

Heathlands WOW Factor – Lower School

Applying the WOW Factor

- We establish a whole school ethos which expects good behaviour.
- We develop an effective set of classroom rules and routines.
- We teach and agree these rules and routines with pupils.
- Pupils learn the skills and attitudes they will need to carry them out.
- When children work within the rules and routines we apply our system of praise and rewards.
- We teach children our system of consequences if they fail to follow our rules and routines.

Working on Work

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1. Walk properly through school in a class line with an adult at the front.



2. Remove outdoor clothing and get ready to learn quickly



3. Watch and Listen carefully when a staff member is talking.



4. Cooperate with your classmates. Help, do not distract.



5. Raise your hand if you want to speak to a member of staff in the classroom.



6. Be polite and respectful to all staff and all other children.



7. Try your best with your learning activities.



8. Give in all your home learning on time.



9. At the end of your lesson leave your table tidy.





My learning



Respect



I watch staff



I watch other people

I help other people



I am polite



Motivation



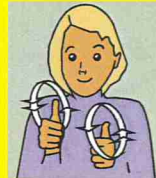
I like to learn



I keep trying



I praise others



I will try by myself



I accept mistakes





My learning



Responsibility



I get my equipment



I do my home learning



I finish my classwork



I ask for help



My behaviour is safe

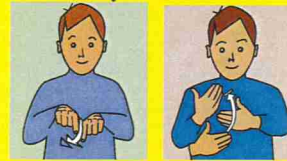


Attitude

I'm ready to learn



I will try new things



I will share



I will try my best



Level	LS Behaviour
1	<ul style="list-style-type: none"> • Wasting time at the start of lessons. • Disrupts lesson e.g. distracts other children, talking, not working, inappropriate comments, etc. • Ignoring staff when they ask you to do something. • Not completed home learning. • Bringing objects to school which should be left in a bag or drawer (toys) • Getting a drink during lesson without an adult's permission. • Making deliberate noises during lessons.
2	<ul style="list-style-type: none"> • Persistently wasting time at the start of lessons (2 or more occasions). • Continues to disrupt lesson e.g. distracting children, talking, not working. • Teasing other pupils. • Continues to ignore staff requests. • Continues to fail to return home learning. • Damages another child's property or classroom equipment. • Walking around during lesson time without permission.
3	<ul style="list-style-type: none"> • Continues to waste time in lessons after a consequence. • Persistently not completed home learning. • Failure to follow a consequence. • Graffiti. • Leaving lessons without permission. • Bullying. • Swearing at another student. • Deliberate damage to school property. • Misuse of ICT facilities. • Rudeness to staff e.g. argues.
4 Major Consequence	<ul style="list-style-type: none"> • Offensive behaviour e.g. swears at a member of staff. • Defiant behaviour e.g. refuses to move, follow instructions. • Theft. • Serious bullying incident. • Possession of an item/weapon likely to cause harm to another. • Aggressive behaviour towards another student. • Aggressive behaviour towards staff. • Intolerant behaviour e.g. racist, homophobic, gender discrimination • Inappropriate touch or comment. • Forcing someone to do something they don't want to do. • Using a phone in school without permission.

Level	Pro Social Behaviour
1	<ul style="list-style-type: none"> • Eye contact. • Smile. • Giving Greetings (Good Morning, How are you? Etc.) • Saying please and thank you. • Acknowledging others. • Making a friend. • Tidying up after yourself. • Lining up calmly. • Wearing correct uniform with pride. • Reporting issues.
2	<ul style="list-style-type: none"> • Helping. • Cooperation. • Sharing with others. • Developing friendships. • Consoling a friend. • Picking up something dropped by a friend. • Being able to work with a partner. • Hold doors open for others. • Tidying up after a friend. • Giving a compliment or encouragement. • Encouraging others to do the right thing.
3	<ul style="list-style-type: none"> • Showing an understanding of why cooperating is important. • Volunteer. • Work through conflicts. • Maintain friendships. • Including a peer in a group game or activity. • Consoling a peer in need. • Picking up something dropped by others. • Showing delight at the achievement of others. • To be able to work in a small group. • Tidying up after anyone. • Letting others go first.
4	<ul style="list-style-type: none"> • To be able to make friends and socialise with a range of people. • Donating time to others. • Being able to work in a large group. • To be able to comfort others. • To show empathy to others. • To show feelings of concern for others. • To complete intentional acts that benefits another person. • To be motivated by concern for the needs of others over self. • Support others to work through a conflict.