



20 MARCH 2023

At Wildmoor Heath, the expectation is that all pupils will behave well and follow our school values. We deliver the behaviour curriculum through our PSHE curriculum, our collective worship programme, our discovery list (of extra-curricular activities) and direct instruction in the classroom. It is modelled by all staff across the school. We maintain high aspirations for all our learners, encouraging them to accept some responsibility for their own behaviour, and to 'Reach for the Stars'. We believe that every child learns best when they love coming to school and school is a place of safety, laughter and discovery.

An important part of the Wildmoor ethos is the development of the whole child in their primary years. Our curriculum is holistic and inclusive in all respects; the personal development of all our pupils is at the core of our work to ensure that we have a positive impact on the wider personal development of pupils' cultural capital. We ensure that our young learners discover their interests and talents whilst developing into resilient, confident and independent learners. We offer a full range of curricular and extra-curricular activities to promote physical and mental health, including timetabled Outdoor Learning sessions and adventurous residential trips. We prepare pupils fully for life in modern Britain by developing their understanding of the British values and equip them to be responsible, contributing citizens in an increasingly diverse national community. One of our School Development Priorities is:

To provide our pupils with a strong foundation and a wealth of opportunities which steadily increases cultural capital and nurtures their broader development as successful learners, healthy individuals and responsible citizens.

UNICEF RIGHTS RESPECTING SCHOOL

Wildmoor Heath School is proud to be a UNICEF Rights Respecting School. We encourage all our learners to understand their rights and responsibilities as children. Senior leaders run assemblies themed around world issues concerning children's universal rights. These include access to: clean food and water, good health, protection from harm, education, play and recreation, economic stability and career prospects. Article 31 of the UN Convention on the Rights of the Child states that:

"Every child has the right to relax, play and join in a wide range of cultural and artistic activities."

We seek to ensure that children are given every opportunity to develop an understanding and appreciation of the wider world, the arts, sports, culture and nature. Through all our teaching and learning programmes, we ensure equality, diversity and inclusion of our provision.

British Values

We promote 'British Values', which are defined by the government as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs, through our school values, curriculum, assemblies and enrichment activities. We support our learners to develop the behaviours and learning attitudes that are consistent with our values and the British values.

Values

Our values are Respect, Empathy, Aspirations, Courage and Honesty. These values are celebrated every day in school and upheld by all our learners, staff and governors. Our motto is Reach for the Stars which is our aspiration for all our learners to work hard to achieve their dream, going beyond what they thought was possible. On the next page, we share how each value translates into pupil behaviours and expectations.

VALUE	EXPECTATIONS AND PUPIL BEHAVIOUR
RESPECT	<ul style="list-style-type: none"> • We respect and uphold the rights of children all over the world. • We will respect ourselves, each other, our belongings, school property, the environment and authority. • We know and demonstrate our school values in all we do. • We are tolerant of each other's' ideas, opinions, faiths and ethnicities. • We welcome diverse in our local and the wider community. • We will not tolerate discrimination. We know and understand why movements such as Black Lives Matter arise in our world. • We will earn trust and respect by acting with integrity • We will take pride in our uniform, equipment, school work and the achievements of ourselves and others.
EMPATHY	<ul style="list-style-type: none"> • We value everyone in our school as an individual. • We will work, learn and play together. There is no 'I' in team. • We celebrate the diversity or backgrounds, cultures and religions in our school, local community and the wider world, • We support others by being kind, caring, helpful and understanding. • We are learning to be good listeners – to stop, listen and reflect. • We will solve friendship issues with friends and help others to do so. • We will consider other people's feelings before saying or doing things.
ASPIRATIONS	<ul style="list-style-type: none"> • We aim high always, having personal goals and strong role models. • We ask how to improve our work and strive for the very best. • We take pride in our work and always presenting it neatly. • We are happy to edit and improve our work to make it our best. • We enjoy taking responsibility for our own goals and progress. • We work hard to be ready for the next stage in our education and to learn about future careers. • We will be curious and ask questions • We are proud of our own and others' achievements, yet humble and kind always. • We reflect on what we have learnt and know the next steps for improvement.
COURAGE	<ul style="list-style-type: none"> • We will challenge ourselves and take measured risks in our learning. • We are not afraid to get things wrong. • We know that everyone learns from mistakes – this is natural and develops us. • We try new things, even when they are difficult. • We do not give up - we are resilient and keep on trying. • We believe in practice makes perfect. • We know right from wrong and do the right thing, even when it is the difficult thing to do.
HONESTY	<ul style="list-style-type: none"> • We will be honest to adults, each other and ourselves. • We will tell the truth; we will admit when we are wrong. • We know that everyone has personal strengths and weaknesses. • We are not afraid to ask for help in order to develop our skills. • We know right from wrong and will always choose the right thing to do. • We will speak up when we feel someone's rights are ignored or when we witness any form of discrimination.

Assemblies

Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

We engage every day in a 'meaningful act of worship'. This is usually in an assembly, either whole school, phase or class. The law requires all pupils and staff to participate in a daily act of collective worship that is broadly Christian in character and that is appropriate to the age, aptitude and family background of all the pupils.

DAILY ASSEMBLIES

DAY	YEAR GROUPS	ASSEMBLY	CURRICULUM DRIVER	STAFF MEMBER RESPONSIBLE
Monday	All (Reception Class after October half-term)	RHE/PSHE/School Values Links to global issues	Environment Well-being Community Opportunities	Rotation of teachers
Tuesday	Class collective worship	RHE / PSHE	Communication Community Well-Being	Class teacher
Wednesday	All	RHE / PSHE / Singing (rotate KS1/KS2)	Community Environment Opportunities	Week 1: KS1 – ED Week 2: KS2 – CV
Thursday	All	British Values Current Affairs Children's Rights	Well-being Creativity Opportunities	Rotation of teachers
Friday	All	Celebration Assembly Awards/School News Individual Achievements	Opportunities Community Well-Being	LS/CV

Curriculum

It is our responsibility to provide the children with a broad and balanced curriculum that prepares them for the opportunities, responsibilities and experiences of the next stage of their education and adult life. This includes the statutory National Curriculum, Relationships and Health Education and Religious Education. At Wildmoor Heath, we aim to go well beyond the National Curriculum in offering our learners wide experiences in the Great Outdoors through local Wildmoor Heath walks, two adventurous residential trips, timetabled Forest Schools outdoor learning lessons, community opportunities, plus our diverse Discovery List.

Relationships and Health Education (RHE)

At Wildmoor Heath, PSHE (Personal, Social, Health and Economic Education, including Relationships, Health Education (plus age appropriate Sexual Education), is delivered through our Jigsaw scheme of work, and in weekly assemblies. Jigsaw provides half-termly themes and lessons that teachers can deliver in class. The HT assemblies link the PHSE themes to school values, and pupils sing the thematic song in every assembly. British values are also taught explicitly in assemblies, where we use national and international news stories to help the children understand the importance of British values (e.g. recent examples Wednesday, 2nd March 2022, The Ukrainian Refugee Crisis). Values, British values and PHSE are embedded throughout the whole school day, in lessons, outdoor sessions and playtimes, and displayed across the building.

Half-term	Relationships and Health Education Personal, Social, Health and Economic Education	School Value Focus
Autumn 1	Being Me	Courage
Autumn 2	Celebrating Differences	Empathy
Spring 3	Dreams and Goals	Aspirations
Spring 4	Healthy Me	Honesty
Summer 5	Relationships	Respect
Summer 6	Changing Me	Aspirations

Routines

Beginning of the Day

The school operates a 'rolling' start whereby pupils are encouraged to come straight into class on arrival from school opening at 8:40am. Teachers (and LSAs contracted from 8.30am) are in their classrooms from 8.40am each day ready to receive the children. Teachers have available 'Early Work' for pupils to ensure learning starts right away.

End of the Day

At the end of the day, KS1 and EYFS staff are in the classrooms or at their external doors to 'hand over' the children to their parent / carer (or person with permission to collect them). KS2 teachers follow their class outside to the gate, where children wait until the teacher sees the authorised person taking the child home. Year 6 pupils are allowed to walk home if written permission has been obtained from the parent. In this way, parents are able to freely interact with teachers every day – an important triangle of communication.

Assemblies

For assemblies, children must line up sensibly and walk quietly through the corridors to the hall. They should sit silently whilst waiting for the assembly to start. At the end of the assembly, the leading teacher will decide which year groups can be sent back to class. Again, the children walk quietly and sensibly back to their classrooms.

Playtime Routines and Expectations

At playtime the children must wait to be taken outside by the adults. No child should be allowed outside unsupervised. In cold weather, children must wear coats, and if needed, hats and gloves.

All children are encouraged to change into trainers (i.e. different shoes from the ones they wear indoors) if they wish to use the field. The adventure playground is available for use at break time. Children may use footballs, skipping ropes etc.

Children can bring in a healthy snack from home for breaktime, such as fruit, vegetables, cheese, yoghurt or a non-chocolate cereal bar. Snacks must be nut free. Children are encouraged to drink water at break time – no other drinks are allowed. Children are be reminded to use the toilet during the break BEFORE the whistle is blown.

At the end of break, the teacher blows a whistle twice. The children stand still when they hear the first whistle. The second blast tells them to make their way back to their class lines on the playground. The children are expected to walk quickly and sensibly bringing any equipment they have been using. The children line up sensibly in their class lines and wait for their teachers to collect them and bring them inside. Children are not allowed to be in the classroom during break or lunchtime unless they have special permission from their teacher.

Children follow the following rules at playtimes and lunchtimes:

- They play safely without hurting anyone;
- They do not 'play fight' because someone may get hurt by accident;
- They must be kind, by including other people in their games;
- When the whistle blows, they pick up all the equipment and line up sensibly.

Wet Playtime

If a wet break is declared before the children go outside, children will stay in the classroom with an LSA to supervise them. In every class, there is a box of suitable games and agreed activities for the children to use. If outside already and the weather becomes too bad, an adult will send two children into the office to let the staff know that the children are being sent in. Teachers will meet them in the classrooms. Children are not allowed to be in their classes unsupervised.

Lunchtimes

Children should wash their hands before lunch. The lunchtime team leader will organise a rota for an order in which children enter the dining hall to eat. Children who have packed lunches and those who are not yet in the hall will be escorted outside by their teacher. Children can use the picnic tables and benches to eat their packed lunches and all left over food and wrappers are placed back into their lunch bag. Children must retrieve their lunch bag at the end of lunchtime to bring it back into class.

If children require the toilet at lunchtime, they must use the outdoor toilets situated at the back of Year 6 (KS2).

At the end of lunchtime, a whistle will be blown at 1.10pm to line up by class on the playground. By the second bell at 1.15pm, teachers and LSAs will be waiting on the playground and will escort the children back to the classrooms.

Wet Lunchtime

If a wet break is declared before the children go outside, teachers stay in the classrooms to supervise the children until a member of the lunchtime team takes over or they are called to the hall for lunch. Children are not to be left unsupervised. In every class there is a box of suitable games and agreed activities for the children to use. At 1.10pm, the children must put away all games and activities used and tidy the classroom.

Conduct During Lessons

Children should follow the school values at all times. In lessons, they show respect by:

- Actively listening to whoever is speaking;
- Thinking about responses before sharing;
- Respecting other people's opinions;
- Being kind to others;
- Sharing answers clearly and in full sentences;
- Building on what other people have said.

When teachers need to get all children's attention, they may use signals, such as '3,2,1, lean in'. They use signals for children to move from the carpet to the tables, e.g. '1 stand up, 2 move to your chair, 3 sit down'. Children should not leave their seat unless asked to do so. They should take responsibility for keeping the classroom neat and tidy.

Work in Books

When writing in books, the children must:

- Use the next available page (or half page if there is space);
- Write the date and title/LLT neatly, underlining it with a ruler;
- In maths, write one number in each box;
- When drawing, use a pencil;
- Use neat, joined handwriting at all times;
- When drawing a line, use a ruler;
- Correct mistakes by rubbing it out or crossing it out with one line.
