffins work to age appropriate goal.</p>
Weekly Rewards Assembly	<p>Showing a Padstow Value</p> <p>Any praiseworthy behaviour</p> <p>Very good behaviour, effort and/or achievement</p>	<p>General</p> <p>House point update</p> <p>Weekly certificate in assembly per class</p> <p>Celebration of specific occasions e.g. competitions, reading, special events, awards from extra-curricular activities</p> <p>Super sixes when appropriate</p>
Half Termly and Termly Assembly	<p>Consistently very good or excellent behaviour</p> <p>Consistently trying their best with their learning</p> <p>Team who have collected the most house points</p>	<p>General</p> <p>Most Progress in reading, writing and maths certificates per class</p> <p>Winning of the house cup</p> <p>House team reward</p>
Annual Prize – Giving Assembly	<p>Exceptional and/or continuous very good behaviour, effort or achievement throughout the year</p>	<p>As above, please</p> <p>Plus, Year 6 awards</p>

Sanctions Overview:

- Pupils will have 2 warnings before a sanction is enforced. Firstly a Verbal warning - at this point the child can change their behaviour without loss of break time.
- If the child continues, they will receive a second verbal warning with an explanation of the consequence of the behaviour continues - at this point the child can change their behaviour without loss of break time.
- If behaviour continues, they will receive a reflection time at break/lunchtime
- If the child continues, the child may be asked to relocate to another area/classroom to help them regulate in a different environment – teacher discretion
- If behaviour escalates or persists, SLT intervention

Pathway:

PADSTOW BEHAVIOUR PATHWAY

POSITIVE BEHAVIOUR	STAGE 1	STAGE 2	STAGE 3	STAGE 4
HOUSE POINT SYSTEM Run via DOJO	Low level disruption	Disrespect of people or property	Anti-social Behaviours and refusals	Dangerous, violent and threatening behaviour
	ACTIONS	ACTIONS	ACTIONS	ACTIONS
House points can be awarded for the following: <ul style="list-style-type: none"> • Mighty Manners • Lovely Lining Up • Listening • Supper sitting • Wow Walking <ul style="list-style-type: none"> • Helping Others • Kindness • On task • Participation • Persistence • Teamwork • Working hard <ul style="list-style-type: none"> • Above and beyond – Something that needs that extra bit of recognition. 	For example: <ul style="list-style-type: none"> • Interrupting the lesson • Not on task and wasting time • Talking while the teacher is talking • Distracting other children • Making irritating noises, gestures or actions • Unsafe movement around the classroom / School e.g. skipping • Dropping litter / food • Not allowing children to join in games • Interfering with another person's property • Continuing to play after the whistle is blown • Not lining up properly • Being in school at breaktimes without permission • Talking in assembly 	For example: <ul style="list-style-type: none"> • Persistent Stage 1 behaviour • Not accepting instruction / deliberately not following instructions • Minor deliberate damage to another child's or school property • Disrespectful dialogue about another child or adult • Swearing in a non-aggressive way • Disrespectful language to (or about) another child or adult • Misuse of classroom equipment • Throwing or flicking objects in the classroom • Misuse of toilets or wet areas • Lying to an adult • Play fighting • Being physical unkind towards other pupils (e.g. poking, pushing, prodding) 	For example: <ul style="list-style-type: none"> • Persistent Stage 2 behaviour • Persistent refusal to follow instruction (after a warning) • Spreading hurtful or unkind rumours about another child • Verbal threats of violence • Deliberately targeting another child • Leaving the learning environment without permission • Significant, deliberate damage to another child's or school property • Stealing • Vandalism of school property (e.g. ripping down displays) • Swearing at another person • Being aggressively physical unkind towards other pupils (e.g. poking, pushing, prodding, fighting) 	For example: <ul style="list-style-type: none"> • Persistent Stage 3 behaviour • Physical violence that is a significant danger to themselves or others (e.g. deliberately throwing objects or furniture at a person) • Leaving the school premises without permission • Actions which affect the health and safety, welfare and learning of members of the school • Actions which affect the health and safety, welfare of any staff members of the school
CONSEQUENCES	CONSEQUENCES	CONSEQUENCES	CONSEQUENCES	CONSEQUENCES
Prizes and rewards!	TEACHERS/HLTA/TA <ul style="list-style-type: none"> • A reminder of the school rules and expectations • 2nd time warning with a statement regarding future consequences 	TEACHERS/HLTA/TA <ul style="list-style-type: none"> • A reminder of the school rules and expectations • Breaktime reflection adult judgement on time, including restorative conversation – in classroom 	<ul style="list-style-type: none"> • Child Taken to SLT if appropriate *teacher discretion • Restorative conversation • Time out of class • Parents informed • Advice from SENDCO • Reviewed provision linked to observed behaviour. • Parent meeting (if required) • Positive behaviour plan implemented – weekly check in with parents (if required) <p>Logged on My Concern</p>	<ul style="list-style-type: none"> • Contact HoD/SLT/SENDCO as per timetable. • SLT/ASPIRE to determine consequences according to policy <p>Logged on My Concern</p>
EVERYONE	TEACHERS/HLTA/TA	TEACHERS/HLTA/TA	CLASS TEACHER/SENIOR LEADERSHIP TEAM	SENIOR LEADERSHIP TEAM

Approaches taken for repair/restorative conversations:

- Ask what happened and why they chose to behave the way they did.
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently and what they would do to avoid the situation happening again.
- Ask what the adult/other child could have done differently
- Agree strategies/goals/targets for the future
- Give the child a chance to add anything else they wish. Do not force an apology – it will not improve the situation (however acknowledge those freely given appropriately).