

Our Behaviour & Relationships Curriculum 'The Wellington Way'

Behaviour at WPPS

At Wellington Place, our approach to behaviour is rooted in our core 3 values of trust, kindness, and fairness. These values are woven the fabric of our school community, guiding our daily interactions and shaping the positive culture we strive to create.

Our Behaviour Culture

Alongside our PSHE curriculum, each term we focus as a school on one of our core values. This exploration happens during our daily assembly curriculum, where we also discuss the British Values and the UN goals, ensuring a holistic understanding of what it means to be a responsible and engaged member of our community.

'The Wellington Way'

Fundamentally, our behaviour culture is underpinned by kindness. We believe that learning can only thrive when a child feels happy, safe, and loved. This is our top priority at Wellington Place Primary. Our school vision is to learn, lead, achieve, and succeed – and we know that this can only be achieved when our children feel secure and supported. Even before they start school, our children are introduced to the “Wellington Way” – our school rules that guide their behaviour. These rules are simple, yet powerful: **“It’s good to be safe, it’s good to be kind, it’s good to be fair.” This is the Wellington Way.**



Trust Fairness Kindness

Intent—
aspirations for
our pupils

At WPPS we want behaviour to be an unspoken expectation. Our relationship curriculum is based around:

- ⇒ Teaching, not telling, children how to behave
- ⇒ Ensuring all adults are calm, consistent and fair in their response to behaviour
- ⇒ Having clear and concise expectations, routines, rewards and sanctions that everyone follows
- ⇒ Focusing explicitly on positive behaviour: recognising, describing and explaining what we want to see
- ⇒ Adapting our approaches, where needed, for specific pupils with additional needs

Implementation
—teaching the
Relationshipse
curriculum

We believe that, in order for pupils to behave well, they must not on-ly be taught explicitly, but be given plenty of opportunity to rehearse, practise and refine their behaviour. Our behaviour curriculum is based on a firm foundation of research such as Rosenshine’s princi-ples of instruction and Willingham’s ideas about memory. Students can improve their confidence and fluency of behaviour routines and expectations by engaging in plenty of practice – so our curriculum is designed to do just that. Our teachers will dedicate plenty of time over the first few weeks reminding, practising and reinforcing these behaviours and will continue to do so throughout the year. Our carefully planned transition process ensures that our children feel a sense of belonging from the very beginning. They learn the “Wellington Way” and internalise our core values, laying the foundation for a positive and productive learning experience.

The process for teaching behaviour explicitly is as follows

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour

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 with minimal disruptions to learning.

Our School Values: Trust, Fairness and Kindness



Trust



Fairness



Kindness





Scripted Language to support behaviour management

- ◆ **Use the child's name when you begin to speak to them** - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- ◆ **"I can see something is wrong"** – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- ◆ **"I am here to help you"** – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- ◆ **"Talk and I will listen"** - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- ◆ **"Come with me and we'll talk about it..."** – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm.



Trust



Fairness



Kindness



At the start of the day...

Pupils will...

- Walk to their entrance
- When the doors open, enter quietly.
- Say good morning to peers and adults.
- Put away belongings quickly and sensibly.
- Find their seat and begin morning work.
- In Foundation they will start the day with Wellington Wiggle.

School adults will...

- Ensure there is purposeful morning work prepared and ready.
- Open the doors on time. Stand at the door and greet all pupils warmly.
- Engage with parents openly.
- Deal with immediate concerns or arrange a follow up discussion.
- Encourage children to settle quickly through meaningful interactions.
- Support pupils with early morning tasks.

Why we expect to see this behaviour...

By following these expectations, we are providing a calm, purposeful start to the day. This will ensure all pupils are ready for their learning. Children and adults feel valued and welcomed which sets a positive tone for the day ahead.

Sanctions/consequences for not following expectations

- Positive, gentle reminders of the expectations.
- Apply behaviour policy. (*using staged approach*)



In the classroom...

Pupils will...

- Quickly and sensibly find their space and settle for the start of the lesson.
- Organise any equipment needed, as instructed by the adult.
- Be respectful of the environment of the environment and all that is in it.
- Remain in their allocated space, unless instructed.
- Ensure working spaces are clear and tidy.
- Follow adult instructions first time they are given.
- Actively listen and engage with the learning.
- Show respect to their peers when working in groups.
- Try their hardest with all tasks or activities.
- See mistakes as a part of learning.
- Ask permission before leaving the classroom.

Why we expect to see this behaviour...

- To create a calm, positive learning environment.
- To ensure pupils make excellent progress.
- To promote pride in pupils' learning.
- To build a collaborative class ethos.

School adults will...

- Set clear classroom expectations and ensure these are implemented daily.
- Direct pupils to their spaces and encourage them to settle quick-ly.
- Ensure all resources are prepared in advance.
- Ensure classroom environment is well-organised, clear and tidy. (including teacher desks).
- Provide clear instructions.
- Provide learning opportunities which encourage group work.
- Actively engage with all pupils.
- Model appropriate learning behaviour.

Sanctions/consequences for not following expectations

- Positive, gentle reminders of the expectations.
- Apply behaviour policy. (*using staged approach*)
Class teacher to communicate with parents.

In the playground...

Pupils will...

- Walk to and from the playground.
- Only play in designated zones and areas.
- Respect all the equipment.
- Follow all rotas and timetables in place.
- Make safe decisions about equipment and play.
- Only eat a healthy snack at breaktime (fruit and vegetables).
- At the first signal, stop and move safely off the equipment.
- At the second signal, walk and line up quietly and sensibly. (quick, straight, facing forward, quiet and listening).
- Interact appropriately with their peers, showing respect and being mindful of personal space.
- Seek adult support when needed.

Why we expect to see this behaviour...

- Playtimes will be enjoyable for children and adults.
- Following the rules and expectations will ensure pupils and adults are safe during unstructured times.
- It will reduce loss of learning time as there will be less incidents.
- Lessons will start on time.

School adults will...

- Be on time for duty.
- Remain on the playground for the duration of the break time.
- Model healthy eating at breaktimes. (no hot drinks on the playground).
- Actively engage with pupils.
- Demonstrate safe and appropriate use of equipment.
- Follow all rotas and timetables in place.
- Liaise with other staff to cover planned absences.
- Be on time to collect pupils and promptly return them to class to start learning.

Sanctions/consequences for not following expectations

- Loss of equipment for a period of time decided by the adults.
- Spending period of time in a designated area.
- Structured play.
- Informing parents.
- Apply behaviour policy. (*using staged approach*)

In the dining hall...

Pupils will...

- Sensibly walk to, from and in the hall. (waiting quietly and sensibly when needed).
- Find your place and sit quietly.
- Use a quiet voice and only speak to those on your table.
- Put your hand up to get an adults' attention.
- Use table manners—using cutlery.
- Say please and thank you.
- Put their hand up to ask to clear their plate/lunch box.
- Only eat and touch their own food.
- Ask for permission to leave the hall.
- Line up quietly and sensibly to collect hot dinners.
- When signalled, stop immediately, put hand up, remain silent and listen.

Why we expect to see this behaviour...

- To ensure lunch times are safe, successful and enjoyable.
- To develop and practise life skills.
- To develop social skills.
- To promote healthy, balanced lifestyles.

School adults will...

- Warmly welcome the pupils into the hall.
- Monitor lunches and inform class teachers of any concerns.
- Interact with the children when they are eating.
- Find opportunities to eat alongside the children. (classroom staff)
- Remind pupils about appropriate noise levels.
- Reinforce expectations about walking.
- Role model what is expected.
- Support children with table manners and assist with packaging.

Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Informing parents.
- Apply behaviour policy. (*using staged approach*)



Moving around the school...

Pupils will...

- Walk (on the left-hand side)
- Listen and wait for their adult to direct them. (when supervised)
- Keep in a single file line.
- Remain quiet.
- Hold doors open to allow others through.
- Greet others when passing (smile, say hello).
- Demonstrate correct behaviours even when out of sight.
- Respect other's personal space.
- Respect the displays, ensuring they are not tampered with.

School adults will...

- Consistently teach the expectations.
- Model the expectations for the pupils.
- Revisit and reteach expectations when needed.

Why we expect to see this behaviour...

- To keep pupils and adults safe at all times.
- To promote life skills.
- Demonstrates a calm environment.
- Shows that we respect and trust each others

Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)

End of the day routines...

Pupils will...

- Collect their belongings quickly, calmly and sensibly.
- Clear their work space and ensure it is left tidy.
- Line up quietly and sensibly.
- Wait for adult instruction before leaving the classroom.
- Ensure they take all belongings when leaving.
- Stay with their adult once collected.
- Promptly leave the school site.

Why we expect to see this behaviour...

- To ensure pupils are collected safely.
- Avoids parents having to wait.
- Provides a positive end to the school day.
- Gives an opportunity for class teachers to liaise with parents if needed.

School adults will...

- Follow all safeguarding procedures for dismissing pupils—if in doubt, seek support from a member of SLT or DSL.
- Communicate with class teachers regarding any changes to school pick up arrangements.
- Know who is collecting pupils prior to the end of the day. (including list of pupils with permission to walk alone).
- Ensure the lesson is stopped to provide sufficient time for pupils to prepare for the end of the day.
- Monitor cloakroom activity.
- Give pupils clear instructions about the expectations.
- Take any pupils who have not been collected to the designated area/staff member.
- Ensure all immediate concerns (e.g. behaviour/first aid) have been shared.
- Open the door/dismiss at the correct time.
- Ensure discussions with parents take place away from other parents..

Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)

During PE...

Pupils will...

- Attend school with the correct PE kit on the right day.
- Remove any jewellery and ensure hair is tied up.
- Walk to and from the hall sensibly.
- Use equipment safely, following adult direction.
- Actively participate in the lesson.
- Work as part of a team.

Why we expect to see this behaviour...

- To ensure PE lessons are safe.
- To keep pupils fit and healthy.
- To promote healthy lifestyles.
- To develop sportsmanship—understand that we cannot always win.

School adults will...

- Wear appropriate PE kit. (changing into kit for lessons)
- Monitor appropriate noise levels, depending on the lesson content.
- Provide appropriate activities for pupils without kit (see PE observation form).
- Encourage all children to achieve their personal best.
- Model appropriate learning behaviour.
- Liaise with class teacher regarding pupils without kit.
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Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)

Assemblies...

Pupils will...

- Walk to and from assembly quietly .
- Enter the hall sensibly.
- Sit sensibly, quietly and wait for the assembly to begin.
- Remain quiet throughout the assembly, listening carefully.
- Celebrate the success of others.

School adults will...

- Model and reinforce the expectations placed on the children.
- Arrive to assembly on time.
- Provide gentle reminders to pupils when needed.
- Carefully consider positioning of pupils.
- Make reasonable adjustments for pupils who need support.
- Take the opportunity to celebrate **all** pupils' achievements.

Why we expect to see this behaviour...

- Promotes a calm, purposeful atmosphere.
- Celebrating the achievement of others.
- An opportunity for learning.
- Building community and team spirit.
- Develop a better understanding of the school values.

Sanctions/consequences for not following expectations

- Gentle, consistent reminders.
- Model and work alongside pupils to support.
- Apply behaviour policy. (*using staged approach*)



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Fairness



Kindness