

**How do you  
feel when...**

**At Wendover CE School,  
we don't have rules.**

**Instead, we have values  
and expectations.**

**What's the  
difference?**

**The rule might be:**

**Do not hit or kick anyone!**

**The expectation is:**

**We treat everyone with respect.**

**The rule might be:**

**Don't drop litter!**

**The expectation is:**

**We respect our environment.**

**The rule might be:**

**Do not lie.**

**The expectation is:**

**We are honest and take responsibility  
for our actions.**

**The rule might be:**

**Do not shout out.**

**The expectation is:**

**We listen to others respectfully.**

**What  
frustrates  
you?**



**Think about how you  
might feel in the  
following scenarios.**

**How should you react?**

# How do you feel when?

Someone pushes  
or shoves you –  
even if it's part of  
a game.



# How do you feel when?



Someone is rude  
to you.

# How do you feel when?



Someone leaves  
you out.

# How do you feel when?

You have to  
share and don't  
want to.



# How do you feel when?



Someone is  
verbally  
aggressive.

**Expectations and  
responses for learning  
and social time.**



# Learning Behaviour



| Behaviour   | Level              | Response  |
|---|--------------------|---|
| <ul style="list-style-type: none"> <li>Support the learning of others</li> <li>Prepared for lessons</li> <li>Listen carefully to instructions</li> <li>Start tasks quickly</li> <li>Share your thinking/contribute to discussions</li> <li>Stay on task/be resilient</li> </ul> | Positive Behaviour | Knowing that you have done your best, verbal praise, written praise, feedback to parent, Praise Card, House Points, Reward Time, House Point Certificate, Headteacher Award, additional privileges                            |
| <ul style="list-style-type: none"> <li>Being unprepared for lessons</li> <li>Not working to potential</li> <li>Fiddling with/misuse of kit</li> <li>Not starting tasks promptly</li> <li>Off-task</li> </ul>  | 1                  | Clarify instructions, reminder of expectations, removal of kit, restorative meeting with class teacher, informal communication with parent  |
| <ul style="list-style-type: none"> <li>Repeated Level 1 Behaviour</li> <li>Calling out, chatting or distracting others</li> <li>Interfering with others' kit</li> <li>Disruption to Learning</li> </ul>   | 2                  | Warning given, moved to different seat, time-out, restorative meeting with teacher and year leader, restorative task, loss of privilege, parent informed, review of support, record of incident                               |
| <ul style="list-style-type: none"> <li>Repeated Level 2 Behaviour</li> <li>Refusal to obey a reasonable request from staff</li> <li>Severe disruption to learning</li> <li>Endangering health &amp; safety of self or others</li> </ul>   | 3                  | Restorative meeting with teacher and senior leader, review of support for child, parent informed, Positive Behaviour Plan or Behaviour Support Plan, removal by senior leader, internal isolation, record of incident on file |
| <ul style="list-style-type: none"> <li>Repeated Level 3 Behaviour</li> <li>Serious incident/disruption to the order of the school</li> </ul>  | 4                  | Review of support, Pastoral Support Plan, fixed term internal / exclusion, outside agency intervention, eg. PRU, CAMHS, managed move, permanent exclusion   |

# Social Behaviour



| Behaviour   | Level              | Response   |
|---|--------------------|--|
| <ul style="list-style-type: none"> <li>Be respectful &amp; support others</li> <li>Be cooperative &amp; polite</li> <li>Follow instructions</li> <li>Play safely</li> <li>Discuss any problems</li> <li>Respect your environment</li> </ul>   | Positive Behaviour | Knowing that you have done your best, no loss of social time, verbal praise, feedback to parent, Blue Band, House Points, Reward Time, House Point Certificate, Headteacher Award, additional privileges   |
| <ul style="list-style-type: none"> <li>Over excited / boisterous play</li> <li>Not playing cooperatively</li> <li>Inconsiderate behaviour</li> <li>Misuse of kit</li> <li>Disrespect of environment</li> </ul>  | 1                  | Clarify rules, reminder of expectations, removal of kit, 2-5 minute time-out, short restorative meeting, restorative task completed.   |
| <ul style="list-style-type: none"> <li>Repeated Level 1 Behaviour</li> <li>Verbal abuse of peers</li> <li>Out of bounds (on school site)</li> </ul>   | 2                  | Warning given, 10-15 minute time-out, restorative meeting, restorative task, loss of privilege, parent informed, review of support.  |
| <ul style="list-style-type: none"> <li>Repeated Level 2 Behaviour</li> <li>Refusal to obey a reasonable request from staff</li> <li>Verbal abuse to staff</li> <li>Physical abuse of peers</li> <li>Bullying or discriminatory behaviour</li> <li>Theft or wilful damage</li> <li>Endangering health &amp; safety of self or others.</li> </ul> | 3                  | Removal by senior leader, parent informed, restorative meeting with teacher and senior leader, review of support for child, Positive Behaviour Card or Behaviour Support Plan, internal isolation, actions reported to outside agencies as required. |
| <ul style="list-style-type: none"> <li>Repeated Level 3 Behaviour</li> <li>Physical abuse of staff</li> <li>Out of bounds (off school site)</li> <li>Serious incident / disruption to the order of the school.</li> </ul>   | 4                  | Review of support, Behaviour Support Plan, fixed term internal / exclusion, outside agency intervention, eg. PRU, CAMHS, managed move, permanent exclusion.  |



## **James 1:9**

**“Know this: let every person be quick to listen, slow to speak and slow to anger...”**

**What do you think this means?**

**Dear Lord,**

**Help us to treat each other as we  
wished to be treated. Make us swift to  
forgive each other, as you forgive us.**

**Amen**