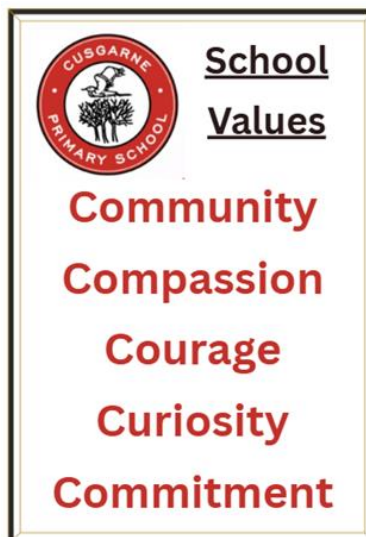





This document outlines Cusgarne Primary School's approach to behaviour, routines, and expectations. It is designed to help parents and carers understand how we create a safe, respectful and positive learning environment for all children.

Our School Rules:

1. Be Ready
2. Be Respectful
3. 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.

At Cusgarne Primary School, 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.

Our behaviour curriculum is rooted in our core values, ensuring that pupils not only understand expectations but live them in their daily actions.

Compassion

We expect children to demonstrate kindness, empathy and understanding towards others. Pupils show compassion by supporting one another and recognising everyone's right to learn in a safe and respectful environment.

Curiosity

We encourage children to be inquisitive and open-minded learners. This includes showing respect for different perspectives, asking thoughtful questions, and engaging positively with others' ideas.

Commitment

We promote a strong sense of responsibility and dedication. Children are expected to commit to our school rules and values, consistently making positive choices and taking pride in their learning and behaviour.

Community

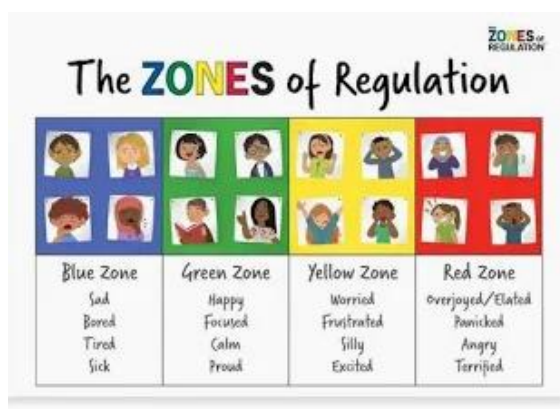
We foster a sense of belonging where everyone feels valued. Pupils contribute positively to the school community by showing respect, cooperation and inclusivity in all interactions. At Cusgarne, we emphasise the importance of relationships and work hard to establish positive and supportive connections.

Courage

We support children to act with bravery and integrity. This includes standing up for what is right, taking responsibility for their actions, and approaching challenges with resilience and confidence.

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.



Routines:

Transitioning at Cusgarne School	
	<p><u>Entering the school:</u></p> <p>Children should arrive at school on time (8.30am) in the correct uniform. Teachers will meet children in the playground. Once children enter the school, they use Wonderful Walking, put their things away calmly and enter the classroom quietly. Teachers will stand in the doorway to ensure each child is greeted as they enter the classroom. There will be a visual timetable</p>



so children know what to expect from the day. Children will begin their morning work task and not leave the classroom again without permission.

Moving around school:

When moving around the school, children will use Wonderful Walking.

- Eyes looking forward
- Hands by side
- Voices away
- Walking in a straight line

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

Staff will use hand 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 Cusgarne School



Gaining attention:

Staff will use a chime and silent signaller (hand raised) to gain attention. Children are expected to stop what they are doing and show STAR listening. Staff will wait for 100% attention before addressing the class. If there is no chime (e.g. on a school trip) staff may use other methods to gain attention, for example clapping.

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 Cusgarne School



STAR

Children are expected to show STAR listening when an adult or another member of the class are 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 Cusgarne School

Teacher input

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

	<p>Children will raise their hands if they would like to contribute. They will not shout out or be disruptive when the teacher or another pupil is talking.</p> <p><u>Noise levels during independent work</u> 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.</p> <p><u>Partner talk</u> 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.</p> <p><u>Responding to questions</u> 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.</p> <p><u>Dinner hall</u> 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 Wonderful Walking to leave the hall.</p> <p><u>Playtimes</u> At playtime, children will follow the school rules, ensuring they are respectful and safe towards others, themselves and school property.</p>
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Reward Toolkit:

At Cusgarne Primary School 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
<ul style="list-style-type: none"> • Specific and positive verbal feedback • Class dojo points 	<ul style="list-style-type: none"> • Star of the week certificates given in praise assembly • Dojo award certificates 	<ul style="list-style-type: none"> • Headteacher award stickers • Hot chocolate Friday • Values postcard sent home

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 .	<ul style="list-style-type: none">-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 Wonderful 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.	<ul style="list-style-type: none">-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 and parents will be informed by the class teacher.	<ul style="list-style-type: none">-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

<p>Level 3</p>	<p>Thinking time with the headteacher (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.</p>	<ul style="list-style-type: none"> -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)
<p>Internal or external suspension</p>	<p>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, Cusgarne's school policy and statutory guidance.</p>	<ul style="list-style-type: none"> -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:

Ensure restorative conversations happen once a child has time to regulate and reflect.

- Ask what happened and why they chose to behave the way they did
- Relate behaviour back to Zones of Regulation
- 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