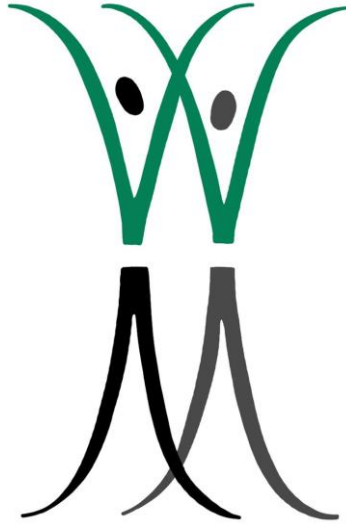


WE GROW SUCCESS!



# Wavendon Gate School

## Behaviour policy and statement of behaviour principles

Date of last review:	January 2025
Date of next review:	January 2026
Type of policy:	Statutory/WGS
Frequency of review:	Yearly
Governor committee:	Curriculum Committee

## **Rationale**

At Wavendon Gate School, our behaviour policy is designed to provide a clear strategy so that staff, pupils and parents can work together with the common purpose of helping everyone to learn. It aims to promote a nurturing environment in which everyone feels happy, safe and secure. The school expects every member of the school community to behave in a considerate and respectful way towards one another. The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships built on mutual trust. The school recognises and promotes positive behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to encourage positive behaviour, rather than merely deter anti-social behaviour. Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone can become positive, responsible and increasingly independent members of the school community.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case, it will be reviewed annually and comments will be regularly invited through parent surveys and meetings of the School Council, staff and governors.

### **1. Aims**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Detail that Behaviour is learned, just as Maths and English are and is taught as part of the Curriculum so that children know and understand what good behaviour looks like
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline that our behaviour policy does not refer to punishments or sanctions. Instead pupils are taught to understand that there is always a consequence to their actions.

### **2. The 'Wavendon Gate Way'.**

At Wavendon Gate School, we endeavour to develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are kind, honest, polite, respectful and courteous. We believe that as pupils practise these behaviours over time, those routines become habits that positively shape how they feel about themselves and how other people perceive them.

All desirable behaviour in school can be categorised into one of these principles.

There are 3 behaviour principles that underpin our behaviour curriculum; the Wavendon Gate Way. The 3 Rs are:

- Respectful
- Responsible
- Ready (to learn)

Further information about The Wavendon Gate Way can be found in Appendix 5.

### 3. Recognition

At Wavendon Gate School, we endeavour to manage behaviour through building a school culture of mutual respect centred on the teachings of The Wavendon Gate Way. We focus on recognising and highlighting positive behaviour choices in our classrooms and around the school. Pupils learn that their actions have consequences; some of which are more desirable than others.

We will recognise acceptable behaviour in the following ways:

- With a smile or other non-verbal cue
- With words
- With positive points
- Praise postcards
- With Golden Tickets
- With stickers
- Through Star of the Day
- In Subject Star Assembly
- With attendance awards
- On the class Recognition Boards

The staff at Wavendon Gate School adopt a warm strict approach to behaviour management, will try to catch children doing the right thing and show our approval promptly and are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. Positive Points are recorded via Class Charts and count towards both individual and House Team totals. A full list with definitions is available in Appendix 2 of this policy.

### 4. Challenging Behaviour

Occasionally, pupils will display more challenging behaviour and do not follow the Wavendon Gate Way. Pupils and parents need to know what will happen if pupils behave in unacceptable ways. Consequences are clear & progressive, so that everyone knows what will happen if a pupil's behaviour does not improve quickly.

At Wavendon Gate School we use **The Tiered Behaviour System** (See Appendix 2). This graduated system supports both staff and pupils to define severity levels of behaviour.

**Level 1: Low-Level Disruptions** - Minor behaviours that disrupt learning but are generally easy to correct.

**Level 2: Moderate Misbehaviours** - More disruptive or persistent behaviours requiring focused intervention.

**Level 3: Serious Misbehaviours** - Significant rule violations or harmful actions requiring serious intervention and consequences.

**Level 4: Extreme Misbehaviours** - Dangerous or highly inappropriate actions requiring immediate and serious action.

Examples of each behaviour level can be found in Appendix 2. Behaviour expectations apply whenever and wherever pupils are in school (including on the field, playground and off site). All staff can use the system via Class Charts to report and record behaviour in school.

## 5. Consequences for Challenging Behaviour

When pupils display challenging behaviour and do not follow the Wavendon Gate Way natural consequences would follow:

**Level 1: Low-Level Disruptions** - Gentle correction or re-teaching of WGW expectations.

**Level 2: Moderate Misbehaviours** - Time-out of class in Phase Leader classroom or another appropriate classroom. Loss of privileges (e.g. loss of free time).

**Level 3: Serious Misbehaviours** - Removal from class by a member of SLT (see **On-Call System 5.1 and Appendix 2**). Detention with either Head teacher, Deputy Head teacher or Assistant Head teacher. Loss of 15 minutes free time.

**Level 4: Extreme Misbehaviours** - Immediate **Suspension or Permanent Exclusion (See 5.2)**.

### 5.1 Wavendon Gate School On-Call System

The On-Call system enables staff to request support from the Senior Leadership Team (SLT) when classroom management strategies have been exhausted, and a pupil's behaviour has reached a critical point (Level 3). The system is triggered only after all classroom behaviour strategies have been exhausted (a list of proposed strategies can be found in Appendix 7). The On-Call system ensures that senior leaders are available to provide immediate support when a pupil's behaviour exceeds the 'Level 3' threshold, and is severely disrupting the learning environment. The On-Call system is designed to address behaviour effectively, ensure consistency, and maintain a safe and conducive learning environment for all students (more information can be found in Appendix 2).

### 5.2 Suspension/Permanent Exclusion

Fixed term Exclusion is a final resort but could occur if: A child's behaviour continues to affect the education and well-being of others Children's safety cannot be guaranteed. The decision to suspend or exclude a child from Wavendon Gate School can only be made by the Head teacher. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Head teacher will follow the most recent DFE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

See Exclusion Policy for further details.

When establishing the facts in relation to a suspension or an exclusion, the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities', it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## 6. Safe Handling

Team Teach is an approach to resolve challenging behaviour by employing de-escalation techniques to ensure safe outcomes. In some circumstances, Team Teach trained staff may need to use reasonable force to intervene to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

All incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

## 7. Possession of any prohibited items

For the safety of our pupils and staff, some items are prohibited from being in pupil's possession on the school grounds.

They include:

- Alcohol
- Tobacco and cigarettes
- E Cigarettes
- Lighters
- Illegal drugs
- Fireworks
- Weapons including knives
- Any item that a member of staff reasonable suspects could be or has been used to commit an offence (cause injury, damage to property)
- Mobile Phones (in classrooms)

At Wavendon Gate School we recognise that mobile phones can be a useful safety measure for our KS2 pupils who walk to and from school. However, mobile phones are prohibited in classrooms. Therefore, these pupils hand their phones into their class teacher at the beginning of the day where they are then locked away until the end of the day and redistributed at home time. There may be exceptions through medical need (diabetics with monitoring app on mobile device) that allows some mobile phones in classrooms. This can be arranged through written consent.

## 8. Confiscation

Any prohibited items (listed in section 7) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

The Headteacher and School Leaders have the statutory power to search pupils and their possessions and can search a pupil at Wavendon Gate School without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorized by the Headteacher to search or screen a pupil without consent at Wavendon Gate School are: The Deputy Headteacher, the Assistant Headteacher (SENCO).

## 9. Child on Child Abuse

At Wavendon Gate School, we believe that all children should receive their education free from humiliation, harassment and abuse. Therefore, it is the responsibility of all adults working in the school to ensure that children learn in an honest, nurturing atmosphere where everyone feels safe and respected. We consider the ongoing education of children essential in order to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying. At Wavendon Gate School, we work hard to create an ethos which protects children from unpleasant behaviour and we are committed to dealing with any incidents immediately in order that the children involved in any incidents are made aware know that such behaviour is unacceptable.

These behaviours could include (but is not limited to):

- Physical Bullying
- Verbal Bullying
- Intimidation
- Exclusion
- Cyberbullying
- sexual harassment
- Racial abuse
- Homophobic abuse

### Definition of Bullying

*"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."*

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Wavendon Gate School, we do not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of

bullying should contact the school as soon as they have a concern. Further information on reporting and action can be found in Appendix 1.

## **9.1 Reporting and responding to an allegation of bullying**

At Wavendon Gate School, pupils and parents should feel confident that problems are dealt with quickly and efficiently, following the guidance within this policy. We use curriculum time (PSHE) to explore issues around bullying, considering other people's point of view, the role of friendship and self-esteem. We also proactively tackle bullying through our assembly programme making pupils aware of what constitutes bullying and the harm it can cause.

Through education, our pupils are aware that if they believe that they are being bullied they must immediately report this to a member of staff. Equally, pupils are encouraged to speak up on behalf of their peers.

## **9.2 Action taken by School to Prevent Bullying**

- All complaints taken seriously and dealt with quickly and firmly
- High levels of adult support in the playground
- Staff awareness training - to look out for signs of bullying as well as regular updates about our procedures should an incident occur
- Education of children on aspects of bullying and the appropriate way to behave towards each other taught through the curriculum
- Provision of equipment to occupy children at lunchtime
- Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility and caring for others
- Recognising and rewarding positive behaviour
- Using peer group pressure actively to discourage bullying
- Educating children on how to report unpleasant behaviour

Children are regularly informed of the school behaviour policy through the curriculum during assemblies and class time. The key messages are:

- Children do not deserve to be bullied, it is WRONG
- To go straight to a member of staff and report any incidents of bullying
- That children will not get into trouble if they tell
- To be proud of who they are
- To try not to show that they are upset. It is hard but a bully thrives on someone's fear
- To be assertive - say "NO!"
- Walk away confidently
- That fighting back makes things worse
- To take action if they know someone is being bullied. To do nothing is wrong - tell an adult immediately

The same procedure applies to any racial or sexual harassment.

## **9.3 Action taken when bullying is suspected**

If bullying is suspected we talk to the suspected victim, the suspect bully and any witnesses. If any degree of bullying is identified, the following action will be taken:-

We support the victims in the following ways:

- By offering them an immediate opportunity to talk about their experiences.
- Informing the victims' parents/carers
- By offering continuing support and reassurance when they feel they need it.
- By taking steps to restore self-esteem and confidence
- By arranging for special supervision in the playground
- By taking steps to prevent more bullying.

We also discipline, yet try to help the bullies in the following ways by:

- Restorative conversations about what happened, to discover why they became involved
- Involving the bully's parents/carers
- Continuing to work with the bullies in order to change their behaviour
- Requesting help from support services
- Taking one or more of the disciplinary steps below, to prevent more bullying:

1. The bully will be officially warned to change their behaviour by a member of the Senior Leadership Team.
2. The bully may be excluded from certain areas of the school premises eg: playground.
3. The bully's parents/carers will be informed verbally and asked to discuss the matter.
4. If bullying continues, then the bully's parents/carers will be formally informed in writing.
5. If bullying continues, then they may receive a fixed term suspension.
6. If such behaviour does not end, then there may be a recommendation for permanent exclusion.

(Help, support and counselling will be given as is appropriate to both the victims and the bullies).

## 9.4 Advice for parents

- Take an active interest in your child's social life and chat about friends and their activities (including online communications).
- Watch for signs of distress or a change in the behaviour of your child.
- Inform the school immediately if you suspect your child is being bullied. Your concerns will be taken seriously and appropriate action will follow.
- Advise your child **not** to fight back. It makes matters **worse** and your child could then be accused of bullying!
- Make sure your child is fully aware of the school procedure concerning bullying.

## 10. Roles and Responsibilities

At Wavendon Gate School, it is everybody's responsibility to ensure that pupils behave in a positive, safe manner.

### 10.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour policy and its affiliated content eg: The Wavendon Gate Way Behaviour Curriculum (see Appendix 5). The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### 10.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (Appendix 5). The headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### 10.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently



- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in class mark books (see Appendix 4)
- Responsible for setting the tone and context for positive behaviour within the classroom following the Wavendon Gate Way (Appendix 5).

## 10.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## 11. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## 12. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## 13. Training

The behaviour and culture in our school are paramount to a pupil's success. Therefore our staff participate in regular CPD to support behaviour management. This begins with their initial induction but will also form part of continuing professional development throughout their time at the school.

## 14. Links with other policies

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- 

## 15. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and curriculum committee every year.

Date Agreed:	
Signed:	
Review Date:	January 2026

## Appendix 1: Bullying Reporting and Action Procedure

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Exclusion	A child can be bullied by being excluded from discussions/activities/games, with those they believe to be their friends
Damage to property or theft	Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
Intimidation	Bullying can also include making rude gestures and intimidation; acts that make a person feel uncomfortable.

## Appendix 2: Consequences

### 2.1 List of rewards

- Positive Points – At Wavendon Gate School, our 4 house teams are: Furzton, Willen, Caldecotte and Tongwell. All children belong to a house team. Children can earn Positive Points for work of a high standard, positive behaviour etc. These Positive Points are tallied up weekly to discover their weekly score. This is announced in Friday's assembly. The winning team over the term will be rewarded with an additional playtime and non-uniform day.
- Post cards – At Wavendon Gate School, staff have a set of bespoke postcards that can be posted home to acknowledge excellent work or positive behaviour in school. The postcards have been designed by the pupils to reflect their achievements in school.
- Stickers - At Wavendon Gate School, stickers are available to recognise good work, effort or behaviour. Some members of staff (Assistant Headteacher, Deputy Headteacher and Headteacher) have their own reward stickers that pupils may receive if they are sent to one of them for positive behaviour or excellent work.
- Golden Ticket - At Wavendon Gate School, pupils who achieve certain targets e.g.: reading four times a week with an adult can receive a golden ticket. All golden tickets go into a raffle at the end of each term. The raffle is drawn during the final assembly of the term. Draw winners receive a Headteacher's prize! There is no limit on how many ticket entries any single child may have. Golden tickets will also be awarded for Star of the Day (see below) and Subject Star (see below).
- Star of the Day - At Wavendon Gate School, class teachers will select a daily Star of the Day. The Star of the Day will be someone who has impressed their teacher that day. They may also have gained other rewards during the day. The Star of the Day will be displayed in the classroom for all to see over the following week.
- Subject Star – Every week at Wavendon Gate School, a curriculum subject area is brought into focus. Prior to Friday assembly, one pupil in each class will be selected as that subject's Subject Star. The Subject Star is the pupil who has displayed knowledge, effort or understanding within the focus subject of the week. In assembly the weekly winners will all be rewarded with Golden Tickets. A piece of their work will also be displayed on 'The Wall of Fame' for everyone to see.
- Recognition Board – In every classroom at Wavendon Gate School, desired learning behaviours (set by the class teacher or whole school) will be displayed on the Recognition Board. The behaviours are likely to have come from the 'Wavendon Gate Way' Behaviour Curriculum (see Appendix 5). Staff will model the behaviour and point out good examples and role models as they are observed. If all pupils can consistently display that behaviour across a week, they will receive a whole class reward.

In Foundation Stage, where our youngest children are learning how our school operates, these rewards may not all apply like this straight away.

## 2.2 The Tiered Behaviour System

Level	Description	Examples of Behaviours	Examples of Consequences
<b>Level 1: Low-Level Disruptions</b>	Minor behaviours that disrupt learning but are generally easy to correct.	<ul style="list-style-type: none"> <li>• Talking out of turn or interrupting others- Whispering or chatting during lessons.</li> <li>• Calling out answers without raising a hand.</li> <li>• Interrupting an adult (e.g., Making unnecessary noise, tapping pencils, and shuffling feet).</li> <li>• Distracting other pupils in lesson.</li> <li>• Fidgeting or moving around the classroom unnecessarily.</li> <li>• Not following classroom routines (e.g., not lining up properly).</li> <li>• Daydreaming or lack of attention.</li> <li>• Repeatedly forgetting homework, books, or equipment.</li> <li>• Minor disrespect (e.g., eye-rolling, muttering under breath).</li> <li>• Ignoring instructions initially (e.g., not completing work).</li> <li>• Running in corridors</li> <li>• Playing with stationery or toys during lessons.</li> <li>• Minor rough play (e.g., pushing, shoving)</li> <li>• Not tidying up after oneself</li> </ul>	<ul style="list-style-type: none"> <li>• Gentle correction or re-teaching of WGW expectations.</li> <li>• Verbal reminder or warning.</li> <li>• Redirection to appropriate behaviour.</li> <li>• Private conversation in the moment/outside of the classroom or at break/lunchtime to reset expectations.</li> <li>• Short time-out.</li> <li>• Positive reinforcement for improved behaviour.</li> </ul>
<b>Level 2: Moderate Misbehaviours</b>	More disruptive or persistent behaviours requiring focused intervention.	<ul style="list-style-type: none"> <li>• Persistent Tier 1 behaviours despite interventions.</li> <li>• Talking back or arguing with staff.</li> <li>• Deliberate defiance (refusing to follow instructions).</li> <li>• Use of inappropriate language (name-calling, swearing out of context).</li> <li>• Minor dishonesty (e.g., lying about completing homework).</li> <li>• Disrupting others' learning intentionally.</li> <li>• Inappropriate physical contact (e.g., pushing, poking, tripping).</li> <li>• Deliberate teasing, mocking, or unkind comments.</li> <li>• Damaging school property or others' belongings (minor).</li> <li>• Misusing school equipment (e.g., throwing stationery).</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teaching of WGW expectations.</li> <li>• Natural Consequences (e.g., work completed during own time).</li> <li>• Altered seating arrangement.</li> <li>• Time-out of class in phase leader classroom or another appropriate classroom</li> <li>• Loss of privileges (e.g., loss of free time).</li> <li>• Restorative conversations with Phase Leader.</li> <li>• Phase leader to monitor behaviour daily</li> <li>• Future planning from Class Teacher around position in the line when lining up (front always/back always).</li> </ul>

Level	Description	Examples of Behaviours	Examples of Consequences
		<ul style="list-style-type: none"> <li>• Rough play leading to someone getting hurt.</li> <li>• Unsafe behaviour (e.g., swinging on chairs, climbing furniture)</li> <li>• Laughing at someone's misfortune.</li> <li>• Making comments about another pupil's family or home.</li> <li>• Excluding others deliberately and repeatedly.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted behaviour support (Social Stories based around natural consequences).</li> <li>• Future planning from Class teacher around transition times.</li> </ul>
<b>Level 3: Serious Misbehaviours</b>	Significant rule violations or harmful actions requiring serious intervention and consequences.	<ul style="list-style-type: none"> <li>• Persistent Tier 2 behaviours despite interventions - decision made by phase leader</li> <li>• Aggressive behaviour – with intent (e.g., hitting, kicking, slapping, biting, pulling hair, pinching, scratching).</li> <li>• Severe disrespect toward staff (e.g., shouting at or insulting teachers).</li> <li>• Serious dishonesty (e.g., stealing).</li> <li>• Repeated use of intended offensive language.</li> <li>• Damaging property on purpose (e.g., breaking items, serious graffiti).</li> <li>• Exiting school building with the intent of running from an adult</li> <li>• Bullying (verbal, physical, online).</li> <li>• Threatening or intimidating others.</li> <li>• Spitting at others.</li> <li>• Throwing things across the room.</li> <li>• Swearing at or about a person with context.</li> <li>• Deliberately entering someone's personal space in order to intimidate them.</li> <li>• Shouting in a peer's face.</li> <li>• Racism (including making jokes about skin colour or ethnicity).</li> <li>• Homophobia (e.g., calling someone gay to insult them).</li> <li>• Transphobia (e.g., calling someone Trans to insult them).</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teaching of WGW expectations.</li> <li>• Removal from class by a member of SLT (see On Call Policy)</li> <li>• Detention with HT or DH/AH. Loss of 15 minutes free time.</li> <li>• If on the playground, immediate consequence of Time-Out with on call member of SLT</li> <li>• Communication with parents from AHT</li> <li>• Targeted behaviour support (behaviour plan dependant on frequency of offences).</li> <li>• If the offence is linked to sport, then there will be a ban from that activity on the next occasion as a minimum.</li> <li>• Repeat offenders face long-term exclusion from certain activities or events.</li> <li>• Repeat offenders may be assessed by the SENCo for the SEN Register.</li> <li>• Exclusion from Special Events or Trips depending on the severity and context of behaviour.</li> </ul>
<b>Level 4: Extreme Misbehaviours</b>	Dangerous or highly inappropriate actions requiring immediate and serious action.	<ul style="list-style-type: none"> <li>• Persistent Tier 3 behaviours despite intervention - HT decision in consultation with DH and AHT.</li> <li>• Leaving school premises without permission</li> <li>• Extreme physical violence causing injury (e.g., punching, fighting) to a pupil.</li> <li>• Extreme physical violence causing injury (e.g., punching, fighting) to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Re-teaching of WGW expectations.</li> <li>• Immediate suspension or permanent exclusion.</li> <li>• Involvement of external agencies.</li> <li>• Emergency parent meeting.</li> <li>• Referral to specialised support services.</li> <li>• Formal risk assessment.</li> </ul>

Level	Description	Examples of Behaviours	Examples of Consequences
		<ul style="list-style-type: none"> <li>• Extreme verbal abuse or hate speech.</li> <li>• Bringing banned items to school (e.g., weapons, dangerous objects).</li> <li>• Serious vandalism (e.g., fire-setting).</li> <li>• Deliberate behaviour that endangers safety (e.g., fire-setting).</li> <li>• Persistent bullying despite intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Long-term exclusion from certain activities or events.</li> </ul>

## Appendix: 3 Wavendon Gate School On-Call System

The On-Call system enables staff to request support from the Senior Leadership Team (SLT) when classroom management strategies have been exhausted, and a pupil's behaviour has reached a critical point. The system is triggered only after all classroom behaviour strategies have been exhausted. The On-Call system ensures that senior leaders are available to provide immediate support when a pupil's behaviour exceeds the 'Level 3' threshold, and is severely disrupting the learning environment. The On-Call system is designed to address behaviour effectively, ensure consistency, and maintain a safe and conducive learning environment for all students.

### 1. Define the Roles & Responsibilities:

#### Teachers/Support Staff:

- **Use the On-Call System Appropriately:** Teachers must use classroom management techniques and interventions before escalating to the On-Call system.
- If behaviour continues to escalate, request assistance via the designated communication tool (walkie-talkie?).
- Teachers must issue a “Level 3” to indicate to the pupil that their behaviour is unacceptable.
- Provide details of the pupil's behaviour and the actions already taken to manage the situation once the senior leader arrives.

#### Senior Leaders (e.g., Head teacher, Deputy Head teacher, Assistant Head teacher or Phase Leader):

- Be available and responsive during their allocated On-Call time.
- Respond quickly to On-Call requests, assess the severity of the situation, and decide the appropriate action.
- Maintain a calm and restorative approach to addressing incidents.
- Decide the appropriate action based on the severity of the pupil's behaviour.
- Ensure all actions align with the school's behaviour management policies or individual behaviour plans.
- Provide immediate intervention to maintain the safety and well-being of pupils and staff.
- Provide feedback and guidance to teachers after resolving the issue.
- Log response on the 'On-call' live log.

### 2. On-Call Request System:

#### When to Activate:

- **Use the On-Call System Appropriately:** Teachers must use classroom management techniques and interventions before escalating to the On-Call system. See tiered behaviour policy.
- **In Extreme Circumstances:** If a pupil's behaviour poses an immediate threat to safety or escalates dangerously (e.g., physical violence or verbal threats), the On-Call system can be **activated** allowing for quick action, such as immediately removing the pupil from the classroom or involving other senior staff or emergency procedures.

### 3. Senior Leaders' Response Process:



## Step 1: Assess the Severity

- Upon receiving an On-Call request, the senior leader assesses the severity of the behaviour described and determines the best course of action.

## Step 2: Action Based on Behaviour Level

### Low Priority (Level 3 behaviour, but manageable):

- The senior leader will enter the classroom and quickly address the pupil, providing immediate redirection or intervention.
- If a behaviour plan is in place for the pupil, the senior leader will follow the guidance to ensure a positive outcome.
- At this point, a **Learning Mentor** may be deployed to provide in-class support to help de-escalate the behaviour and facilitate the pupil's re-engagement with learning.
- Allow the pupil to calm down in a quiet area within or near the classroom.

### Medium Priority (Severe Level 3 behaviour but not violent):

- The senior leader will enter the classroom and quickly address the pupil, providing immediate redirection or intervention.
- If a behaviour plan is in place for the pupil, the senior leader will follow the guidance to ensure a positive outcome.
- The senior leader will remove the pupil from the classroom and escort them to a **predetermined "safe" classroom**, staffed by teachers where they will be **'parked'**.

### High Priority (Violent or aggressive behaviour):

- The senior leader will intervene immediately, ensuring the safety of all students. The pupil will be escorted to a safe space (office or designated classroom) supervised by the senior leader.
- Additional staff may be involved, and parents will be informed promptly.
- The senior leader will remove the pupil from the classroom for reflection or a restorative conversation and where necessary implement additional de-escalation techniques.
- Arrange for a calm-down activity in a separate space.
- Inform parents/carers if the incident requires their involvement.
- In cases of serious incidents, the pupil may be placed in **internal seclusion**, where they will remain with the On-Call member of staff for the rest of the day.
- In this instance, the class teacher will provide work that the pupil can complete independently during their time in seclusion.

## 4. Procedures for Parking Pupils in Other Classrooms:

### Designated "Safe" Classrooms:

- Identify classrooms equipped to handle pupils who need to be removed temporarily due to disruptive behaviour.
- The pupil must not disrupt the learning environment for others. If this happens the senior leader would be contacted immediately and the pupil will be escorted to a safe space (office or designated classroom) supervised by the senior leader.
- The pupil should only remain in the "safe" classroom for a limited period. Once they have calmed down, the senior leader will facilitate their return to class or discuss further steps.

## 5. Use of Senior Leaders' Offices:

### **Cooling-Off Period:**

- If a pupil's behaviour is severe, or if they are too distressed or disruptive to be in a different classroom, they will be taken to the senior leader's office for a **cooling-off period**.
- The senior leader will provide a calm, structured space for the pupil to reflect, allowing them to settle and regain composure.

### **Restorative Conversations:**

- The senior leader will conduct a **restorative conversation** with the pupil to discuss the behaviour, helping them understand the impact of their actions.
- This conversation may include a reflection sheet or a short activity to help the pupil consider alternative behaviours.

## **6. Follow-up and Reporting:**

### **Behaviour Log:**

- A **behaviour log** will be completed for all incidents where the On-Call system is activated (this is separate to Class Charts and will be completed by the senior leader directly involved), including details of the behaviour, the actions taken, and the outcome.
- The senior leader will assess patterns and potential triggers for the behaviour to create a proactive support plan.

### **Communication with Parents:**

- For ALL incidents, parents must be informed about the situation, especially if the pupil has been removed from class or had to leave the classroom due to their behaviour (in line with the schools Behaviour Policy)

### **Support Plans (if necessary):**

- If a pupil repeatedly requires senior leader intervention, a **behaviour support plan** will be developed. This plan may include personalized strategies and goals to address the underlying causes of the pupil's behaviour.
- The class teacher and the senior leader agree on next steps to re-integrate the pupil into the classroom.
- Persistent behaviours are referred to the SENCO or pastoral team for additional support.

## **7. Pre-Planned On-Call Rota**

### **Operational Guidelines**

- Senior leaders are timetabled across the week to be available for On-Call duty during specific periods.
- On-call responsibilities are distributed equitably among senior leaders.
- A **weekly rota** will be shared with all staff at the start of each week, detailing which senior leader is On-Call and their availability.
- Leaders are available for either full days or designated parts of the day (e.g., morning/afternoon shifts) based on school needs.

## 8. Monitoring and Evaluation:

### Data Monitoring

- **Frequency of On-Call Use:** Analyse the number of times the system is activated, patterns of offenders, and the types of behaviour reported.
- **Behaviour Insights:** Use data to identify trends, such as frequently triggered behaviours or recurring pupils requiring support.

### Targeted Support and Training

- Staff will receive **regular training** on behaviour management, recognizing when the On-Call system should be activated, and supporting pupils with behavioural challenges.
- Provide **tailored training** for staff on managing challenging behaviour and de-escalation techniques.
- Targeted training for staff who under use/over use the on call system.
- Offer targeted **interventions for pupils**, including mentoring, counselling, or specialized behaviour programs.

### System Review

- Regularly review the system's effectiveness, gather feedback from staff, and make necessary adjustments to improve outcomes.
- Adjustments to the rota or procedures will be made as needed to ensure smooth operation and effective behaviour management.

### Summary:

The On-Call system is designed to be a **last resort** after classroom management strategies have been exhausted and when a pupil's behaviour reaches a "**Level 3**" **behaviour threshold**. It ensures a consistent, safe, and supportive approach for all students, while providing senior leaders the ability to respond swiftly and appropriately to serious behavioural issues to protect the safety and well-being of everyone involved.

## Appendix 4: The Wavendon Gate Way



# The Wavendon Gate Way Pupil Behaviour Curriculum 2024/25

## **Contents:**

- 3. Introduction**
- 5. Behaviour Curriculum Content**
- 6. General Behaviour**
- 5. Remembering Manners**
- 7. Entering the School**
- 7. Movement around School – FANTastic Walking**
- 8. Classroom Routines**
- 8. FANTastic Listening**
- 8. Completing work in Books**
- 9. Lining Up**
- 9. Assembly**
- 9. End of day Routines/Exiting the Classroom**
- 10. Playground Behaviour**
- 25. Behaviour on the Field**
- 10. Lunch in the Hall/Class**
- 10. Attendance and Punctuality**
- 11. School Uniform**
- 11. Jewellery**
- 11. PE Kit**
- 11. Behaviour Outside of School**

## **Introduction**

At Wavendon Gate School we endeavour to develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are kind, honest, polite, respectful and courteous. We believe that as pupils practise these behaviours over time, those routines become habits that positively shape how they feel about themselves and how other people perceive them.

## **Teaching the 'Wavendon Gate Way' curriculum**

As we return each September, the behaviour curriculum is taught explicitly alongside the National Curriculum. The 'Wavendon Gate Way' is taught to pupils, so that they understand what is expected and encouraged and what is prohibited. It defines the expected behaviours in school, rather than only a list of forbidden behaviours. Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Wavendon Gate Way' is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based including regular quizzing to check and strengthen retention. Teachers will also model these behaviours and ensure pupils have many opportunities to practise especially at the start of a new academic year or after prolonged break from school routines. Behaviours can be taught in the classroom but must be reinforced in different locations and times throughout the school. It is expected that all pupils will know the content of the behaviour curriculum and be able to act upon it. Behaviour focuses will be recognised during Key Stage assemblies across the year. These opportunities will be used to highlight positive habits.

When a pupil or group of pupils is displaying the correct behaviour, positive rewards should be used to reinforce the action. Equally verbal reminders or consequences should be applied to those who are not demonstrating the 'Wavendon Gate Way'. Both are important and necessary to support whole school culture.

A1	A2	Sp1	Sp2	Su1	Su2
<p>Explicit teaching of WG Way in class and through whole school assemblies, class assemblies and modelling</p> <p>Whole school focus: General Behaviour, the FANTastics, Lining up, Assembly</p>	<p>Ongoing revision and modelling of content</p> <p>Whole school focus: Entering School, End of day routines/exiting the classroom</p>	<p>Ongoing revision and modelling of content</p> <p>Whole school focus: Manners, Attendance and punctuality, School uniform</p>	<p>Ongoing revision and modelling of content</p> <p>Whole school focus: Classroom routines, Completing work</p>	<p>Ongoing revision and modelling of content</p> <p>Whole school focus: Lunchtime, Playtime behaviour:</p>	<p>Longer term recap of Wavendon Gate Way</p> <p>Whole school focus: Behaviour outside of school</p>

The process for teaching behaviour explicitly is as follows -

1. Identify the routines you want to see
2. Communicate in detail your expectations
3. Practise the routines until everyone can do them
4. Reinforce, maintain and patrol the routines constantly

Although there will be particular focuses throughout the year, It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach unimpeded. Equally, it is important that staff can be seen modelling these desired behaviours so that pupils have the opportunities to see that the principles matter to everyone.

## Adaptations

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching the curriculum. Any reasonable adjustments are permitted but the SENCo should be made aware in advance.



# Behaviour Curriculum Content

3 behaviour principles underpin the 'Wavendon Gate Way'. Below are our 3 Rs and included are some examples.

Respectful	Responsible	Ready (to learn)
<ul style="list-style-type: none"> <li>• <b>Please and Thank You</b></li> <li>• <b>Holding doors</b></li> <li>• <b>Giving way at bottlenecks</b></li> <li>• <b>Talking kindly to others</b></li> <li>• <b>Greeting one another</b></li> <li>• <b>Look after the property of others</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Completing work on time</b></li> <li>• <b>Bringing equipment to school</b></li> <li>• <b>Keeping your workspace and classroom tidy</b></li> <li>• <b>Accepting responsibility for your actions</b></li> <li>• <b>Saying sorry when you make a mistake</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being in the right place at the right time</b></li> <li>• <b>Sitting silently</b></li> <li>• <b>Listening carefully</b></li> <li>• <b>Giving the speaker 100% of your attention</b></li> <li>• <b>Working hard and on task</b></li> </ul>

## General Behaviour

- Teach the 3 behaviour principles in school (the 3 Rs).
- Model respecting someone, showing regard for their abilities and worth, valuing their feelings and their views (even if you don't necessarily agree with them), accepting them on an equal basis and giving them the same consideration you would expect for yourself.
- Know that being responsible means being able to be trusted to do the right thing without supervision.
- Know that being ready means being prepared for the next action or instruction.
- Know some examples of these 3 principles (how do you show respect, responsibility, readiness).
- Know that the 'Wavendon Gate Way' curriculum must be followed at all times.
- 
- Know that all pupils follow the 'Wavendon Gate Way' curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.
- Know that all actions have consequences. For both positive and negative examples.
- Know that 'Positive Points' are earned by members of the class for particularly good work/behaviour or demonstrating a school value.
- Know that pupils who do not follow school rules will have a consequence for this.

## Remembering Manners

- Know that you should always say '**please**' when you are asking for something.
- Know that you should always say '**thank you**' when you receive something or someone does something nice for you.
- Know that you should let any waiting adults 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 give **eye contact** to the person you are talking to.
- Know that it is important to show **gratitude** to others by thanking people for what they have done for you.

## Entering School

- Know that we enter the school in a calm orderly fashion
- Know that only 6 pupils should be in the cloakroom at any one time.
- Know that it is polite to greet your teacher or other adults on arrival.
- Know that this is a good opportunity to go to the toilet.
- Know that there are some items that you will need to bring into class with you.
- Know that there will be a task from your teacher awaiting you in the classroom and that you will be expected to attempt it on arrival.

- Know that if you arrive late that we use Fantastic Walking to make sure the learning of other children is not disrupted as people move around school.

## **Around the School - Fantastic Walking**

- Know that we walk around school using **Fantastic Walking**.
- Know that Fantastic walking means -
  - **Facing forwards**
  - **At a steady pace**
  - **Neat single file**
  - **Total silence**
- Know that we use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.
- Know that we walk on the left side of the corridor to avoid collisions.
- Know that it is polite to give way at 'bottlenecks' (narrow passages, single doors, blind corners).
- Know that it is polite and expected that we hold doors for others.
- Know that, due to travelling in silence, pupils can be taught to sign 'hello', 'thank you', 'good morning' and 'good afternoon'.

## **Classroom routines**

- Know the order that you always line up in silence.
- Know the routine for entering the classroom and getting ready to work.
- Know where you sit in class during lessons (including 'carpet places').
- Know the routine for handing out exercise books in the classroom.
- Know that you should only go to the toilet at playtime or lunchtime or if you are ill during lessons.
- Know to get equipment out ready for the lesson and to look after it.
- Know that any deliberate damage to school equipment will incur a consequence.
- Know how to put your hand up to answer a question or participate in discussion.
- Know that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.
- Know that when you want help you raise your hand and wait quietly unless the teacher has indicated otherwise.

- Know that answers should usually be given in full sentences.

## Fantastic Listening

- Know that we use **Fantastic Listening** in class. This means that we -
  - Face forwards, hands together
  - Always sit up straight
  - Never interrupt
  - Track the speaker
- Know that we all do Fantastic Listening to ensure everybody is able to learn without distractions.
- Know that 'Positive Points' are earned by members of the class for particularly good work or behaviour.
- Know that pupils who do not follow school rules will always have a consequence for this.

## Completing work in books

- Know how to set out work in books according to the Wavendon Gate School Presentation Policy.
- Know that each piece of work needs a date and title and that we underline these using a ruler.
- Know that you must use 'one square, one digit' when writing in maths books.
- Know how to correct mistakes by drawing a straight line through your work.

## Lining up

- Know where your line should start (usually in front of your teacher or an adult).
- Know who you stand in front of and who is behind you when requested to line up alphabetically (EG: fire drill).
- Know that you stand in silence facing forward.
- Know that your line moves through the school using **Fantastic Walking**.
- Know that an adult may request a particular pupil is at the front or the back of the line.

## Assembly

- Know that you must walk around school using **Fantastic Walking**.
- Know that we sit in our year groups in the hall.
- Know that we use **Fantastic Listening** in assemblies.

- Know that we leave assembly using **Fantastic Walking** once dismissed by whoever is leading the assembly.

## **End of the day routine/exiting the classroom**

- Know that they can leave the classroom once they have been dismissed by their teacher/an adult in the room.
- Know that their workspace and classroom should be left tidy.
- Know that only 6 pupils should be in the cloakroom at any one time.
- Know that pupils leaving must stay in a straight line while walking to the playground/gates.
- Know that they must not go home until the teacher has checked that the correct adult is picking them up.
- Know that these procedures are put in place to keep all children safe at home time.
- Know that it is polite to say goodbye to your teacher or other adults on departure.

## **Playground Behaviour**

- Know that you must walk from your classroom to the playground using Fantastic Walking.
- Know that you must play safely without hurting anyone.
- Know that we do not 'play fight' because we may hurt someone by accident.
- Know that you must be **kind**, by including people in your games and sharing equipment.
- Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.
- Know that some outside spaces are prohibited.
- Know that, when the second whistle sounds, you must line up in your lining up order quickly.

## **Lunch Hall/Class**

- Know where you line up for lunchtime when you are called.
- Know where you sit in the dinner hall during lunchtime.
- Know that you should use a quiet voice in the dinner hall.
- Know that you should always try to use a knife and fork correctly (this will be explicitly taught in EYFS and KS1).
- Know that you should leave your dining space clean and tidy ready for the next pupil.
- Know that you should finish what you are eating before wishing to your seat.
- Know that you should ask for permission to leave the hall from a Midday Supervisor or other adult.

- Know how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to Midday Supervisors.

## **Attendance and Punctuality**

- Know that you must try to attend school every day.
- Know that you must try to arrive at school on time every day.
- Know that attending school on time every day is important so that you don't miss important learning.

## **School Uniform**

Know that school uniform consists of –

- Dark trousers, black or grey skirt, grey polo shirt, school sweatshirt and black shoes. Dark shorts can be worn in the warmer weather as can green check dresses. Headscarves should be white or black. Know that all shirts must be tucked in.

## **Jewellery**

- Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.

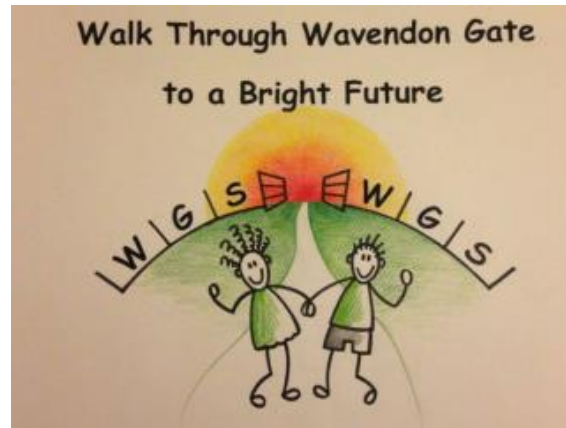
## **PE**

- Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, green T-shirt, trainers for outside. A sweatshirt can also be worn in colder months.

## **Behaviour outside of 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 examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting.
- Know that being considerate means thinking about other people's needs, wishes and feelings

## Appendix 5: The Wavendon Gate Way



# The Wavendon Gate Way



# **Pupil Behaviour Curriculum 2024/25**

## **Adult Behaviour Expectations**

### **Contents:**

- 3. General Behaviour**
- 5. Remembering Manners**
- 7. Entering the School**
- 10. Movement around School**
- 11. Classroom Routines**
- 14. Completing work in Books**
- 16. Lining Up**
- 18. Assembly**
- 20. End of day Routines/Exiting the Classroom**
- 22. Playground Behaviour**
- 25. Behaviour on the Field**
- 28. Lunch in the Hall**
- 32. Wet Play**
- 34. Lunch in Class**

### 38. Attendance and Punctuality

### 39. School Uniform, Jewellery & PE Kit

### 40. Behaviour Outside of School

<b><u>General Behaviour</u></b>	
<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<b>Teach the 3 behaviour principles (the 3 Rs) in school. (both explicitly and discretely)</b>	<ul style="list-style-type: none"><li>● Explicitly teach of the '3Rs'</li><li>● Focused WGW class assemblies</li><li>● Ad hoc recognition of behaviour</li><li>● Ad hoc correction of behaviour</li><li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li></ul>
<b>Models respect someone, you have a good opinion of their character or ideas.</b>	<ul style="list-style-type: none"><li>● Draw attention to the relationship between staff</li><li>● Draw attention to the relationship between peers</li></ul>
<b>Model that being responsible means being able to be trusted to do the right thing without supervision.</b>	<ul style="list-style-type: none"><li>● Draw attention to staff being responsible</li><li>● Draw attention to peers being responsible</li></ul>
<b>Model being ready means being prepared for the next action or instruction.</b>	<ul style="list-style-type: none"><li>● Draw attention to staff being ready</li><li>● Draw attention to peers being ready</li></ul>

<b>Uphold the 'Wavendon Gate Way' curriculum at all times.</b>	<ul style="list-style-type: none"> <li>● Model the 'Wavendon Gate Way' around school</li> <li>● Challenge anyone who is not adhering to the WGW</li> </ul>
<b>Teach explicitly that actions have consequences.</b>	<ul style="list-style-type: none"> <li>● Follow through with rewards and sanctions</li> </ul>
<b>Use positive rewards to recognise particularly good work or behaviour.</b>	<ul style="list-style-type: none"> <li>● Give out Positive Points or praise when you observe a pupil following the WGW</li> <li>● Send postcards home to reinforce the behaviour of pupil following the WGW</li> </ul>
<b>Ensure that pupils who do not follow school rules will have a consequence for this</b>	<ul style="list-style-type: none"> <li>● Ensure that pupils spend Breaktime/Lunchtime with a member of SLT if they have a Level 2 or 3</li> <li>● Make meaningful alterations that work towards ensuring that the same behaviour is less likely in the future</li> <li>● Follow behaviour plans thoroughly</li> </ul>
<b>Ensure that pupils know that they do not bring in toys or other items from home unless instructed to by their class teacher.</b>	<ul style="list-style-type: none"> <li>● Reminders for those who do</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Be deliberately disrespectful to each other or to adults</li> <li>● Not look after their belongings and the property of the school</li> <li>● Waste learning time for themselves or others</li> <li>● Bring banned items to school</li> </ul>	<ul style="list-style-type: none"> <li>● Model the 3 R's to each other and the pupils as good role models</li> <li>● Seek out opportunities to build relationships with students</li> <li>● Give both positive and negative consequences where necessary</li> <li>● Sanction and report misbehaviours appropriately</li> <li>● follow through with consequences</li> <li>●</li> </ul>

## Remembering Manners

<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<b>Teach pupils that you should always say 'please' when you are asking for something.</b>	<ul style="list-style-type: none"> <li>● Model the use of please with pupils and staff</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Demand 'please' for any requests made by pupils (eg: please can I get a drink)</li> </ul>
<b>Teach pupils that you should always say 'thank you' when you receive something or someone does something for you. Show gratitude.</b>	<ul style="list-style-type: none"> <li>● Explicitly teach the term gratitude</li> <li>● Model the use of thank you with pupils and staff</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Demand 'thank you' for any interactions where pupils receive something or someone does something for them</li> </ul>
<b>Teach pupils that you should let any waiting adults through a doorway before walking through yourself.</b>	<ul style="list-style-type: none"> <li>● Model giving way to a pupil or class at a doorway/junction</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards as consequences</li> </ul>

<p><b>Teach pupils that you should say 'Good morning/afternoon' to adults if spoken to.</b></p>	<ul style="list-style-type: none"> <li>● Model the use of good morning and good afternoon with pupils and staff across the school</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards as consequences</li> </ul>
<p><b>Teach pupils that it is polite to give eye contact to the person you are talking to.</b></p>	<ul style="list-style-type: none"> <li>● Model the use of good eye contact with pupils and staff across the school</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards as consequences</li> </ul>
<p><b>Pupil Expectation - you will not</b></p>	<p><b>Staff Expectation</b></p>
<ul style="list-style-type: none"> <li>● Forget to use manners when speaking to each other or adults</li> <li>● Be deliberately disrespectful to each other or to adults</li> <li>● push past adults or each other in doorways</li> </ul>	<ul style="list-style-type: none"> <li>● Model good manners with each other and the pupils</li> <li>● Staff greet pupils with a smile and a "good morning/good afternoon"</li> <li>● Seek out opportunities to build relationships with students</li> <li>● Give both positive and negative consequences where necessary</li> <li>● Sanction and report misbehaviours appropriately</li> <li>● follow through with consequences</li> </ul>

## Entering the School Building

Pupil Expectation - you will	Staff Delivery
<p><b>Teach pupils to enter the school in a calm orderly fashion</b></p>	<ul style="list-style-type: none"> <li>● Model entering the school calmly to the class</li> <li>● When an adult is present, ensure that pupils are calm when they enter the building</li> <li>● Demand that pupils enter the school sensibly (walking, in silence)</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use sanctions and rewards as consequences</li> <li>● Make meaningful alterations that work towards ensuring that the same behaviour is less likely in the future</li> <li>● Send out anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that only 6 pupils should be in the cloakroom at any one time.</b></p>	<ul style="list-style-type: none"> <li>● Model 6 pupils using the cloakroom at once</li> <li>● Explain why this is a rule (space)</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Monitor the use of the cloakroom at busy times (eg: coming in from/going out to the playground, end of day)</li> </ul>

	<ul style="list-style-type: none"> <li>● When dismissing the class, control the flow of pupils into the cloakroom by releasing a table at a time</li> <li>● Send any pupil who exceeds the 6 pupil rule to the back of the line</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use sanctions and rewards as consequences</li> <li>● Make meaningful alterations that work towards ensuring that the same behaviour is less likely in the future</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that it is polite to greet your teacher or other adults on arrival.</b></p>	<ul style="list-style-type: none"> <li>● Greet your pupils on arrival</li> <li>● Ask them about their evening/weekend/clubs</li> <li>● Model greeting other staff when they enter the classroom</li> <li>● Draw attention to good role models</li> </ul>
<p><b>Teach pupils that there are some items that they will need to bring into class with them.</b></p>	<ul style="list-style-type: none"> <li>● Explain and model to pupils items that they may take home but will need to bring into the classroom in the morning</li> <li>● Have a space for these items to live in the classroom</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Pay attention to repeat offenders or pupils who consistently go to avoid learning</li> </ul>
<p><b>Teach the pupils that there will be a task from their teacher awaiting them in the classroom and that they will be expected to attempt it on arrival.</b></p>	<ul style="list-style-type: none"> <li>● Set up an early work task – ensuring that it can be assessed by all pupils</li> <li>● Implement a routine that allows all pupils to know what is expected each morning (eg: work on whiteboards/complete a worksheet/respond to marking)</li> <li>● Direct pupils to the learning</li> <li>● Demand participation</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use sanctions and rewards as consequences</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that if you arrive late that we use FANTastic Walking to make sure the learning of other children is not disrupted as people move around school.</b></p>	<ul style="list-style-type: none"> <li>● See FANTastic Walking</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Make physical contact with another pupil</li> <li>● Use loud voices inside</li> <li>● Disorganised, rowdy lines</li> <li>● Disorganised, rowdy reentry to the school building</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure pupils know which entrance they must use</li> <li>● Staff open the doors to the school building at 8:30am (could be earlier in extreme weather conditions).</li> <li>● Staff on the doors greet pupils on arrival with a smile and a “good morning”.</li> </ul>



## Movement Around the School

<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<p><b>Model walking around school using FANTastic Walking.</b></p> <ul style="list-style-type: none"> <li>• Facing forwards</li> <li>• At a steady pace</li> <li>• Neat single file</li> <li>• Total silence</li> </ul>	<ul style="list-style-type: none"> <li>● Model FANTastic Walking whenever moving around school</li> <li>● Praise pupils and staff for their FANTastic Walking</li> <li>● Challenge pupils and staff who are not FANTastic Walking</li> <li>● Demand that pupils and staff go back to the last door they came through and return with FANTastic Walking</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Model Fantastic Walking keeping everyone safe in school</b></p>	<ul style="list-style-type: none"> <li>● Model keeping to the left hand side, holding doors and giving way/ waiting for others</li> <li>●</li> </ul>
<p><b>Model Fantastic Walking not disrupted as people move around school.</b></p>	<ul style="list-style-type: none"> <li>● Avoid conversations in corridors</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Make physical contact with another pupil</li> <li>● Running indoors</li> <li>● Use loud voices inside</li> </ul>	<ul style="list-style-type: none"> <li>● Dismiss pupils on time</li> </ul>

<ul style="list-style-type: none"> <li>• Disorganised, rowdy lines</li> <li>• Disorganised, rowdy movement around the school building</li> </ul>	<ul style="list-style-type: none"> <li>• Accompany your class to the hall, library etc during lesson time</li> <li>• Uphold the Wavendon Gate Way with praise and reprimand pupils who are not following it as they move around the building - from ANY year group not just your own class pupils</li> <li>• Consider the position of each pupil in your line to minimise disruption</li> </ul>
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### Classroom Routines

Pupil Expectation - you will	Staff Delivery
<p><b>Know that we use FANTastic Listening in class. This means that we -</b></p> <ul style="list-style-type: none"> <li>• <b>Face forwards, hands together</b></li> <li>• <b>Always sit up straight</b></li> <li>• <b>Never interrupt</b></li> <li>• <b>Track the speaker</b></li> </ul>	<ul style="list-style-type: none"> <li>• Model FANTastic Listening to the class when listening to a member of staff or pupil</li> <li>• Be explicit in what you want and what it should look like (eg: tracking the speaker constantly not just when you draw attention to it)</li> <li>• Focused WGW class assemblies</li> <li>• Ad hoc recognition of behaviour</li> <li>• Ad hoc correction of behaviour</li> <li>• Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>• Draw attention to good role models</li> <li>• Use whole class and individual reminders</li> <li>• Use rewards and sanctions as consequences</li> <li>• Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach the order that you always line up in silence.</b></p>	<ul style="list-style-type: none"> <li>• Practice lining up in register order (eg: ready for fire drill)</li> </ul>

<p><b>Teach the routine for entering the classroom and getting ready to work.</b></p>	<ul style="list-style-type: none"> <li>● Demand that pupils enter the classroom sensibly (walking, in silence)</li> <li>● Send out anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> <li>● Provide early work or instructions for pupils to carry out once they have sat down</li> </ul>
<p><b>Teach pupils where you sit in class during lessons (including 'carpet places').</b></p>	<ul style="list-style-type: none"> <li>● Make pupils aware of their space in the classroom</li> <li>● If seating plans change, remind pupils of the alterations</li> <li>● Enforce pupils sitting in their space/seat at all times unless asked to move</li> </ul>
<p><b>Teach pupils the routine for handing out exercise books in the classroom.</b></p>	<ul style="list-style-type: none"> <li>● Set up a system for distributing books/resources in your classroom</li> <li>● Ensure all pupils know the system you use in your classroom</li> <li>● Model books being handed out (not thrown)</li> <li>● Draw attention to good role models staff and pupils</li> </ul>
<p><b>Teach pupils that they should only go to the toilet at playtime or lunchtime or if you are ill during lessons.</b></p>	<ul style="list-style-type: none"> <li>● Teach pupils when appropriate times to go to the toilet are</li> <li>● Direct pupils to the toilets on the way to Break time or Lunchtime</li> <li>● Remind pupils of when appropriate times to use the toilet are</li> <li>● Pay attention to repeat offenders or pupils who consistently go to avoid learning</li> </ul>
<p><b>Teach pupils to get equipment out ready for the lesson and to look after it.</b></p>	<ul style="list-style-type: none"> <li>● Model being organised and ready</li> <li>● Model keeping workspaces tidy/cleaning up after an activity</li> </ul>
<p><b>Teach pupils that any deliberate damage to school equipment will incur a consequence.</b></p>	<ul style="list-style-type: none"> <li>● Explain the natural consequences of losing than item for everyone</li> <li>● Focused WGW class assemblies</li> </ul>

	<ul style="list-style-type: none"> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Follow through with sanctions</li> </ul>
<b>Teach pupils how to put their hand up to answer a question or participate in discussion.</b>	<ul style="list-style-type: none"> <li>● If using hands up to answer, only respond to those pupils who put up their hands</li> <li>● Correct the behaviour of those who call out</li> <li>● Use rewards and sanctions as consequences</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<b>Teach pupils that it is important to speak loudly and clearly in class when sharing answers so that everyone can hear.</b>	<ul style="list-style-type: none"> <li>● Model a 'classroom voice'</li> <li>● Draw attention to good role models</li> <li>● Use rewards as consequences</li> </ul>
<b>Teach pupils that when you want help you raise your hand and wait quietly unless the teacher has indicated otherwise.</b>	<ul style="list-style-type: none"> <li>● Model asking for help</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards as consequences</li> </ul>
<b>Know that answers should usually be given in full sentences.</b>	<ul style="list-style-type: none"> <li>● Model speaking in full sentences with pupils as adults</li> <li>● Support the use of answering in full sentences y using stem sentences</li> <li>● Demand that questions are answered using full sentences correcting those who do not</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● ignoring the Wavendon Gate Way</li> <li>● Refusing to follow adult instruction</li> <li>● Use loud voices</li> <li>● Sitting in the wrong seat</li> <li>● Leaving the classroom</li> <li>● Wandering around the classroom</li> <li>● Shouting out</li> </ul>	<ul style="list-style-type: none"> <li>● Dismiss pupils on time</li> <li>● Uphold the Wavendon Gate Way with praise and reprimand pupils who are not following it</li> <li>● Consider the seating position of each pupil in your class to minimise disruption</li> </ul>

## Completing work in books

<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<ul style="list-style-type: none"> <li>● Know how to set out work in books according to the Wavendon Gate School Presentation Policy.</li> </ul>	<ul style="list-style-type: none"> <li>● Model how to set out work under a visualizer for all pupils to see               <ul style="list-style-type: none"> <li>● Be explicit in what you want and what it should look like</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Know that each piece of work needs a date and title.</li> </ul>	<ul style="list-style-type: none"> <li>● Model how to set out work under a visualizer for all pupils to see               <ul style="list-style-type: none"> <li>● Be explicit in what you want and what it should look like</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> </ul>
<ul style="list-style-type: none"> <li>● Know that you must use 'one square, one digit' when writing in maths books.</li> </ul>	<ul style="list-style-type: none"> <li>● Model how to set out work under a visualizer for all pupils to see</li> <li>● Be explicit in what you want and what it should look like</li> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> </ul>
<ul style="list-style-type: none"> <li>● Know how to underline titles using a ruler.</li> </ul>	<ul style="list-style-type: none"> <li>● Model how to set out work under a visualizer for all pupils to see</li> <li>● Be explicit in what you want and what it should look like</li> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> </ul>
<ul style="list-style-type: none"> <li>● Know how to correct mistakes by drawing a straight line through your work.</li> </ul>	<ul style="list-style-type: none"> <li>● Model how to set out work under a visualizer for all pupils to see</li> <li>● Be explicit in what you want and what it should look like</li> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> </ul>

Pupil Expectation - you will not	Staff Expectation
<ul style="list-style-type: none"> <li>● Graffiti books</li> </ul>	<ul style="list-style-type: none"> <li>● Provide pupils with appropriate resources</li> <li>● Hld high expectations for presentation</li> <li>● Look after pupil books when they are in your possession</li> </ul>

### Lining up

Pupil Expectation - you will	Staff Delivery
<p><b>Know where your line should start (usually in front of your teacher or an adult).</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching where your class should line up (outside of the classroom, on the playground, on the field)</li> <li>● On the whistle, meet your class at your designated location</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils who they stand in front of and who is behind them when requested to line up alphabetically (EG: fire drill)</b></p>	<ul style="list-style-type: none"> <li>● Practice lining up in register order</li> </ul>
<p><b>Teach pupils to stand in silence facing forward.</b></p>	<ul style="list-style-type: none"> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>

<p><b>Teach pupils that their line moves through the school using Fantastic Walking.</b></p>	<ul style="list-style-type: none"> <li>● See FANTastic Walking</li> <li>● demand that pupils do not disturb others when moving between rooms</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that an adult may request a particular pupil is at the front or the back of the line.</b></p>	<ul style="list-style-type: none"> <li>● Model selecting a particular pupil to lead the line/be at the back</li> <li>● Expect that the order of the line is consistent</li> </ul>
<p><b>Pupil Expectation - you will not</b></p>	<p><b>Staff Expectation</b></p>
<ul style="list-style-type: none"> <li>● Standing in the wrong line</li> <li>● Make physical contact with another pupil including pushing in</li> <li>● Disorganised, rowdy lines</li> <li>● Disorganised, rowdy reentry to the school building</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive at duty points promptly</li> <li>● proactively monitor the field in your area</li> <li>● ensure that pupils play games in a safe manner</li> <li>● Ensure that games are inclusive</li> <li>● Seek out opportunities to build relationships with students</li> <li>● Sanction and report misbehaviours appropriately</li> </ul>



## Assembly

Pupil Expectation - you will	Staff Delivery
<p><b>Teach pupils that Know that you must walk around school using Fantastic Walking.</b></p>	<ul style="list-style-type: none"> <li>● See FANTastic walking</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that we sit in our year groups in the hall.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teach pupils where there year group sits within the hall at assembly time</li> <li>● Demand that the pupils sit where they have been allocated to do so</li> <li>● Pupils arrive and stand in line. They sit once the teacher has signalled to do so.</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<p><b>Teach pupils that we use Fantastic Listening in assemblies.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teach pupils how to behave and engage with assemblies</li> <li>● Consider seating arrangements (who might be sat together)</li> </ul>

	<ul style="list-style-type: none"> <li>● Watch your class rather than the assembly</li> <li>● Remove/reprimand pupils who are not behaving in an appropriate manner</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Make meaningful alterations that work towards ensuring that the same behaviour is less likely in the future</li> <li>● Use rewards and sanctions as consequences</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that we leave assembly using Fantastic Walking once dismissed by whoever is leading the assembly.</b></p>	<ul style="list-style-type: none"> <li>● See FANTastic Walking</li> <li>● Monitor behaviour as pupils leave</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● sit class back down if they are not leaving in an appropriate fashion</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Pupil Expectation - you will not</b></p>	<p><b>Staff Expectation</b></p>
<ul style="list-style-type: none"> <li>● Talking in assembly</li> <li>● Pupils not sitting on the floor with their class/teacher</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure that the correct tone has been set prior to entering the hall</li> <li>● Lead the class into the hall</li> <li>● Consider the seating arrangement of your pupils and intervene if combinations of pupil sitting together may interfere with the assembly prior to it starting</li> <li>● Ensure that pupils sit in the correct allocated area</li> <li>● Uphold the Wavendon Gate Way with praise and reprimand pupils who are not following during the assembly - from ANY year group not just your own class pupils</li> </ul>

## End of the day routine/Exiting the classroom

Pupil Expectation - you will	Staff Delivery
<p><b>Teach pupils that they can leave the classroom once they have been dismissed by their teacher/an adult in the room.</b></p>	<ul style="list-style-type: none"> <li>● Dismiss pupils in a clear manner either individually or by group</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Pay attention to repeat offenders or pupils who consistently go to avoid learning</li> <li>● Use sanctions and rewards as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> </ul>
<p><b>Teach pupils that their workspace and classroom should be left tidy.</b></p>	<ul style="list-style-type: none"> <li>● Model keeping workspaces tidy</li> <li>● Explicitly teach pupils why it is important to be responsible for their classroom</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Develop pride within the classroom</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<b>Teach pupils that they must stay in a straight line while walking to the playground/gates</b>	<ul style="list-style-type: none"> <li>● See FANtastic Walking</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<b>Teach pupils that they must not go home until the teacher has checked that the correct adult is picking them up.</b>	<ul style="list-style-type: none"> <li>● Explicitly teach pupils why this is important (safeguarding)</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an ‘incident’ of behaviour to frame a behaviour principle for an individual of class</li> <li>● Retain pupils until the correct adult has arrived</li> <li>● If no adult arrives, accompany the pupil to see a learning mentor</li> </ul>
<b>Teach pupils that it is polite to say goodbye their teacher or other adults on departure.</b>	<ul style="list-style-type: none"> <li>● Model the use of goodbye with pupils and staff across the school</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards as consequences</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Attempt to exit through the incorrect door</li> <li>● Make physical contact with other students such as pushing, on the way out of the building</li> <li>● Use mobile phones until you have left the school building</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure pupils know which exit they must use</li> <li>● Dismiss students from the classroom/school building in an orderly manner</li> <li>● Staff on the doors greet pupils on arrival with a smile and a “good morning”.</li> </ul>

## Playground Behaviour

Pupil Expectation - you will	Staff Delivery
<p><b>Teach pupils that they must walk from your classroom to the playground using Fantastic Walking.</b></p>	<ul style="list-style-type: none"> <li>● See FANTastic Walking</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that they must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teach why 'Rough Play' is dangerous</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Pay attention to repeat offenders and consider how you can help them to avoid the same scenario in the future</li> <li>● Make meaningful alterations that work towards ensuring that the same behaviour is less likely in the future</li> <li>● Record all instances within your mark book</li> </ul>

	<ul style="list-style-type: none"> <li>● Ensure that pupils spend Breaktime/Lunchtime with a member of SLT if they have a red</li> </ul>
<b>Teach pupils that you must be kind, by including people in your games and sharing equipment.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching around kindness (School Value), sharing and being inclusive</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> </ul>
<b>Teach pupils that if they cannot resolve a conflict passively they may need support from an adult.</b>	<ul style="list-style-type: none"> <li>● Staff on duty are outside and available</li> <li>● Allow all pupils to air their views and gather the opinions of all parties</li> </ul>
<b>Teach pupils that some outside spaces are prohibited.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching which areas are prohibited (wooded areas, behind the container, re-entering the building without permission )</li> <li>● Explicitly teaching that we do not climb trees, walls or fences</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<b>Teach pupils that, when called, you must line up in your lining up order quickly.</b>	<ul style="list-style-type: none"> <li>● See Lining up</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<b>Teach pupils to report first aid incidents to a member of staff on duty.</b>	<ul style="list-style-type: none"> <li>● Staff on duty are outside and available</li> <li>● Staff on duty carry first aid kit</li> </ul>

<p><b>Teach pupils that they should only re-enter the school building if they have an adult's permission to do so.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching that you must ask permission to re-enter the school</li> <li>● Explicitly teaching that you would only re-enter to go to the toilet or to get a coat or jumper</li> <li>● Focused WGW class assemblies</li> </ul>
<p><b>Teach all pupils that the first whistle signals the end of playtime.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching that you must stand still on the first whistle</li> <li>● Teaching that you should then follow instructions to be ready for lessons (See <b>Lining Up</b> and <b>Entering the School Building</b>)</li> </ul>
<p><b>Pupil Expectation - you will not</b></p>	<p><b>Staff Expectation</b></p>
<ul style="list-style-type: none"> <li>● Inappropriate games</li> <li>● Fighting</li> <li>● Continue games when it is time to come in</li> <li>● fail to follow adult instructions</li> <li>● Disorganised, rowdy lines</li> <li>● Disorganised, rowdy reentry to the school building</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive at duty points promptly</li> <li>● proactively monitor the field in your area</li> <li>● ensure that pupils play games in a safe manner</li> <li>● Ensure that games are inclusive</li> <li>● Seek out opportunities to build relationships with students</li> <li>● Sanction and report misbehaviours appropriately</li> </ul>

## Behaviour on the Field

Pupil Expectation - you will	Staff Delivery
<p><b>Teach pupils that they must walk from your classroom to the playground using Fantastic Walking.</b></p>	<ul style="list-style-type: none"> <li>● See FANTastic Walking</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that they must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teach why 'Rough Play' is dangerous</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Pay attention to repeat offenders and consider how you can help them to avoid the same scenario in the future</li> <li>● Make meaningful alterations that work towards ensuring that the same behaviour is less likely in the future</li> <li>● Record all instances within your mark book</li> </ul>



	<ul style="list-style-type: none"> <li>● Ensure that pupils spend Breaktime/Lunchtime with a member of SLT if they have a red</li> </ul>
<b>Teach pupils that you must be kind, by including people in your games and sharing equipment.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching around kindness (School Value), sharing and being inclusive</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> </ul>
<b>Teach pupils that if they cannot resolve a conflict passively they may need support from an adult.</b>	<ul style="list-style-type: none"> <li>● Staff on duty are outside and available</li> <li>● Allow all pupils to air their views and gather the opinions of all parties</li> </ul>
<b>Teach pupils that some outside spaces are prohibited.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching which areas are prohibited (wooded areas, behind the container, re-entering the building without permission )</li> <li>● Explicitly teaching that we do not climb trees, walls or fences</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<b>Teach pupils that, when called, you must line up in your lining up order quickly.</b>	<ul style="list-style-type: none"> <li>● See Lining up</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<b>Teach pupils to report first aid incidents to a member of staff on duty.</b>	<ul style="list-style-type: none"> <li>● Staff on duty are outside and available</li> <li>● Staff on duty carry first aid kit</li> </ul>

<p><b>Teach pupils that they should only re-enter the school building if they have an adult's permission to do so.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching that you must ask permission to re-enter the school</li> <li>● Explicitly teaching that you would only re-enter to go to the toilet or to get a coat or jumper</li> <li>● Focused WGW class assemblies</li> </ul>
<p><b>Teach all pupils that the first whistle signals the end of playtime.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching that you must stand still on the first whistle</li> <li>● Teaching that you should then follow instructions to be ready for lessons (See <b>Lining Up</b> and <b>Entering the School Building</b>)</li> </ul>
<p><b>Pupil Expectation - you will not</b></p>	<p><b>Staff Expectation</b></p>
<ul style="list-style-type: none"> <li>● Inappropriate games</li> <li>● Fighting</li> <li>● Disorganised, rowdy lines</li> <li>● Disorganised, rowdy reentry to the school building</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive at duty points promptly</li> <li>● proactively monitor the field in your area</li> <li>● ensure that pupils play games in a safe manner</li> <li>● Ensure that games are inclusive</li> <li>● Seek out opportunities to build relationships with students</li> <li>● Sanction and report misbehaviours appropriately</li> </ul>

## Lunch in the Hall

<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<b>Teach pupils where you line up for lunch when they are called.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching where your class should line up (outside of the classroom, on the playground, on the field)</li> <li>● On the whistle, meet your class at your designated location</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> <li>● (See <b>Lining Up</b>)</li> </ul>
<b>Teach pupils where to sit in the dinner hall during lunchtime.</b>	<ul style="list-style-type: none"> <li>● Introduce pupils to the zones within the lunch hall</li> <li>● Encourage pupils not to leave single seats between groups</li> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<b>Teach pupils that you should use a quiet voice in the dinner hall.</b>	<ul style="list-style-type: none"> <li>● Explicitly teach pupils why this is important</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<b>Teach pupils to always try to use a knife and fork correctly.</b>	<ul style="list-style-type: none"> <li>● Explicitly taught in EYFS and KS1</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<b>Teach pupils that they should leave their dining space clean and tidy ready for the next pupil.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Model how to tidy up</li> <li>● Guide what may have been missed</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<b>Teach pupils that they should finish what they are eating before asking for their seat.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> </ul>

	<ul style="list-style-type: none"> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that they should ask for permission to leave the hall from a Midday Supervisor or other adult.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Always model good manners</li> <li>● Provide sentence stems to support (Please may I...)</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> <li>● (See <b>Remembering Manners</b>)</li> </ul>
<p><b>Teach pupils how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to Midday Supervisors (see Remembering Manners).</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Always model good manners</li> <li>● Provide sentence stems to support (Please may I...)</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> </ul>

	<ul style="list-style-type: none"> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul> <p>(See <b>Remembering Manners</b>)</p>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Wander around the hall</li> <li>● Shout across the hall</li> <li>● Leave your dining space in a mess</li> <li>● Leave the hall without adult permission</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive at duty points promptly</li> <li>● proactively monitor the hall and toilets in your area</li> <li>● Seek out opportunities to build relationships with students</li> <li>● Sanction and report misbehaviours appropriately</li> </ul>

<b><u>Wet Play</u></b>	
<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<b>Ensure that pupils know that a wet play decision may be bad during or after bad weather.</b>	<ul style="list-style-type: none"> <li>● Explicitly teach pupils why this is important (safety)</li> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> </ul>
<b>Teach pupils that they should stay in their own classroom/area</b>	<ul style="list-style-type: none"> <li>● Explicitly teach prior to the first wet play activities that are and are not acceptable</li> <li>● Guide pupils as to where they can sit – instruct them before they have to ask</li> <li>● provide activities that [pupils are already aware of (have been introduced to previously and are kept in a place that the pupils have already encountered</li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage pupils to select a task that they can do during the wet playtime</li> <li>● Using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<b>Leave classroom tidy (also see Lunch in Class)</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Model how to tidy up</li> <li>● Guide what may have been missed</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Pupils outside of their own classroom unless an adult is leading an activity/game in the shared area)</li> <li>● Untidy classrooms at 12:55</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive at duty points promptly</li> <li>● proactively monitor the classroom and toilets in your area</li> <li>● Seek out opportunities to build relationships with students</li> <li>● Sanction and report misbehaviours appropriately</li> </ul>

## Lunch in Class

<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<b>Teach pupils where you sit in the classroom during lunchtime.</b>	<ul style="list-style-type: none"><li>● Guide pupils as to where they should sit in their own space or can sit where they like – instruct them before they have to ask</li><li>● Encourage pupils not to leave single seats between groups</li><li>● Using an ‘incident’ of behaviour to frame a behaviour principle for an individual of class</li><li>● Draw attention to good role models</li><li>● Use whole class and individual reminders</li><li>● Use rewards and sanctions as consequences</li></ul>
<b>Teach pupils that they should use a quiet voice when eating in class.</b>	<ul style="list-style-type: none"><li>● Explicitly teach pupils why this is important</li><li>● Focused WGW class assemblies</li><li>● Model the use of an ‘indoor voice’</li><li>● Ad hoc recognition of behaviour</li></ul>



	<ul style="list-style-type: none"> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> </ul>
<b>Teach pupils that they should always try to use a knife and fork correctly.</b>	<ul style="list-style-type: none"> <li>● Explicitly taught in EYFS and KS1</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> </ul>
<b>Teach pupils that they should leave their dining space clean and tidy ready for the next pupil.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Model how to tidy up</li> <li>● Guide what may have been missed</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<b>Teach pupils that they should finish what they are eating before asking to leave their seat.</b>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> </ul>

	<ul style="list-style-type: none"> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul>
<p><b>Teach pupils that they should ask for permission to leave the hall from an adult.</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Always model good manners</li> <li>● Provide sentences to support (Please may I...)</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> <li>● (See <b>Remembering Manners</b>)</li> </ul>
<p><b>Teach pupils how to use good manners during lunchtime, particularly when receiving food from the school kitchen and talking to an adult (see Remembering Manners).</b></p>	<ul style="list-style-type: none"> <li>● Explicitly teaching around Respect and Courtesy (School Value)</li> <li>● Focused WGW class assemblies</li> <li>● Always model good manners</li> <li>● Provide sentence stems to support (Please may I...)</li> <li>● Ad hoc recognition of behaviour</li> <li>● Ad hoc correction of behaviour</li> <li>● using an 'incident' of behaviour to frame a behaviour principle for an individual of class</li> <li>● Draw attention to good role models</li> <li>● Use whole class and individual reminders</li> </ul>

	<ul style="list-style-type: none"> <li>● Use rewards and sanctions as consequences</li> <li>● Call back anyone who does not get it right first time for 'another go'</li> <li>● Provide the opportunity for persistent offender to practice with you during their time – follow through</li> </ul> <p>(See <b>Remembering Manners</b>)</p>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Wander around the classroom</li> <li>● Shout across the classroom</li> <li>● Leave your dining space in a mess</li> <li>● Leave the classroom without adult permission</li> </ul>	<ul style="list-style-type: none"> <li>● Arrive at duty points promptly</li> <li>● proactively monitor the classroom and toilets in your area</li> <li>● Seek out opportunities to build relationships with students</li> <li>● Sanction and report misbehaviours appropriately</li> </ul>

<b><u>Attendance and Punctuality</u></b>	
<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
Know that you must try to attend school every day.	<ul style="list-style-type: none"> <li>● Praise for those who receive attendance awards</li> <li>● Ad hoc discussions about how learning links to prior learning and that being in school every day supports this</li> </ul>
Know that you must try to arrive at school on time every day.	<ul style="list-style-type: none"> <li>● Ad hoc discussions about how being on time (or not) impacts upon others/yourself in school and in life.</li> </ul>
Know that attending school on time every day is important so that you don't miss important learning.	<ul style="list-style-type: none"> <li>● Praise for those who receive attendance awards</li> </ul>

	<ul style="list-style-type: none"> <li>● Ad hoc discussions about how learning links to prior learning and that being in school every day supports this</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Arrive late</li> <li>● Loiter or avoid coming into the building or classroom once on site.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff are manning the gates, ensuring they are open at 8:25am for pupils to access the site.</li> <li>● Staff on the gates greet pupils on arrival with a smile and a “good morning”.</li> <li>● Staff open the doors to the school building at 8:30am (could be earlier in extreme weather conditions).</li> <li>● Staff on the doors greet pupils on arrival with a smile and a “good morning”.</li> </ul>

<b><u>School Uniform</u></b>	
<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<ul style="list-style-type: none"> <li>● Know that school uniform consists of:</li> <li>● Dark trousers, black or grey skirt, grey polo shirt, school sweatshirt and black shoes. Dark shorts can be worn in the warmer weather as can green check dresses. Headscarves should be white or black. Know that all shirts must be tucked in.</li> </ul>	<ul style="list-style-type: none"> <li>● Remind pupils why we have a uniform</li> <li>● Challenge those who are not in correct uniform</li> <li>● Record persistent offenders on Class Charts so that a follow up with parents can be arranged</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>

<ul style="list-style-type: none"> <li>Attend school wearing inappropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>Staff should wear appropriate PE kit on PE days when participating in the lesson (see Staff Dress Code Policy).</li> </ul>
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### Jewellery

Pupil Expectation - you will	Staff Delivery
<ul style="list-style-type: none"> <li>Know that, on health and safety grounds, we do not allow pupils to wear jewellery in school except for earring studs in pierced ears, small objects of religious significance and a watch.</li> </ul>	<ul style="list-style-type: none"> <li>Remind pupils why we have a jewellery policy</li> <li>Challenge those who are not in correct uniform</li> <li>Record persistent offenders on Class Charts so that a follow up with parents can be arranged</li> </ul>
Pupil Expectation - you will not	Staff Expectation
<ul style="list-style-type: none"> <li>Pupils will not be seen wearing jewellery that is not appropriate for school.</li> </ul>	<ul style="list-style-type: none"> <li>Staff should wear appropriate PE kit on PE days when participating in the lesson (see Staff Dress Code Policy).</li> </ul>

### PE Kit

Pupil Expectation - you will	Staff Delivery
<ul style="list-style-type: none"> <li>Know that, for PE, pupils must wear black shorts or black tracksuit bottoms, green T-shirt, trainers for outside. A sweatshirt can also be worn in colder months.</li> </ul>	<ul style="list-style-type: none"> <li>Remind pupils why we have a uniform</li> <li>Challenge those who are not in correct uniform</li> <li>Record persistent offenders on Class Charts so that a follow up with parents can be arranged</li> </ul>
Pupil Expectation - you will not	Staff Expectation

<ul style="list-style-type: none"> <li>Attend school wearing inappropriate clothing on PE days.</li> </ul>	<ul style="list-style-type: none"> <li>Staff should wear appropriate PE kit on PE days when participating in the lesson (see Staff Dress Code Policy).</li> </ul>
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<b><u>Behaviour outside of school</u></b>	
<b>Pupil Expectation - you will</b>	<b>Staff Delivery</b>
<ul style="list-style-type: none"> <li>Know that when you are wearing your school uniform you are representing the school community and must always behave responsibly and respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>Focused WGW class assemblies</li> <li>Focused class discussions about what reputation means</li> </ul>
<ul style="list-style-type: none"> <li>Know that you should be considerate of other people arriving and leaving school.</li> </ul>	<ul style="list-style-type: none"> <li>Focused WGW class assemblies</li> <li>Focused class discussions about what reputation means</li> </ul>

<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Focused WGW class assemblies</li> <li>● Focused class discussions about what reputation means</li> </ul>
<ul style="list-style-type: none"> <li>● Know that being considerate means thinking about other people's needs, wishes and feelings</li> </ul>	<ul style="list-style-type: none"> <li>● Focused WGW class assemblies</li> <li>● Focused class discussions about what reputation means</li> </ul>
<b>Pupil Expectation - you will not</b>	<b>Staff Expectation</b>
<ul style="list-style-type: none"> <li>● Be rude or inconsiderate to members of the public on school trips and to and from school</li> </ul>	<ul style="list-style-type: none"> <li>● Staff will conduct themselves in a professional manner in accordance with the terms of their contract.</li> </ul>