WHISTON WILLIS PRIMARY ACADEMY

BE RESEPCTFUL. BE RESPONSIBLE. BE SAFE.

MEMBER OF THE WADE DEACON TRUST

The Whiston Willis Way

Expectations of behaviour and attitudes for all pupils.

'LEARNING FOR LIFE'

At Whiston Willis Primary Academy, we are a safe, happy and inclusive community where everyone is valued, respected and celebrated. We embrace difference and promote equity, ensuring that every child feels a strong sense of belonging and has the support, opportunities and encouragement they need to thrive.

We have high expectations for every child and are committed to enabling all pupils to reach their full potential academically, socially and emotionally. Through an ambitious, inclusive and engaging curriculum, we develop knowledge, skills and understanding while nurturing curiosity, confidence, independence and a love of learning.

We believe that every child should have a voice. Through purposeful talk, active listening and respectful dialogue, we empower our pupils to express their ideas, listen to others, challenge themselves and participate confidently in their learning and the wider world.

We are committed to developing the whole child. Through positive relationships, shared values and a strong sense of community, we support our pupils to become resilient, respectful and compassionate individuals who understand their responsibilities towards others and approach their future with a strong moral purpose.

Learning is a lifelong journey. We aim to inspire motivated, independent and reflective learners who are equipped with the knowledge, character and confidence to embrace opportunities, overcome challenges and make a positive contribution to an ever-changing world.

1. Introduction

At Whiston Willis, we develop children's character through directly teaching the 'Whiston Willis Way' behaviour and attitudes curriculum.

To build character, we explicitly teach the behaviours, habits and shared values we expect pupils to demonstrate. Through practice, positive relationships and reflection, pupils develop the skills to contribute respectfully, responsibly and safely to our school community and beyond.

2. Teaching the Whiston Willis Way

The Whiston Willis Way is explicitly taught during the first week of the autumn term and reinforced throughout the curriculum and school day. Staff teach and model routines, explain their purpose, provide opportunities to practise and consistently reinforce expectations. Zones of Regulation strategies are also explicitly taught to support pupils in recognising emotions and developing self-regulation.

At the start of each term, staff revisit the Whiston Willis Way with pupils, with further teaching and reinforcement throughout the year. Routines are practised in the places where they are used, including classrooms, corridors, playgrounds and dining areas. Teaching and expectations are adapted to pupils' ages and individual needs.

It is essential that all staff know the details of this curriculum, teach it explicitly to pupils through the reinforcement of our values and continuously maintain the high standards we set. By doing so, we support each other to create a culture where pupils feel safe, can learn in a calm and orderly environment and where staff are free to teach unimpeded.

Overview of content delivery:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All year groups Nursery to Y6	Explicit teaching of full content areas	Ongoing revision of content with a specific focus on: Playtime/ lunchtime behaviour; Preventing Bullying.	Ongoing revision of content with a specific focus on: Moving around school; Classroom routines.	Ongoing revision of content with a specific focus on: Classroom routines; Manners.	Ongoing revision of content with a specific focus on: Moving around school; Playtime/ lunchtime behaviour.	Ongoing revision of content with a specific focus on: Manners; Classroom routines.

3. Adaptations

At Whiston Willis Primary Academy, we recognise that pupils develop at different rates and have a range of individual needs. While the *Whiston Willis Way* establishes consistent expectations for behaviour and attitudes across the school, these expectations will be taught and reinforced in an age-appropriate and inclusive manner.

Staff will apply reasonable adjustments to ensure that all pupils, including those with special educational needs and disabilities (SEND), can understand, access and demonstrate the expected behaviours. Adaptations may include:

- **Explicit teaching and modelling:** Using visual prompts, simplified language, repetition and practical demonstrations to support understanding.
- **Individualised approaches:** Adapting expectations and routines to reflect pupils' developmental stages, communication needs, sensory differences and individual circumstances.
- **Support for emotional regulation:** Providing appropriate strategies, resources and adult support to help pupils regulate their emotions and behaviour.

- **Flexible demonstrations of behaviour:** Recognising that pupils may demonstrate respect, attention and engagement in different ways. For example, maintaining eye contact, sitting still or tracking the speaker may not be appropriate for all pupils.
- **Positive reinforcement:** Recognising individual progress, celebrating success and providing additional opportunities to practise expected behaviours.

Staff will maintain high expectations for all pupils while recognising that *equity does not always mean treating every child in exactly the same way.* Where necessary, individual behaviour support strategies will be developed in collaboration with the SENDCo, parents/carers and relevant professionals.

Our approach ensures that all pupils are supported to demonstrate our three core values: **Be Respectful, Be Responsible and Be Safe.**

4. The Whiston Willis Way Behaviour Curriculum Content

(Content to be covered in depth in Autumn Term 1 and revisited throughout the year based around our school values with focus areas)

Our School Values - know that there are three school values. These are to:

- Be Respectful
- Be Responsible
- Be Safe

Know and use the following examples of these values:

Be Respectful	Say please and thank you Speak kindly and politely Listen actively and value others' contributions Respect different views and ways of communicating Treat everyone fairly and with kindness
Be Responsible	Arrive ready to learn, with support where needed Look after belongings, equipment and shared spaces Take responsibility for choices and actions Try our best and take pride in learning Use taught Zones of Regulation strategies and seek support when needed
Be Safe	Follow agreed safety routines Move safely around school and between buildings with appropriate supervision Use equipment responsibly Respect personal space and boundaries Tell an adult about worries, injuries or unsafe situations

Know that positive behaviour is recognised and celebrated. When expectations are not met, adults respond consistently, fairly and appropriately, taking individual needs into account and helping pupils reflect, repair relationships and learn from mistakes, in line with the school Behaviour Policy.

5. Moving around School

Know that we walk around school using 'Whiston Willis Walking'.

Know that 'Whiston Willis Walking' means:

- Walk calmly at a safe pace.
- Follow agreed routes and keep to the appropriate side of corridors and stairs.
- Be aware of others and respect their personal space.
- Use quiet voices when passing classrooms.
- Follow adult instructions when moving through shared spaces.

Know that pupils follow agreed supervision and safety arrangements when moving between school buildings.

Know that Whiston Willis Walking helps keep everyone safe and avoids disrupting learning.

6. Classroom Routines

At Whiston Willis, we follow consistent classroom routines to create a calm, respectful and purposeful learning environment where everyone feels safe, valued and ready to learn.

6.1 Whiston Willis Listening

Know that we use *Whiston Willis Listening* to show respect, develop our oracy skills and ensure everyone has the opportunity to be heard.

Know that *Whiston Willis Listening* means:

- **Be ready to listen** – Focus your attention on the speaker.
- **Listen actively** – Show that you are listening in a way that is appropriate for you.
- **Respect the speaker** – Allow others to finish speaking without interrupting.
- **Think carefully** – Listen to understand and consider different viewpoints.
- **Take turns** – Follow our agreed discussion guidelines when contributing.
- **Respond respectfully** – Ask questions, build on others' ideas and agree or disagree politely.

Know that effective listening helps us learn from one another, develop our understanding and participate confidently in discussions.

6.2 Classroom Organisation and Expectations

Know that we follow established classroom routines to ensure learning takes place in a calm, organised and purposeful environment.

- Know the order in which to line up (register order) and who stands in front of and behind you.
- Know that we line up calmly and respectfully, without leaning against walls.
- Know the routine for entering the classroom and preparing for learning.
- Know where to sit during lessons, including designated carpet spaces.
- Know that we remain in our allocated learning space unless instructed otherwise.
- Know the routines for handing out and collecting exercise books and resources.
- Know where to store coats and personal belongings and how to look after them.
- Know that we prepare the equipment needed for learning and treat school resources with care.
- Know that deliberately damaging school equipment is unacceptable and may result in an appropriate consequence.
- Know that we speak clearly and appropriately when contributing to lessons so others can hear and understand us.
- Know how to seek help appropriately, following agreed classroom routines.
- Know how to recognise and communicate our emotions and access the Zones of Regulation strategies and resources available in the classroom to support self-regulation and readiness to learn.

Inclusive practice: *Staff will explicitly teach, model and reinforce these routines, making reasonable adjustments to support pupils' individual needs, including SEND, communication and sensory differences.*

7. Manners

Know that we use our manners at Whiston Willis to make sure we are always polite to each other.

- Know how to address adults respectfully, using their preferred name or title.
- Pupils know that they should say ‘thank you’ when they receive something, or someone does something nice for them.
- Pupils know that they should say ‘excuse me’ if someone is in their way.
- Pupils know that they should always say ‘please’ when they are asking for something.
- Know that we communicate kindly and respectfully, including when we feel upset or disagree.

- Know that you should let anybody waiting through a doorway before walking through yourself.
- Know that you should say 'Good morning/afternoon' to adults if spoken to.
- Know that it is polite to ask questions such as "How are you today?", "Have you had a good morning?"
- Know that we show interest and respect through attentive listening and appropriate responses, recognising that communication and eye contact may look different for different people.
- Know that it is important to show gratitude to others by thanking people for what they have done for you.
- Know that good manners help everyone feel valued and respected.

8. Playtime/ Lunchtime Behaviour

At Whiston Willis, we recognise the importance of play in supporting children's physical, social and emotional development. Our *School Play Charter,* underpinned by children's rights, establishes clear expectations to ensure playtimes are safe, inclusive, enjoyable and respectful for everyone.

8.1 Our School Play Charter

Know that all children have the right to play and that we follow our School Play Charter (*see Appendix 1*), which promotes:

- **The Right to Play (Article 31):** Know that we can enjoy play, learn new games, play collaboratively and share resources.
- **The Right to Protection from Harm (Article 19):** Know that we play safely, use equipment responsibly and seek help when someone may be harmed.
- **The Right to Join Different Groups (Article 15):** Know that we respect others, promote fairness and include others in our play.
- **The Right to Health and Healthcare (Article 24):** Know that we tell an adult if we or someone else is hurt and seek help when needed.

8.2 Playtime Expectations

Know that we:

- Walk safely to and from the playground, following *Whiston Willis Walking*.
- Play safely, exploring, creating and taking appropriate, supported risks while considering our own safety and that of others.
- Treat others with kindness, fairness and respect.
- Include others in games and respect different choices about how children wish to play.
- Share, use and look after play equipment responsibly.
- Take responsibility for tidying away equipment and looking after our play environment.
- Seek adult support when needed, including when disagreements arise or someone is hurt.
- Follow agreed signals and routines for ending playtime and returning to class calmly.

8.3 Lunchtime Expectations

Know that we:

- Follow established routines when entering and leaving the dining hall.
- Queue patiently and respectfully.
- Use appropriate voices and demonstrate good manners towards staff and other pupils.
- Say 'please' and 'thank you' when receiving food or asking for help.
- Use cutlery appropriately, with support where needed.
- Remain seated while eating unless given permission or support to move.
- Take responsibility for clearing away rubbish and keeping our eating areas tidy.
- Follow instructions from lunchtime staff to ensure everyone has a safe and enjoyable lunchtime.

8.4 Staff Responsibilities

All staff will explicitly teach, model and reinforce the School Play Charter and the Whiston Willis Way. Adults facilitate varied and creative play, support appropriate risk assessment, promote inclusion, help children resolve disagreements and ensure suitable supervision and first aid arrangements.

Reasonable adjustments will be made to support individual needs, ensuring all children can access and enjoy play.

9. Preventing Bullying

Know that bullying involves behaviour that hurts or harms another person, often repeatedly, and may involve an imbalance of power.

- Know that bullying can be physical, verbal, emotional or relational.
- Know that bullying can be direct or indirect, including deliberately excluding others or spreading rumours.
- Know that bullying can happen online and may target someone because of a real or perceived difference, including a protected characteristic.

Know that unkind behaviour is taken seriously even when it does not meet the definition of bullying.

- Know that we should tell a trusted adult if we experience or witness bullying.
- Know that we must not encourage bullying or join in with harmful behaviour.
- Know that adults will listen, investigate concerns and respond in line with the school Behaviour and Anti-Bullying Policies.

Know that if you think you are being bullied you should tell an adult.

Know that bullying is unacceptable and that it will be dealt with seriously by all adults at Whiston Willis.

Know that school uniform consists of:

Blue check dresses can be worn in warmer weather.

Know that all shirts must be tucked in.

Know that long hair must be tied back

10.1 Jewellery:

Know that for health and safety reasons, we do not allow pupils to wear jewellery in school except for stud earrings in pierced ears, small objects of religious significance and a watch.

10.2 PE:

Know that for PE, pupils must wear school PE kit or plain white t-shirts with blue/ black shorts or black tracksuit bottoms/ leggings and trainers.

A school hoody or jumper should be worn on top of PE kit.

10. End of the Day Routine

Know that we follow the agreed end-of-day routine and wait at the designated supervised collection point.

Know that pupils leave with an authorised adult or follow an individually agreed independent-travel arrangement, in accordance with school procedures.

Know that these arrangements keep everyone safe, including when moving between school buildings.

11. Attendance and Punctuality

Know that regular attendance helps us learn, develop friendships and feel part of our school community.

Know that arriving on time helps us settle and be ready to learn.

Know that adults work with pupils and families to understand and overcome barriers to attendance, including when a pupil is unwell or needs additional support.

12. Behaviour Outside School

Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.

Know that you should be considerate of other people arriving and leaving school.

Know that being considerate means thinking about other people's needs, wishes and feelings.

Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice (not shouting).

13. Summary

Know that the Whiston Willis Way guides how we treat one another, learn together and keep our school community safe.

Know that we practise these values and routines with support, learn from mistakes and help everyone feel respected, responsible, safe and heard.

Appendix 1: School Play Charter

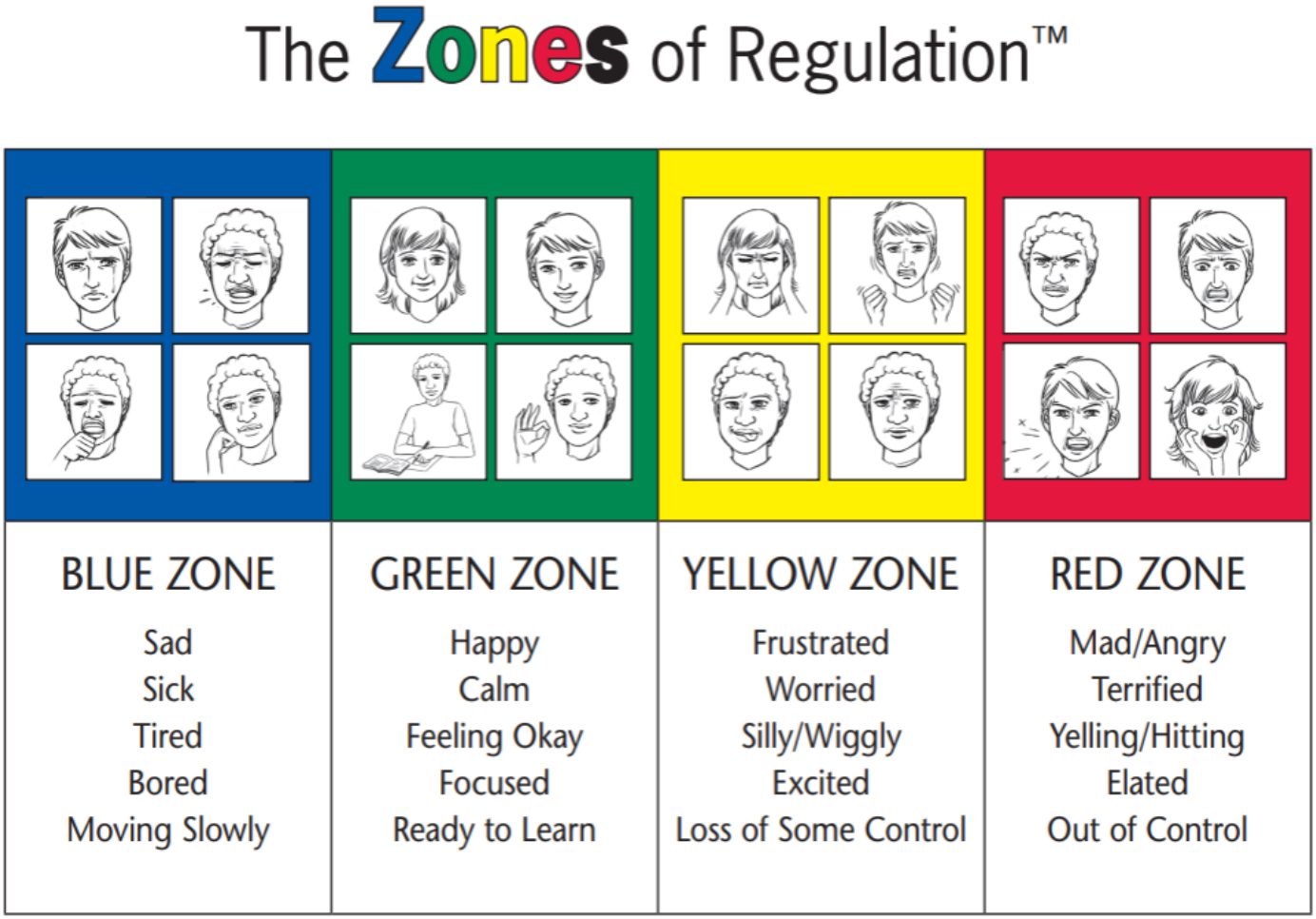


Appendix 2: Oracy KS1 & KS2 Discussion Guidelines





Appendix 3: The Zones of Regulation Visual



Appendix 4: Whiston Willis Walking/ Listening

