



# Wakefield Grammar Pre-Preparatory School

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**VALIDITY – Policies should be accessed via the Foundation intranet to ensure the current version is used.**

## CHANGE RECORD - REVIEW PERIOD ANNUALLY

<b>Version</b>	<b>Date</b>	<b>Change details</b>
V1.01	Feb 2022	Updated, Emma Gill, WGPPS Head
V1.02	Sept 2022	Updated, Emma Gill, WGPPS Head. Reviewed LB and JT
V1.03	Aug 2023	Updated, Emma Gill, WGPPS Head. Reviewed LB and JT
V1.04	Jan 2024  Jan 2025	Updated, Emma Gill, WGPPS Head. Reviewed LB and JT  Note that this policy review will be extended by 1 term to align with WGHS and QEGS Behaviour policy reviews and the WGSF Exclusion Policy review.

To be published on the following:

<b>Staff shared</b>	<b>X</b>	<b>School website</b>	<b>X</b>
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## WGPPS Behaviour Policy

### 1. Statement of Intent

Our policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play, safely and to encourage the involvement of parents/carers in the development of their child.

We have created our own bespoke behaviour curriculum which allows us to respond to the needs of our children using child friendly and consistent language.

The full behaviour curriculum and the visuals used in school to support this are available in Appendix 1 and 2.

**At Wakefield Grammar Pre-Preparatory School we aim to meet the needs of our children through:**

- Providing a safe, positive, nurturing and caring environment where optimum learning takes place
- Providing clear guidance of expected levels of behaviour
- Using a consistent and calm approach with unconditional positive regard
- Ensuring all adults take responsibility for managing behaviour and following up incidents personally
- Ensuring all adults use consistent language to promote positive behaviour and:
- Using bespoke/additional support as needed

### 2. Purpose of the policy: To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' or 'naughty' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem, resilience and self-discipline
- Teach appropriate behaviour through positive modelling and intervention

#### All staff must:

- Be positive and aim to use praise as much as possible
- Take time to welcome children at the start of the day
- Ensure that they model and reinforce positive behaviours through power of 3: **Ready, Respectful and Safe**
- Always address children who are failing to meet expectations
- Always redirect children by referring to and using the language of; 'Be ready, Be respectful and Be safe
- Keep parents informed

#### The Leadership Team must:

- Be a positive, visible presence around the school
- Take time to welcome staff, children and parents at the start of the day
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers etc.
- Ensure staff training needs are identified and met

- Use available data to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours.

**Members of staff who manage behaviour well, will:**

- Be positive
- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion to all children and adults
- Ensure they keep parents informed

**Children want teachers to:**

- Care about them
- Give them a 'fresh start' every lesson and each day
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Seek additional support when necessary
- Keep them safe, physically and emotionally

**3. Our philosophy and golden thread**

As a school we know that the connection between a child's mental health and their behaviour is crucial to understand. If children's basic needs are not met, they find it increasingly challenging to develop core skills such as being self-aware, empathetic, take responsibility for their actions and regulate their emotions.

**For our Golden Thread - all staff will daily:**

- Help support meeting children's basic needs
- Know and understand what emotional distress is to support children
- Encourage children to build resilience
- Encourage children to talk about their own behaviour and listen to children about the wider impact of behaviour.

If a Teacher notices that a child regularly has poor Mental Health and/or needs regular reminders about their behaviour, they will work with the pastoral team to provide preventative strategies (such as Lego Therapy, Emotion Coaching, Art Therapy, Drawing Therapy, Yoga, Mindfulness). This should be recorded using the school systems. These children will be brought to the attention of all staff so that we all look out for and build relationships with them. This will mean we are ensuring a child's emotional needs are being met.

Our aim is to build the PLD (Professional Learning and Development) for Support Staff to meet the needs of the children with the right strategies.

**4. Our Strategy**

We have structured our policy with clear **Rules, Rewards** and **Consequences** whilst supporting a child to develop positive Mental Health. This is a whole school strategy with clear classroom expectations to ensure consistency across the school.

## **Whole School Rules**

### **The School Rules – RRS!**

- **Ready**
- **Respectful**
- **Safe**

These rules are clearly displayed around school and in each classroom and are regularly referred to.

### **Classroom Rules**

Every classroom will display the school rules of Ready, Respectful and Safe.

### **Rewards**

The most important reward that a child can receive is the positive relationship, affirmation and unconditional positive regard from an adult. Every child in school will have access to an Emotionally Available Adult who will check in with them daily, and praise them when they are doing what we expect from them. Our whole school ethos will be to focus on the interaction between adult and child. All children should and will feel loved by school. In addition to the Unconditional Positive Regard, we will reward by;

### **Whole School Rewards**

<b>Visible Consistencies</b>	<b>Over and Above Recognition</b>
<ul style="list-style-type: none"><li>• Praise</li><li>• Modelling the behaviour we expect</li><li>• Daily meet and greet</li><li>• Catching pupils doing the right thing</li><li>• Picking up on pupils who are failing to meet expectations</li><li>• Praising in public (PIP), Reminding/reprimanding in private (RIP)</li><li>• Consistent language</li></ul>	<ul style="list-style-type: none"><li>• Verbal praise</li><li>• SLT praise</li><li>• Termly class rewards</li><li>• Head Teacher Hot Chocolate Friday</li><li>• Book prizes (vending machine)</li><li>• Star of the week certificates (including for Languages, Music and Sport)</li><li>• Early Morning Care, After School Care certificates</li><li>• Teaching assistant certificates</li><li>• Star of the week certificates</li></ul>

**Classroom Rewards**

Visible Consistencies	Over and Above Recognition
<p>The same as 'Whole School Rewards' plus:</p> <ul style="list-style-type: none"> <li>● House points/stars</li> <li>● Recognition Board in every classroom</li> <li>● House points awarded for Shape, Listening, Think, Being Ready, Being Respectful, Reading, Kindness and Resilience (and other criteria decided in your class)</li> </ul>	<p>The same as 'Whole School Rewards' plus:</p> <ul style="list-style-type: none"> <li>● Daily recognition boards</li> <li>● Certificates</li> <li>● Stickers</li> <li>● Phone call/email home (at least 2 per week)</li> <li>● Show work to another adult/s</li> <li>● Special jobs</li> <li>● EYFS Speaking to parents at the end of the day to share children's achievements.</li> </ul>

**Class behaviour system**

The school operates a system in each class whereby warnings are given for behaviour.

Each class will have their own themed display (ie an aquarium/football pitch). Children will have their own avatar with their photo displayed.

A child who is displaying unwanted behaviour will receive 3 warnings.

It will be explained to the child using the language as detailed below (reminders)

Teacher to privately keep track of the warnings. If they have 3 warnings, their avatar is removed from the display. If 3 warnings have been given, this information is shared with parents via the school journal.

This information will be recorded and collected every week on CPOMS (our school reporting system). This will be analysed weekly and tracked to highlight children who are finding conforming to the school behaviour expectations difficult.

All children in the class are expected to conform to the class and school behaviour expectations and support and work together as a team to ensure they are maintaining class behaviour and being positive role models to younger children in school.

**Logical Consequences**

<p><b>Stepped Restorative Strategies</b> - Use child's name, on their level, eye contact, deliver message</p>	
<p><b>REMINDER</b></p>	<p>I noticed you chose to ..... (noticed behaviour)  This is a REMINDER that we need to be  (Ready, Respectful, Safe)  You now have the chance to make better choice</p>

	<p>Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Show me wonderful walking. Thank you for listening.'</p>
<b>WARNING</b>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.) (learner's name),</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices</p> <p>Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
<b>THINKING TIME</b>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to (Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to (Stand by other staff member/ me / Sit on the picnic bench/ have 2 minutes time out to reflect etc) I will speak to you in two minutes</p> <p>EYFS may also use Time In strategies to direct a child to be with an adult to model the behaviour expected.</p> <p>Example - 'I have noticed you chose to use unkind words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p>
<b>SUPPORT FROM SLT</b>	<p>If a child is still not responding to the teacher's expectations despite thinking time and time away, the teacher/TA will send for support from the year group lead. The year group lead will take the child out of the class to discuss their behaviour in private. If year group leads are not available please send a child down to the office to request Head or Deputy.</p> <p><b>At this point, the parents must be informed.</b></p>
<b>FOLLOW UP – REPAIR &amp; RESTORE</b>	<p>What happened to you? (Neutral, dispassionate language.)</p> <p>What were you feeling at the time?</p> <p>What have you felt since?</p> <p>How did this make other people feel?</p> <p>Who has been affected? How can we do things differently? What might be a good choice?</p> <p><b>What should we do to put things right? – Choose a Logical Consequence to repair and restore the negative behaviour</b></p> <p>E.g. thrown something – pick it up</p>

	<p>Been offensive – apologise verbal or written Graffiti/broken something – clean it up/fix it</p> <p><b>Sanctions should</b></p> <ul style="list-style-type: none"> <li>• Make it clear that unacceptable behaviour affects others and is taken seriously</li> <li>• Not apply to a whole group for the activities of individuals.</li> <li>• Be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure</li> </ul> <p><b>Sanctions need to be in proportion to the action</b></p> <p>It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.</p>
<p>Positive relationships are a crucial part of this process. It is not the severity of the sanction, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents.</p> <p>Parents will be informed of any repeated warnings via the school journal.</p> <p>They will be spoken to about significant incidents, away from the pupil, by the class teacher or adult who dealt with the incident. SLT will support these discussions where necessary.</p>	

School uses the following approaches unless the child's behaviour is putting another child at risk or they are acting unsafely. Safety will always take precedence.

**RIP - Reprimand in private**

**PIP - Praise in public**

**Our behaviour curriculum**

Due to the age and stage of development of our pupils, we feel we need to explicitly teach behaviour and model what this behaviour looks and feels like. We have written our own behaviour curriculum (see appendix) which has been discussed with the children and is referred to regularly in the work we do in school, communication with parents and day to day displays/assemblies etc.

**Extreme Behaviours**

Some pupils may exhibit particular behaviours based on early childhood experiences / trauma, and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most specially trained staff in trauma-informed strategies to build relationships with each individual pupil. Where it is needed, individual pupils will have bespoke 'Positive Handling Plans' and will access enhanced packages of support, as directed by the SENDco. Where we do not have the skills or training, we will seek support from the SENDCo and engage with other professionals and external agencies as needed.

Corporal punishment is against the law and will not be used by anyone in the school. There will be no physical contact by a member of staff that is deliberately intended to punish a child or cause pain, injury or humiliation. However, a member of staff will physically intervene if a pupil is putting themselves or others at risk. This intervention will be documented and handed to the Head who will inform parents of the action taken.

**The following behaviours are not acceptable at any point at the Pre-Prep and consequences will be put in place and parents informed if they occur:**

- **Physical harassment/abuse**
- **Racist language**
- **Sexual harassment/abuse**
- **Swearing**
- **Deliberate destruction/damage to school property or property belonging to other children**

The school will record all serious behaviour incidents on CPOMS and any restraints not in the pupil's positive handling plan, on a physical handling form. This will be copied for parents.

Suspensions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term suspension (see the WGSF Exclusion policy) will be enforced under these conditions:

- The pupil needs time to reflect on their behaviour
- To give the school time to create a plan which will support the pupil better
- The pupil being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include periods of internal exclusion with a member of the SLT or Head Teacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Behaviour at Break Times**

Behaviour at break time is recorded and monitored by the staff on duty in the playtime book. This should be shared by the office with the class teacher or lunchtime supervisor by being added to CPOMS. Children who are finding it difficult to behave appropriately at break times and have had repeated incidents in a term will be monitored on a daily basis by a member of the Senior Leadership Team.

Activities and games are provided at break time to encourage structure to the free time and develop children's social communication.

### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform



- in some way identifiable as a child from our school
- poses a threat to another child or member of the public
- could adversely affect the reputation of the school

### **Out of School Behaviour**

The school is committed to ensuring our children act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits, including residential visits, or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour

If we are made aware of incidents where children are behaving inappropriately outside of school, school will speak to parents about our expectations for behaviour.

## **5. Monitoring and Evaluation of this Policy**

All behaviour should be dealt with following the guidelines in this policy. Through staff meetings the policy will be accepted and discussed to ensure correct use. Behaviour in the school will be monitored on a regular basis as will the effectiveness of the policy. The policy should also be reviewed in line with the school development plan.

# Appendix 1 - WGPPS Behaviour Curriculum FS1 - Yr 2

## Overview of Content

All year recap of groups content from FS1 to Yr2

(This can replace the Philosophy for Children for the first week of each half term)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explicit teaching of the full WGPPS Behaviour Curriculum	Ongoing revision of content	Longer recap of WGPPS Behaviour Curriculum	Ongoing revision of content	Longer recap of WGPPS Behaviour Curriculum	Ongoing revision of content

## Introduction

Big futures start at Wakefield Grammar Pre-Preparatory School (WGPPS). We provide a happy, safe and secure learning environment where everyone is valued and shown respect. We strive for high expectations through a curriculum which ignites the children's curiosity, builds on their interests and develops their talents and passions. Our play based, child initiated approach instils a desire to achieve. We inspire a lifelong love of reading and enthusiasm for learning.

At WGPPS we develop children's character through the WGPPS curriculum and values and culture of the school. Our core values of **respect**, **resilience** and **kindness** are crucial to our relationships and learning. In partnership with parents, carers, our Foundation schools and the wider community, we will promote and sustain these values in our school to enable our children to become successful learners and positive citizens ready to meet the challenges of an ever changing world. We work with our values always in mind and this is evident in how we treat everyone - parents, pupils and other staff.

In order to build character we define the behaviours and habits that we expect our pupils to demonstrate. We want to support our pupils to grow into adults who are kind, polite, respectful, grateful and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durrant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

## Teaching the Behaviour Curriculum

The Behaviour Curriculum is taught explicitly during the first week of the Autumn term alongside the traditional National Curriculum subjects. Children should learn the content of the Behaviour Curriculum so that they can recall the information and act upon it. At the start

of each term the Behaviour Curriculum 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 including regular quizzing to check and strengthen retention. Children in EYFS will be given opportunities to 'spot and label' this behaviour in photographs of their cohort working on activities within the school day (for example in floor books shared with their key workers).

Teachers will also demonstrate these behaviours and ensure children have many opportunities to practise these (particularly in the first few days of each term). For example, a lining up order (alphabetical order) should be taught in the classroom but must be reinforced in different locations and times throughout the school day i.e. at playtime. It is expected that all pupils will know this content.

As Tom Bennett describes in 'Running the Room', 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.

For example the children will practise lining up in a specific order. When getting ready to go out to play, the children will know they need to:

- Line up in register order / number order
- There will be no talking
- All be facing forward
- Uniform check - shirts tucked in, socks pulled up
- Hands to yourself
- Have own belongings - jumper, snack box

It is important that all staff know the details of the Behaviour 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.

## **Adaptations**

While this Behaviour Curriculum is intended 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. For example, pupils with autistic spectrum conditions may find it uncomfortable to maintain eye contact with adults. Sensitivity must be applied at all times when teaching the Behaviour Curriculum.

## **Facilitating the curriculum**

In order for the children to follow and understand the behaviour curriculum in school, they need to be able to talk about their emotions and identify when they are following the curriculum well, and what may be holding them back.

We use the Zones of Regulation to articulate the metacognition of feelings. This allows the children to understand how they feel (both externally and internally) when experiencing different emotions and gives them the tools to regulate these feelings. This means that more of our children will be in the 'goldilocks state for learning' (whereby learning is just right) more of the time - feeling 'just right' and being able to apply themselves to each situation with the right energy and alertness.

## Behaviour Curriculum Content

Behaviour Curriculum content to be covered in depth in Autumn term 1 and revisited throughout the year.

Know our Values in school are:

- Be respectful
  - Know that if you respect someone you have a good opinion of their character or ideas.
- Be resilient
  - Know that being resilient means you are always trying to learn and do not give up.
- Be kind
  - Know that someone who is kind behaves in a gentle, caring and helpful way towards other people.

We implement our school values at all times.

Know the following examples of these three values:

<b>Be respectful</b>	<b>Be resilient</b>	<b>Be kind</b>
Say please and thank you Hold doors open for adults and teachers When the adult says 'Thank you' to you, respond with 'You are welcome' Say good morning / good afternoon to adults. Listen and look when others are talking. Wait patiently for your turn	Understand that it is ok to make mistakes and to learn from these mistakes. Accepting responsibility if you make a mistake and saying sorry. Understand that you may not know how to do something YET. When things get tough, keep trying. Learn to congratulate others even though you might be upset yourself. Develop strategies to deal with disappointments.	Talk kindly to other pupils Use kind hands and feet at all times Treat other pupils as you would like to be treated. Think about the feelings of other pupils. Embrace individual difference

Know our school rules are:

- Be ready
- Be respectful
- Be safe

Know the following examples of our three school rules:

<b>Be Ready</b>	<b>Be respectful</b>	<b>Be safe</b>
Be ready to learn by entering the classroom in a calm manner Be ready to listen and learn by using fantastic listening. Be ready to work by getting the resources you need.	Say please and thank you Hold doors open for adults and teachers When the adult says 'Thank you' to you, respond with 'You are welcome' Say good morning / good afternoon to adults.	Be safe by walking around the school with wonderful walking Be safe by playing in a kind way on the playground. Be safe by wearing the school uniform with no jewellery.

Know that pupils who do not follow the school values and the school rules will have a consequence for this.

### **Moving around school**

Know that we walk around school using wonderful walking

Know that wonderful walking means:

- Facing forwards
- Walking at a steady pace
- In a straight line
- Without talking
- Keeping our hands to ourselves

Know that when we move around school we walk on the left of the corridor.

Know that we use wonderful walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school.

### **Classroom Activities**

Know that we use Fantastic Listening in class.

Know that Fantastic Listening means:

- Little nods to encourage the speaker
- Investigate and ask questions
- Sit up straight, keeping your hands to yourself
- Think before you speak
- Eyes on the speaker
- Never interrupt

Know that we all use Fantastic Listening to ensure everybody is able to learn without distractions.

Know how to put your hand up quietly 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 verbal answers should usually be given in full sentences e.g. Who was Christopher Columbus? Christopher Columbus was a famous explorer.

Know that when you want help you can consider using 3B4me strategies (think carefully for yourself, use resources around you, ask a friend)

Know that after you have tried these strategies and need help from an adult you raise your hand and wait quietly unless the teacher has indicated otherwise.

Know that an adult raising their hand means it is time to stop and listen to the teacher. If a friend has not noticed, know that you quietly remind them by gently placing your hand on their arm.

When we see this, we know that we put all resources down and look towards the teacher, putting our hands up, closing our mouths, ready to listen to the instructions.

Know the order that you always line up in Know who you stand in front of and who stands behind you.

Know that you should line up without leaning against the walls.

Know the routine for entering the classroom and getting ready to work. Know that we do not enter a classroom until an adult is present.

Know where you sit in class during lessons, including carpet places where appropriate.

Know the class routine for handing out and collecting exercise books in the classroom.

Know where to hang up your coat and put your bookbag.

Know that you should try to only go to the toilet during playtime and lunchtime or if you are ill during lessons.

Know that you need to get equipment out ready for the lesson and to look after it.

Know that any deliberate damage to equipment will result in a consequence.

## **Speaking in Class**

Know that we use 'SHAPE your answer' to help us speak clearly in class.

Know that this stands for:

- **Sentences** - pupils know that they must answer in full sentences when appropriate.
- **Hand away from the mouth** - pupils know that they must keep their hands away from their mouths while speaking
- **Articulate** - Pupils know that they must pronounce words clearly

- **Project** - pupils know that they must speak with a voice which is loud enough for everyone in class to hear.
- **Eye Contact** - pupils know that it is polite to look at the person you are speaking to.

## Completing Work in Books

Know that each piece of work should be something you are proud of.

Know how to set out work in books according to the year group expectations.

Know that you must use the handwriting lines when writing and have the correct posture and pencil grip.

Know that you must use 'one square one digit' when writing in maths books.

Know how to correct mistakes by drawing one straight line through your work.

## Manners

Know that we use STEPS to politeness at WGPPS to make sure we are always polite to each other.

Know that this stands for:

- **Surnames** should be used by pupils when talking to members of staff ie Mrs Gill
  - **Thank You** - pupils know that they should say 'Thank you' when they receive something or someone does something nice for them.
  - **Excuse Me** - pupils know that they should say 'excuse me' if someone is in their way.
  - **Please** - pupils know that they should always say 'Please' when they are asking for something.
  - **Smile** - pupils know that they should be positive and polite when talking to adults and each other.
- 
- Know that you should let any waiting adult through the doorway before walking through yourself.
  - After the adult has said 'Thank you' you should reply with 'You are welcome'
  - Know that you should say 'Good morning / Good afternoon' to adults when spoken to. Know that it is polite to ask questions such as 'How are you today?', 'Have you had a good morning?', 'Did you have a good weekend?' or comment on the weather.
  - Know that it is polite to give eye contact to the person you are talking to.
  - Know that it is important to give gratitude to others by thanking people for what they have done for you.
  - Know that it is important to have good manners so that people act politely back to you.

## **Playtime Behaviour**

- Know that you must walk from your classroom/ dining hall to the playground using wonderful walking.
- Know that you must play safely and respectfully without hurting anyone.
- Know that we do not 'play fight' because we might 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 you use the zones in the playground sensibly so as not to disrupt other peoples play.
- Know that the equipment stays in the allocated zones.
- Know that, when the bell rings we stand still. When the bell rings again you must line up in your lining up order quickly and quietly.

## **Lunchtime**

- Know where you line up for lunchtime when called.
- Know that you should wash / sanitise our hands before collecting your food.
- Know that you should line up quietly while waiting to collect your food.
- Know that you should use a quiet voice in the dining hall.
- Know that you should always use a knife and fork correctly (this will be explicitly taught in EYFS and reinforced in KS1)
- Know that you should finish what you are eating and drink your water before leaving the table.
- Know that we do not put our elbows on the table at mealtimes.
- Know how to use good manners during lunchtime, particularly when receiving food from the kitchen staff and talking to lunchtime supervisors.
- Know that good manners means saying 'please' when you ask for something and 'thank you' when you receive it.
- Know that you will wait for your table of six friends to all finish their lunch before you ask to leave the table.

## **School uniform**

Know that school uniform consists of:

- Dark blue trouser or shorts or school dress (winter pinafore or summer dress)
- Yellow polo shirt
- School sweatshirt (EYFS) / jumper (KS1) or cardigan
- Blue socks
- Dark shoes with velcro fastenings
- School blazer (KS1)
- School coat
- Know that shirts should be tucked in.
- Know that long hair should be tied back.
- Know that hair clips, headbands and bobbles should be in school colours of dark blue or gold/yellow or tortoiseshell.
- Know that hats, scarves and gloves should be dark blue.



- Know that for PE, games and swimming sessions, pupils must wear the school PE kit.

### **Jewellery**

- Know that on health and safety grounds we do not allow pupils to wear jewellery in school except for an analogue watch in KS1.
- Know that no earrings should be worn in school by pupils.
- Know that you should not be wearing nail varnish or displaying temporary tattoos.
- If these things do happen - a uniform/jewellery slip will be sent home to parents and this will be recorded internally.

### **End of day routine**

- Know that pupils must stay in a straight, quiet line while walking to the door to be dismissed or to ASC/waiting room.
- Know that they must not go home until the teacher / school adult has checked that the correct adult is picking them up.
- Know that the climbing frame and playtime equipment is not to be played with at hometime.
- Know that these procedures are put in place to keep all children safe at hometime.

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

### **Summary**

Know that WGPPS Behaviour Curriculum must be followed at all times.

Know that all pupils follow the Behaviour Curriculum to become better learners and to build positive habits which will help everyone to be successful throughout life.

### **NOTE:**

- We do not have individual class rules or individual behaviour systems.
- We will draw up a class charter/flag to sign up to the school rules and help build our team.
- We give house points to children who are following the behaviour curriculum.
- We use the zones of regulation to assist children in verbalising their feelings and regulating their actions.
- For children who have gone above and beyond they are rewarded with treats like hot chocolates with the headteacher, star of the week or stickers.

## Appendix 2 - Values, Vision, Zones and Posters

### School values



### School rules



## Zones of regulation pathway



## SHAPE - Speaking in class

**Speaking in class: TOP TIPS**

**S**peak in full sentences

**H**ands away from your mouth

**A**rticulate clearly

**P**roject your voice

**E**ye contact (if possible)

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## STEPS - Being polite

### STEPS to being polite

# STEPS



**S**urname When talking to a member of staff always use their surname

**T**hank You When someone gives you something or does something nice for you



**E**xcuse me If someone is in your way



**P**lease When you are asking for something

**S**mile Positive and upbeat!



## LISTEN

# Fantastic LISTENING



**S**it up straight, keeping your hands to yourself

**T**hink before you speak

**I**nvestigate and ask questions

**E**yes on the speaker

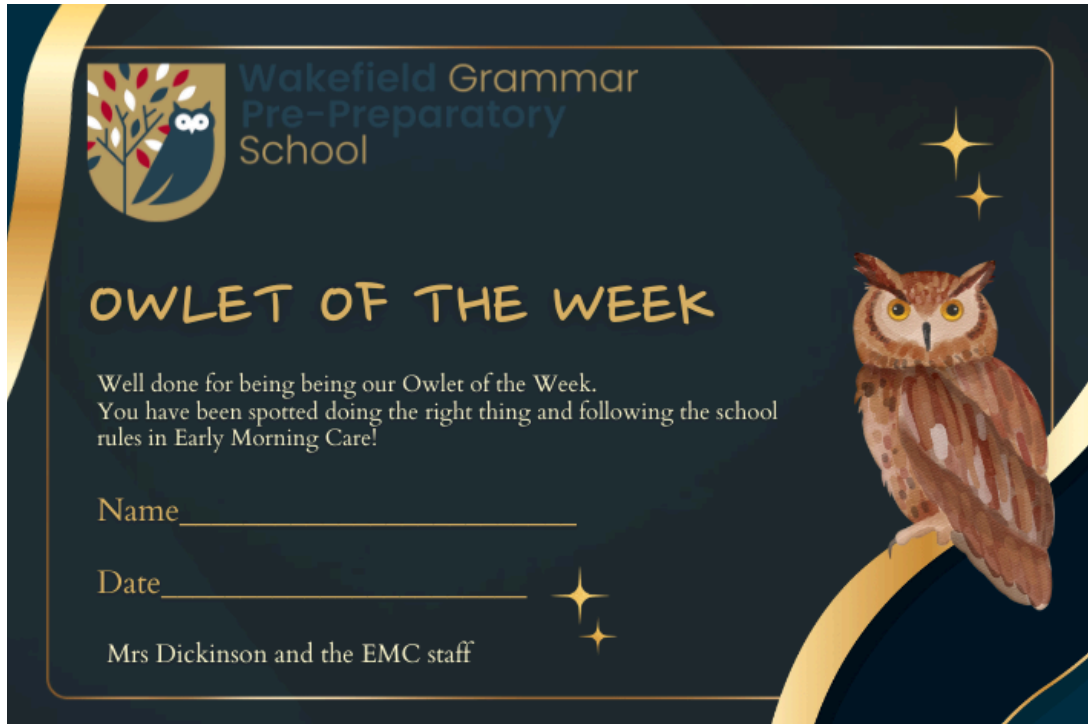
**L**ittle nods to encourage the speaker

**N**ever interrupt



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## Appendix 3 - Certificates



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**OWLET OF THE WEEK**

Well done for being being our Owllet of the Week.  
You have been spotted doing the right thing and following the school  
rules in Early Morning Care!

Name \_\_\_\_\_

Date \_\_\_\_\_

Mrs Dickinson and the EMC staff

*(Note: The certificate features a large illustration of a brown owl perched on a branch on the right side, and a smaller owl logo in the top left corner.)*



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**HOOT OF THE WEEK**

Well done for being being our Hoot of the Week.  
You have been spotted doing the right thing and following the school  
rules in After School Care!

Name \_\_\_\_\_

Date \_\_\_\_\_

Mrs Barker and the ASC staff

*(Note: The certificate features a large illustration of a brown owl perched on a branch on the right side, and a smaller owl logo in the top left corner.)*



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## STAR OF THE WEEK




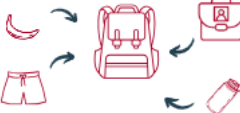
Well done for being being our TA Star of the week.  
This certificate is awarded by our Teaching Assistants when they  
notice children doing the right thing and following the school rules.

Name \_\_\_\_\_

Date \_\_\_\_\_

WGPPS TA \_\_\_\_\_

## Appendix 4 - Uniform/Equipment slips

<b>Uniform/Equipment slip</b>		Name:	Class:
		Name of staff:	Date:
Incorrect uniform /kit	Incorrect uniform /kit	Notes	
Uniform			
Jewellery			
Forgotten equipment e.g. book/homework/organiser			
Forgotten kit - swimming/PE/games/Forest school			
Coat/shoes/gloves/scarf/hat	